WIOA State Plan for the Territory of Guam FY-2018

Overview

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

Options for Submitting a State Plan

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

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

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA's core programs plus one or more of the Combined Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the

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"common planning elements" (Sections II and III of this document) where specified, as well as the program-specific requirements for that program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.)
- Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (Programs authorized under 38, U.S.C. 4100 et. seq.)
- Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment Program (Programs authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))*
- Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

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* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

How State Plan Requirements Are Organized

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

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development

system and alignment strategies for workforce development programs to support economic growth.

- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:
    - State Strategy Implementation,
    - State Operating Systems and Policies,
    - Assurances, and
    - Program-Specific Requirements for the Core Programs, and
    - Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce and Innovation Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

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

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* Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.

The Workforce Innovation and Opportunity Act (WIOA) supports innovative strategies to keep pace with changing economic times and seeks support employment services, job training, adult education and literacy and vocational rehabilitation activities.

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of Guam submits a Combined State Plan ("Combined Plan") to the Secretary of the U.S. Department of Labor that outlines a four-year strategy (PY2016 - PY2019) for the Territory's workforce development system. Guam's publicly-funded workforce development system is part of a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all job-seekers secure good jobs while providing business with the skilled workers they need to compete in the global economy. The Combined Plan aims to conform with the WIOA planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA). The goal is to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals.

Guam's Combined State Plan pulled in core programs and additional partner programs in the planning process of the Plan. This allowed program partners to share insights and understanding about shared purpose. The result is a more comprehensive and integrated approach through the Plan to achieve performance goals. Developing sector strategies and career pathways are incorporated into the Plan in order to improve services to workers and businesses. Ongoing

WIOA- related meetings among programs, as well as dialogue within other island networks (ex: Regional leadership or economic forums, Professional Organizations, NGOs, Judicial sector, etc.) helped grew richer relationships centered on workforce development. This type of cross-collaborative dialogue will continue to help weave the Plan strategies throughout Guam and the region to ensure successful implementation.

A Combined State Plan sets the four-year strategy for the core programs and additional partner programs, which are:

Core Programs

- Title I - the Adult, Youth & Dislocated Worker Program (Title I of WIOA)
- Title II - Adult Education and Family Literacy Act program
- Title III - Wagner-Peyser Act program
- Title IV - Vocational Rehabilitation program

Additional Programs

- Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.)

I. WIOA State Plan Type

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

Unified State Plan. This plan includes the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program. No

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

Combined Plan partner program(s)

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

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) No

Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.) No

Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4))) No

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Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))) No

Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)) No

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

Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law) No

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

Employment and training activities carried out by the Department of Housing and Urban Development No

Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) No

Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))] No

II. Strategic Elements

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

a. Economic, Workforce, and Workforce Development Activities Analysis

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

1. Economic and Workforce Analysis

A. Economic Analysis

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

i. Existing Demand Industry Sectors and Occupations

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

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ii. Emerging Demand Industry Sectors and Occupation

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

iii. Employers' Employment Needs

With regard to the industry sectors and occupations identified in 1 and 2 above, provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

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

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

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

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

The AJC with the GDOL is located within the capital of Guam. All programs are working to offer more collaborative services or be co-located at the AJC. Program participants, stakeholders, employers, partners and collaborators are able to access customer centered services at the AJC, thereby offering: - Improved coordination and integration of services among partner agencies -

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

i. Existing Demand Industry Sectors and Occupations

The Outlook for Guam's economy in Fiscal Year 2019 is a continuation of a general trend of modest growth and stability in an economic environment characterized by growth both in the U.S. and internationally. The outlook is tempered by possible downside risks. The forecast is for continued economic expansion as measured by growth in Gross Domestic Product, which has occurred every year since 2006 but has been slowing in recent years. Expansion is expected to be driven by near-record tourist arrivals, increased visitor expenditures and a rebound in construction. The likelihood of increased construction activity is supported by high dollar amounts of building permits and DOD construction contracts associated with preparation for the Marine Corps relocation from Okinawa; a backlog of funded projects in all sectors; and eased restrictions on foreign worker importation which should reduce labor capacity constraints. Downside risks to the favorable outlook are present. Long-standing international tensions with North Korea and others in the region may flare, impacting tourism and the overall economy. Recent airline capacity reductions constrain short-term growth prospects. Further delays to a myriad of construction projects could materially alter the forecast. Recent U.S. Federal income tax changes will have both positive and negative effects on Guam's economy.

Tourism

Visitor arrivals in 2017 set new all-time highs exceeding the record levels according to Guam Visitors Bureau (GVB) figures. For Calendar Year 2017 visitor arrivals increased from 1,532,015 to 1,540,723 a 0.6 percent increase. On a Fiscal Year basis, visitor arrivals increased from 1,492,249 to 1,559,395, a 3.5 percent increase. As the number of visitor arrivals has increased, so have hotel occupancy and room rates. Annual average hotel occupancy rates increased to 84.2 percent in CY 2017, up from 83.4 in 2016 and 76.3 in 2015. In 2017 every month had an occupancy rate above 80 percent except for October. Average daily room rates for 2017 reached $206.07, showing increases each year from 2013, when they were $164.29 as detailed in GVB reports.

While the annual numbers are up, the latest quarter and month are down somewhat. Arrivals for first quarter of FY 2018 are down 3.9 percent from first quarter FY 2017 arrivals. December 2017 arrivals are down 2.3 percent from December 2016.

Despite these recent decreases, the high level of annual visitor arrivals is remarkable, particularly given the drastic reduction in Japan arrivals due to the nuclear standoff between the U.S. and North Korea. Japanese visitors were historically the overwhelming share of the market. Japanese arrivals had been on a generally downward trend but the several missile threats from North Korea in 2017 caused arrivals to plummet from that market. North Korea has made similar threats for decades but President Trump added to the tensions by threatening to "totally destroy" and unleash "fire and fury like the world has never seen" on North Korea. The Guam Visitors Bureau confirmed that there have been thousands of visitor cancellations, mostly from key Japanese package tours and that new bookings have slowed. The CNMI has experienced similar market changes with Korean arrivals increasing and Japan arrivals declining, although their

decline in Japanese travelers was much less severe than Guam's. While the tourism prospects for 2018 and beyond remains strong, the situation has heightened uncertainty and dampened growth expectations.

The increasing diversification in origin of visitors by country has more than offset the decrease of the Japan sector. For 2017 Japan arrivals declined 16.9 percent while Korea arrivals increased 25.6 percent. For the first full year, Korea arrivals of 684,465 exceeded the 619,605 arrivals from Japan. Japan arrivals in 2017 were just 40 percent of total visitor arrivals. The Japan sector has experienced a number of events which have reduced arrival numbers. This includes a reduction in the number of flights to Guam which the Visitor's Bureau hopes to increase by promoting an increased number of charter flights and expanded marketing initiatives including social media to capture more independent travelers, as the market has shifted to more FIT's and fewer package tours.

Since a China visa waiver program to Guam does not look likely in the near future, GVB is pursuing Chinese visitors who already have U.S. visas. Two million U.S. visas, now valid for ten years, have been issued to Chinese citizens.

In the latest year, Russian visitor arrivals have rebounded somewhat, increasing 52.5% to 659 in 2017. For Russian oil producers, the price of the benchmark crude in rubles is close to a record thanks to a weaker currency. Oil exports are a significant source of Russia's foreign exchange.

Guam remains ninth in a ranking of U.S. ports of entry of non-resident arrivals in preliminary July 2017 U.S. Department of Commerce, ITA, National Travel and Tourism Office figures. The department's forecast for Asia-Pacific provides a context for growth for Guam's tourist market 22 Economic Outlook potential, "This world region is expected to produce a 47 percent increase in visitors by 2021. Japan, the largest Asian market and second-largest overseas market, is forecast to have a small increase in visitor volume in 2021 compared to 2015, but its path includes a decline in 2016 and no growth in 2017. Conversely, high growth rates and large growth volumes are expected in 2016 for China, India, South Korea and Taiwan. Similarly, these four countries are expected to have among the largest total visitor volume growth of any country from 2015 to 2021. More importantly, China should become the top overseas origin market and third overall behind Mexico or Canada by the end of 2021. India is expected to produce 847,000 additional visitors (+72%), and South Korea should produce an additional 758,000 visitors (+43%).

Military

The anticipated "Military Buildup" construction projects relates to the strong construction industry presence in Guam. The first wave of Marines relocating from Okinawa to Guam has been delayed. They are now expected to begin arriving in Guam by around 2025. According to Major Timothy Patrick, Public Affairs Officer for U.S. Marine Corps Activity, Guam "It's a graduated increase in Marines so it won't be 5,000 Marines all at once, but they will be graduated slowly but surely, …We expect to get up to the full complement within two years after we begin."

Work in preparation for the relocation is well under way. The progress is documented in The Interagency Coordination Group of Inspectors General for Guam Realignment in its Annual Report dated February 1, 2017. The estimated total costs for DOD Projects and Programs through 2016 are $1.165 billion, with $517 million incurred. For Marine Corps projects, $1.208

billion with $543 million incurred. For other Federal Agency Projects and Programs, $165 million with $84 million incurred. Two of the largest projects so far are $309 million for utilities and site improvements at the new Marine Corps base at Finegayan and $126 million to construct a live-firing range complex at Northwest Field.

The continued development work is not without concerns which could alter the course or timing of the planned projects and activities. The Guam Legislature adopted a resolution calling for the construction of a new military live-firing range complex to be delayed. The initial version was to prohibit the firing range development, but it was changed to instead call for a delay in the construction and pre-construction until all legal concerns surrounding the development and activities have been resolved. The CNMI lawsuit is also cited. A lawsuit was filed in the Northern Mariana Islands District Court July 27, 2016 by Tinian Women's Association; Guardians of Gani; Paganwatch and Center for Biological Diversity, vs. United States Department of the Navy; Ray Maybus, Secretary of the Navy; United States Department of Defense; and Ashton Carter, Secretary of Defense. The Plaintiffs request that the court vacate and set aside the 2010 and 2015 Records of Decision regarding the relocation of Marines from Okinawa to the Mariana Islands, and issue any appropriate injunctive and other relief.

The Department of Justice asked the U.S. District Court for the NMI to dismiss the plaintiffs' complaint with prejudice. CNMI District Court Chief Judge Ramona Manglona dismissed most of the arguments in October. The case now hinges on the issue of whether or not the Navy failed to evaluate, in a single Environmental Impact Statement, the impacts of stationing U.S. Marines on Guam and the full range of training in the CNMI required by those Marines.

On an unrelated issue — in response to the almost complete denial of labor certifications for foreign workers under the H-2b visa category - the Governor of Guam issued a statement April 6, 2017, which stated: "I will no longer support the buildup; and will not support further progress on the military re-alignment to Guam, so long as the federal government continues to choke our economy."

Absent any court order the buildup activities are scheduled to proceed. If the Court does not dismiss the case and determines there is merit to the claims, relief could be granted short of setting aside the 2010 and 2015 Records of Decision in a manner that may not affect the Guam relocation activity.

Construction currently accounts for about nine percent of Guam's economy in terms of civilian employment. It is also a strong leading indicator of the economic activities to come including employment. As the industry is subject to large cyclical variation, activity changes can have a measurable effect on the economy.

To forecast future construction activity, the dollar amount of building permits issued provide an excellent leading indicator for the civilian sector and U.S. military construction contracts awarded for the defense sector. The combined total of permits and military contracts is a strong indicator of construction activity levels in the following year or two.

Construction employment declined somewhat in 2015 from roughly seven to six thousand workers due to several factors. These include completion of major projects, reductions due to lower military construction appropriations in 2015, delays in contracting due to a procurement protest and environmental site work and reductions due to the non-renewal and repatriation of

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the majority of foreign workers employed under H-2b visas. Construction declined further through 2017 due to workforce constraints.

Nevertheless, there are several compelling reasons why construction activity and employment is likely to increase in 2018 and 2019. These include a backlog of projects with appropriations or other financing to be contracted and a large number of projects already contracted with a great deal of work remaining. NavFac Pacific Current Contract amounts adjusted by percent completed are estimated at $481 million as of August 2017 on DOD multi-year projects.

Most of Guam's H-2b foreign workers in construction, which accounted for about 17 percent of the industry's labor force, were repatriated in 2016 and 2017. Their temporary visas were not renewed due to more stringent application of the U.S. Citizenship and Immigration Services (USCIS) approval policy. Efforts to exempt non-buildup projects from this tightened policy in the U.S. Congress in the National Defense Authorization Act (NDAA) were not successful for FY 2018. Defense Policy Review Initiative (DPRI) or Military Buildup projects related to the Marine Relocation, as well as directly related or "associated" projects, will receive an exemption to the USCIS' temporary criteria. This will provide relief by permitting H-2b workers to again be recruited for such projects. The litigation by contractors recently provided some relief to the non-military projects when a District Court of Guam preliminary injunction prohibited the Federal government from continuing its current practice of denying nearly every request for temporary workers until the merits of the case can be decided. The order also nullified the earlier visa denials. A recent court order revealed the granting of class status to the lawsuit, potentially allowing relief for non-military projects. Further action is pending. Nearly all H-2b visa workers had left the island, but a recent approval by USCIS for some H-2b workers may reveal a potential break in the pattern of denials since 2016. Foreign workers are anticipated to begin supporting the local construction labor market by summer of 2018. The provisions provide confidence that construction projects and need for workers will increase measurably for FY 2019.

Chart 1 - BUILDING PERMITS & CONSTRUCTION CONTRACTS (in thousands)

Calendar Year:	2011	2012	2013	2014	2015	2016	2017
Building Permits	$211,097	$364,504	$449,147	$308,451	$221,285	$433,358	$423,015
U.S. Military Construction Contracts	$334,597	$152,095	$88,001	$261,234	$164,377	26,463	167,932
Japan Funded Military Contracts	$89,720	$0	$0	$44,500	$0		
TOTAL:	**$635,414**	**$516,599**	**$537,148**	**$614,185**	**$385,622**	**$459,821**	**$590,947**

Building permits and construction contract data provide the most immediate leading indicator of construction projects ready to proceed and construction activity in the following years.

Chart 2 - MILITARY CONSTRUCTION SOLICITATION/AWARD FORECAST

FY	Project	Location	Programmed Amount	Projected Solicitation Date	Projected Award Date
2016	PRTC ROADS	N41557--US NAVSUPACT ANDERSEN GUAM	$2,500,000	3/23/2018	7/18/2018
2017	APR - SATCOM C41 FACILITY	N41557--US NAVSUPACT ANDERSEN GUAM	$14,200,000	1/3/2017	4/23/2017
2017	APR AIRCRAFT MAINTENANCE SUPPORT FACILITY (DARWIN)	N61755--NAVBASE GUAM	$1,800,000	7/31/2017	1/10/2018
2017	APR EXPAND AIRCRAFT PARKING APRON (DARWIN)	N41557--US NAVSUPACT ANDERSEN GUAM	$28,600,000	9/27/2017	3/14/2018
2018	DPRI-AIRCRAFT MAINTENANCE HANGAR 2	N41557--US NAVSUPACT ANDERSEN GUAM	$75,233,000	7/12/2017	4/24/2018
2018	CONSTRUCT FUEL TRUCK OFFLOAD FACILITY	N41557--US NAVSUPACT ANDERSEN GUAM	$23,500,000	12/22/2017	5/21/2018
2018	REPLACE ANDERSEN HOUSING PH II	N41557--US NAVSUPACT ANDERSEN GUAM	$40,875,000	1/9/2018	6/25/2018
2018	NAVY-COMMERCIAL TIE-IN HARDENING	N61755--NAVBASE GUAM	$37,180,000	2/28/2018	8/28/2018
2018	CONVERT BULK TANKS	N61755--NAVBASE GUAM	$3,362,000	12/31/2018	3/29/2019
2018	APR - BULK FUEL STORAGE TANKS	N61755--NAVBASE GUAM	$76,000,000	1/21/2019	6/18/2019

The total in Chart 2 above scheduled for MilCon solicitation and award is $284.8 million so far for 2017 through 2019.

Another leading indicator of future construction activity, although not as immediate as the permits and contracts, is appropriations or other funding sources. Appropriations for U.S. DOD Military and Civilian Infrastructure, both U.S. and Japan government funded are shown in the table below. While U.S. appropriations levels have dropped well below the peak level of 2010, there was a substantial increase for 2018 and a large proportion of the Japanese appropriations of well in excess of $1 billion remain available for contracting.

Chart 3 - APPROPRIATIONS (in thousands)

Fiscal Year	2011	2012	2013	2014	2015	2016
U.S. DOD Military Construction	$176,030	$83,600	$101,904	$494,607	$133,680	$272,268
DOD Civilian Guam Infrastructure	$0	$0	$0	$119,400	$0	$20,000
Japan-Fiscal Year (JFY)	$582,000	$93,000	$0	$0	$0	$0
COMBINED:	**$758,030**	**$176,600**	**101,904**	**$614,007**	**$133,680**	**$292,268**

Public Financing and Infrastructure

A leading indicator of Federal construction is contained in the appropriations. For the Government of Guam, since most of the major construction projects are bond or grant-funded, a leading indicator of future construction is the availability of funds realized from bonds and other sources. Major Government of Guam projects for which funding has been obtained and those for which funding is planned are listed in the following table:

Chart 4 - Government of Guam - List of Planned Major Projects and Funding Sources Planned Projects

Planned Projects - Bond/Loan Financing Proposed	Amount
Department of Education	$100,000,000
Port Authority of Guam (PAG)	$72,600,000
Department of Public Works	$20,000,000
Guam Memorial Hospital Authority	$9,200,000
Total	$201,800,000

ii. Emerging Industry Sectors and Occupations

The three main economic drivers of the island, tourism, military and real estate, are projected to expand and grow further in the coming years, contributing to stable economic growth and a steady demand for employment. This growth will create new occupational requirements and will bring new industries to Guam.

This economic build-up will require large scale manning requirements that Guam is not prepared to offer without a significant increase in its ability to prepare and train the local workforce for the productivity and performance requirements of businesses that will drive Guam's economic expansion. Economic growths equate to increased investment in infrastructure and real estate development projects.

Within the military-related construction industry, an emerging sector in Guam is the Munitions of Explosive Concern (MEC) which is the business of clearance, or the process of safely clearing an area of munitions of explosive concern. World War II left unexploded ordnance in Guam that may still be dangerous. It is a strict requirement for much of the military-related construction activities, requiring professionals and Unexploded Ordnance (UXO) technicians skilled in handling MEC. Construction companies, business sector leaders and the Department of Defense have recognized the unanticipated workforce needs and high costs related to MEC activities. They are working with the Department of Labor, local and national employer organizations to develop partnerships and training to accommodate the workforce gap faced by the MEC industry.

Other construction industry sectors anticipating demand for more technical workers are in architecture and engineering. These first-tier industries will then pave ways to other emerging and growing industries involved in finance, business management and administration, medical, child and adult care, sales and marketing, hospitality, food and beverage, manufacturing, transportation, distribution, logistics, renewable or alternative energy, and information technology in the island.

With tourism continuing its economic momentum in Guam, new small businesses opening on island means new entrepreneurs. Within the service and retail industry, growth opportunities are in culture and the arts, creative services, as well as agri-business. Opportunities to develop new small businesses tied to tourism or the food industry abound, inviting even new national franchises to invest in Guam. The restaurant chain of Olive Garden and Red Lobster are anticipated to open soon on island, joining other restaurant franchises to be found throughout the island. With the high cost of importing fresh fruits, vegetables, fish and other consumables, agri-

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business developed locally seems to be an opportunity for new businesses. This is a slow, but a growing sector.

Career Planning

The WIOA Combined State Plan Strategy provides ways to collaborate and manage, bridging the current workforce skills gaps. Assessment of skills gaps requires the identification of skills and competencies for jobs, assessment on the workforce supply and market demands, identification of high performers and best practices, relevant trainings, and measurement of results.

To close skills gaps, the proposed strategy has included a more thorough assessment of career interest and skills needed by industry, including how to better integrate educational training standards and services in workforce development. Recently, at the secondary level, the Guam Department of Education Career Pathway Project (Career and Technical Education) and secondary school counselors in collaboration with the Guam Community College Office of Continuing Education and Workforce Development launched a new Career Interest and Assessment System that provides middle and high school students with guidance when selecting careers after high school. The project is funded by USDOE Title V-A Consolidated Grant for Innovative Programs, and is guided by Guam Public Law 31-80, and 17 GCA Education, Chapter 3, Department of Education, Section 3222. Career Information Delivery System. Training for counselors and school administrators, including Guam AJC representative, occurred in February 13-14, 2018. School counselors participated training that focused on the use and implementation of the XAP Choices360 System. The XAP Choices360 System helps local school children explore opportunities in their fields of interest and determine career choices based on academic strengths and work ethic. The new system supports career planning, college planning, financial aid planning and provides students the tools needed to build a meaningful education and life plan through an online Individual Learning Plan. This plan can be started as early as middle school and utilized throughout high school. The career assessment system will support 6,532 middle school and 9,885 high school students. It includes over 744 careers based on the U.S. Department of Labor's O*NET career database. This initiative also is in line with the 2011 College and Career Readiness Act (CCaRe Act, P.L. 31-156), which updated old curricular structures in Guam DOE to better prepare students for life beyond high school.

At the AJC, staff continually receive emphasis on career coaching, or guidance and planning for their clients. Participants are to receive clear Individual Employment Plans (IEP), tied to their interest, skill level and job opportunities. The IEPs map out the individuals' career plans, including related training and work experience opportunities, to help improve outcomes of participants. Partners are to work together aligning efforts, with the utility of the Virtual Onestop System (hireguam.com).

The skilled and technical sciences and the business, marketing, and management industries are projected to experience the most dynamic demand growth. The government and its partners plans to continue engaging research and systematic outreach to industry and business stakeholders to create a community-wide understanding of the need and importance specific career and educational requirements to improve productivity and employability of local and regional workers. This information will be used to review training programs and guide workers on specific career paths.

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With its communal orientation, Guamanians often rely on friends and family for guidance about careers and information about jobs. This strong family interconnection can be advantageous for faster and efficient dissemination of information about government services. Moreover, social media can provide an effective channel to help residents in the job-seeking process and accessing skills development programs. However, it still remains fundamental to provide one-on-one guidance individuals when providing career guidance or training services.

Interactions with businesses, and in communication with GWD Board members, more work is needed to engage them in the development and implementation of workforce development programs. This is especially true with Registered Apprenticeship, as available grants and local funding become available to businesses. Through the Board initiative and leadership, there is increased opportunity for businesses to shape and drive training content to meet their requirements and to develop a workforce supply that aligns with what the market demands. The projected economic growth creates an environment to inspire employment in career pathways that would create a better standard of living than remaining out of the workforce. “HireGuam: Access your pathway to success” is the vision statement of Guam for the WIOA State Plan. It is intended to describe and promote increased engagement of the community, businesses, workers, and the government in a collaborative initiative designed to increase workforce participation and improve the standard of living for all in the region.

Other Industry

Guam's economy has been dependent on two key industries, tourism and military. However, to create greater and more dynamic economic growth, the workforce development programs will also cater to the growing energy industry, the interest in telecommunication and I.T. industry, the development of e-commerce, and even the augmentation of the agri-business on the island. These industries will add to the high-growth and high-demand occupations over the coming years.

Based on the Guam Long Term Industry Projections (2012-2022), some of the most potent industries that are projected to grow their employment from 2012 - 2022 are:

- Water Transportation - 216.67%
- Furniture and Home Furnishing Stores - 163.57%
- Professional, Scientific, and Technical Services - 115.85%
- Support Activities for Transportation - 100.00%
- Wholesale Trade - 82.96% ? Utilities - 74.19%
- Miscellaneous Store Retailers - 63.89%
- Heavy and Civil Engineering Construction - 50.00%
- Motor Vehicles and Parts Dealers - 41.10%
- Health Care and Social Assistance - 34.85%

While some of the industries that are projected to decline their employment from 2012-2022 are:

- Services to Buildings and Dwellings - minus 69.24%
- Administrative and Support Services - minus 56.13%
- Other Professional, Scientific, and Technical Services - minus 41.57%
- Clothing and Clothing Accessories Stores - minus 22.54%
- Waste Management & Remediation Service - minus 33.71%

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These projections are expected to vary based on many social and economic factors such as declining markets, stable industries, increase of demands, innovative and new business methods, expanding and emerging industries, and other factors. Skills training and entrepreneurial training must be strengthened to address the growing and emerging economies, and to revitalize the industries that are waning. The landscape of Guam's economy has grown significantly and continues to impose brighter development. New small medical clinics are providing access to urgent care throughout Guam, opening more opportunities in allied health careers. Other new small businesses, restaurants, international franchises, and retail stores continue to sprout throughout the urban areas — evidence of a growing economy.

iii. Employers' Employment Needs

Other than LMI information, surveys have been conducted to capture more detailed information about work skills needed by businesses. The Guam DOL Alien Labor Processing Certification Division (ALPCD) conducted a survey of Guam licensed contractors from February 2017 to June 2017. Part of the procedure to obtain a renew a contractor's license is approaching various agencies to obtain a clearance. While requesting clearance at ALPCD, a total of 726 respondents were asked to complete a short survey form to gather information on current and expected levels of certain skilled workers in their organizations. The survey concentrated on five occupations typically requested on H-2B foreign laborer visa applications. The survey findings included a combined projected need in the next twelve months to be 3,267 additional workers. It should be taken into consideration that most contractors were not generally aware of the pending huge volume of construction projects. Thus, it can be surmised that the survey findings represented a more conservative amount. However, based on the results of the survey, contractors anticipate the need to more than double the number of skilled workers in occupations where skills gaps exist, compared Guam BLS projected numbers in May 2016. Notable increase demand were in the occupations of Carpenter, Cement Mason and Reinforcing Metalworker.

Surveys are also conducted by partners, such as Guam Community College. Their work with employers in developing programs and curriculum has led to their undertaking of studies. In December 2015, the Guam Community College completed the Third Employers' Workforce Development Survey Report. The report highlighted the most important employee skills identified by employers in 2015 were Leadership/Managerial Skills; Written Communication Skills; Good Attendance Records; Customer Service with Verbal Communications Skills, and equally rated, were Following Directions and Team Work. Another significant finding of the 2015 survey indicated that employers valued employees with educational/skills training derived from Apprenticeship, Continuing Education and College credentials. These survey findings could be an indicator of employers seeking employees with more self-initiative skills, better communication skills (verbal, written, following directions) and time management skills.

Another finding is that this study provides some understanding of the employers' challenges and employee training needs to prepare the current workforce. Findings support GCC's efforts to continue working with employers to promote and implement the KeyTrain® and WorkKeys® Assessment systems. Employers utilizing KeyTrain and WorkKeys® systems for their employees will counter the island's basic workforce challenges.

The survey results suggest also that employers are looking for more cost-efficient training opportunities to fill employees' skill gaps. It could be implied that if employers invest in employee training or assessments employers want a good return on their investment. The

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WorkKeys® Assessment system is used to measure an individual's basic workplace skill levels and identifies the gaps where training is needed. KeyTrain® is used to provide training prior to employees or potential employees taking the WorkKeys® assessment. KeyTrain® is an interactive curriculum which provides assignments that improve an individual's skill level and confidence before taking the WorkKeys® assessment. Employees who demonstrate foundational workplace skills through the WorkKeys assessment earn a portable, national credential certifying these skills in Applied Math, Locating Information and Reading for Information. Additionally, the program offers an online, self-paced training format, and therefore addresses the employers' concern of "training cost" and "employee time away from work." Both systems have been used by the Guam AJC, and will likely be the choice programs in partnership with GCC.

Based on the 2015 report, GCC, as well as the Guam AJC, will focus more training efforts on addressing the soft skills and career technical skills as identified by the employers. They plan to continue efforts to promote the WorkKeys® Assessment System and its counterpart program, KeyTrain®, to employers in both the private and public sectors. Working with the Guam AJC, buy-in and utilization of these programs will address both core business skills and soft skills training needs identified by employers. To improve services, findings justify a move to be more flexible and adaptable to offer training at the employee's worksite and/or schedule training more amenable to the employee's work schedule. The college is looking at developing ways to help employers and community partners find funding support, such as those provided by the Guam AJC and other local or federal programs, to pay for education or training needs. Findings from the college's studies also guides the work readiness skills training needed from the Guam AJC's approved Eligible Training Providers.

As a partner of Guam AJC, Guam Community College, as well other approved training entities under the Eligible Training Providers List (ETPL) managed by the Guam AJC, work with local businesses and national certifying groups to identify, support and provide the training needed for local respective industry credentials and licensure. The Guam State Apprenticeship Office is under the Guam Department of Labor, and the Apprenticeship Programs operates within the Guam AJC. The Apprenticeship Program helps identify industry certification and licensure requirements. For instance, the Guam Trades Academy working under the auspices of the Guam Contractors Board works with the National Center for Construction Education and Research (NCCER). Other industry boards, such as the Guam Nursing or Allied Health Board provide certification requirements, and local trainers align curriculum to meet those credential or licensure needs. Employers are reminded that they drive the training needs of their workforce, and the Guam AJC and its partners strive to meet those needs. ETPLs are reminded that their training programs should be assessed and ensure that they are designed and aligned with the needs of businesses and industry.

B. Workforce Analysis

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA.* This population must include individuals with disabilities among other groups** in the State and across regions identified by the State. This includes: Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are

in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. ** Veterans, unemployed workers, and youth, and others that the State may identify.

i. Employment and Unemployment

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

ii. Labor Market Trends

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

iii. Education and Skill Levels of the Workforce

Provide an analysis of the educational and skill levels of the workforce.

iv. Skill Gaps

Describe apparent 'skill gaps'.

i. Employment and Unemployment

EMPLOYMENT: The Bureau of Labor Statistics of the Guam Department of Labor provided the Employment Report, most current to date was that of December 2017 within which preliminary statistics reflect total number of private sector jobs and total employment increased somewhat, by 200 and 140 jobs respectively, from the comparable period of one quarter ago. The industry job gains this quarter are primarily in Construction, up 260 and Other Services up 140. In the latest year, private sector employment declined 460 and total employment by 550 jobs. The majority of the over the year job declines were in the construction industry. The reduction in private and total employment figures over the year, is primarily associated with repatriation of H-2b workers. The number of H-2b workers declined from 437 in December 2016 to 35 in the December 2017 report. Federal Government employment declined somewhat in the latest quarter and year. Over the year, Government of Guam employment decreased slightly in the Executive branch and increased slightly in All others including autonomous agencies category. In comparison to the previous year, private average hourly earnings increased from $13.14 to $13.72 and average weekly hours paid decreased from 36.9 to 36.3 resulting in an increase in the average weekly earnings figure from $485.65 to $497.95.

Estimates above are based on the Current Employment Statistics (CES) survey conducted quarterly by the Guam Department of Labor's Bureau of Labor Statistics in cooperation with the U.S. Department of Labor's Employment and Training Administration.

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

they performed any service during the month. The data excludes proprietors, the self-employed, unpaid volunteer or family workers and domestic workers in households. Salaried officers of corporations are included. Government employment covers only civilian employees; military personnel are excluded. Persons on establishment payrolls who are on sick leave (when pay is received directly from the firm), on paid holiday or paid vacation, or who work during a part of the pay period and are unemployed or on strike during the rest of the period are counted as employed. The CES survey counts a person employed by two or more establishments at each place of employment. Not counted as employed are persons who are laid off, on leave without pay, or on strike for the entire period or who are hired but have not been paid during the period.

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

Copies of current employment reports produced by the GDOL Bureau of Labor Statistics can be found at http://bls.guam.gov/current-employment-statistics/

UNEMPLOYMENT: The Bureau of Labor Statistics of the Guam Department of Labor provides periodic analysis of the unemployment condition on Guam. The Unemployment rate in Guam for June 2017 was 4.5 percent, an increase of 0.2 percentage points from the previous report of March 2017. In a comparison to the prior year's figure for June 2016, the rate increased 0.6 percentage points from 3.9 percent. The total number of persons unemployed in June 2017 was 3,330, which shows an increase of 180 from the March 2017 figure of 3,150. In comparison to the prior year's figure of June 2016, there was a decrease in the Not in the Labor Force category. For the June 2017 survey period, 5,510 persons or 11 percent indicated that they wanted a job but did not look for work for a variety of reasons. Alternatively, 88 percent of those in the Not in the Labor Force category indicated that they did not want a job during the survey period.

Copies of unemployment reports produced by the GDOL Bureau of Labor Statistics can be found at http://bls.guam.gov/unemployment-situation-on-guam/

ii. Labor Market Trends

The three main economic drivers of the island, tourism, military and real estate, are projected to expand and grow further in the coming years, contributing to stable economic growth and a steady demand for employment. This growth will create new occupational requirements and will bring new industries to Guam.

This economic build-up will require large scale manning requirements that Guam is not prepared to offer without a significant increase in its ability to attract individuals into high demand occupations. This is a common occurrence throughout the nation. The Board recognizes the importance to review LMI, identify the challenges and opportunities of both workers and employers, and collaboratively educate and train the local workforce. The development of workers requires dialogue among partners to help design programs the help deliver the skills,

productivity and performance requirements of businesses that will drive Guam's economic expansion.

Economic growths will double the current investment in infrastructure and real estate development projects. This will create a shortage of skilled construction workers, as well as architecture and engineering technicians. These first-tier industries will then pave ways to other emerging and growing industries involved in finance, business management and administration, medical, child and adult care, sales and marketing, hospitality, food and beverage, manufacturing, transportation, distribution, logistics, renewable or alternative energy, and information technology in the island.

The skilled workforce shortage is an impinging challenge facing the improvement of local and regional workforce participation in the expected growth. The WIOA Combined State Plan Strategy provides ways to collaborate and manage, bridging the current workforce skills gaps. Assessment of skills gaps requires the identification of skills and competencies for jobs, assessment on the workforce supply and market demands, identification of high performers and best practices, relevant trainings, and measurement of results.

Other Industry

Guam economy has been dependent on tourism and military. However, to create greater and more dynamic economic growth, the workforce development programs will also cater to the growing energy industry, the development of e-commerce, and even the augmentation of the agri-business on the island. These industries will add to the high-growth and high-demand occupation over the coming years.

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These projections are expected to vary based on many social and economic factors such as declining markets, stable industries, increase of demands, innovative and new business methods, expanding and emerging industries, and other factors.

Skills training and entrepreneurial training must be strengthened to address the growing and emerging economies, and to revitalize the industries that are waning.

The landscape of Guam's economy has grown significantly and continues to impose brighter development. The newly opened Guam Regional Medical City opens more opportunities for further growth to the medical service industry. The exponential expansion of Guam Auto Spot, a locally owned car dealership, brings forth more dynamic economic competitiveness in the auto dealership sector. New small businesses, restaurants, international franchises, and retail stores are also sprouting — evidence of a recovered and healthy economy.

Moving forward, note that labor market reports for Guam are also developed by the Guam Economic Development Authority (GEDA), which is mandated by Guam law to develop the island's overall economic development strategy. As part of that planning responsibility, GEDA publishes key economic indicators on a regular basis and identifies and pursues key economic growth opportunities to improve Guam's economy and cultivate job growth. GEDA will be one of three contributing entities to the overall information base that will be available to the GWDB and the American Job Center(s). In addition to GEDA, the Guam Community College, also a WIOA partner, has expanded its cluster and sector analysis conducted regularly to help guide the development of curriculum priorities for the college to include all sectors of the economy. The information is developed through a systematic qualitative analysis of business engaged in every sector of the economy. In depth interviews are conducted to identify the gaps in workforce occupational skills that exist on Guam, and to establish the necessary performance outcomes that training services in each of the sectors analyzed must deliver. Finally, the Guam Department of Labor supports a Bureau of Labor Statistics (BLS) analytical unit. The local BLS office provides workforce and unemployment information for Guam. These three sources of information will be combined by the Guam Department of Labor into a quarterly briefing that will be used to inform business customers of the AJC about economic and labor force characteristics and it will be used to guide career and training services offered by the AJC. The information will be a shared resource for all of the WIOA partners to use in helping to shape workforce development service delivery. In the end, the information created will provide the evidence to guide the development of sector strategies and industry clusters facing manpower shortages. On Guam those shortages are already being experienced in the construction, tourism and healthcare sectors. As the military build-up and tourism employment demand increase, other related sector strategies will be required for supportive industries such as information technology, and the service and retail sectors.

iii. Education and Skill Levels of the Workforce

Based on the 2010 Guam educational attainment data by the U.S. Census Bureau, 79.4% of Guamanians who were 25 years and over graduated from high school. Although this rate is already impressive, realizing an increase in students who completed high school education can spell more efficiency in the workforce. The success of the Classroom-to-Careers Program lies on the number of student getting and finishing the needed education to prepare them for work.

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The U.S. Census Bureau, 2010 Census Guam Report on Guam Educational Attainment for Adults 25 years and older reflect the following chart: dol.guam.gov/wp-content/uploads/stp.guam_.educational.attainment.png

The rate of students who do not finish high school remains considerably high at 20%. A high school diploma is the most valued requirement by employers for an entry level position, based on the July 2011 Employers Survey Report of Guam Community College (below). This 20% could easily be susceptible to unemployment of displacement. http://dol.guam.gov/wp-content/uploads/stp.minimum.requirement.for_.entry_.level_.position.png

iv. Skill Gaps

Guam Community College is a partner with the Guam American Job Center. Their work with employers in developing programs and curriculum has led to their undertaking of studies. In 2011, their GCC Employers Survey: Employee Requirements and Training Needs survey provided insights on employers' employment needs.

"Interpersonal Skills," such as Communication, Teamwork, People Skills, Leadership, and Problem Solving/Reasoning are the skills most expected by employers from candidate employees, while "Technical Skills" such as Use of Technology, Planning and Organization, Flexibility, and Writing Skills followed the rankings. In the same context, employers also ranked "People Skills" as the most vital training for an organization, followed by Computer Skills.

In December 2015, the Guam Community College completed the Third Employers' Workforce Development Survey Report. The report highlighted the most important employee skills identified by employers in 2015 were Leadership/Managerial Skills; Written Communication Skills; Good Attendance Records; Customer Service with Verbal Communications Skills, and equally rated, were Following Directions and Team Work. Another significant finding of the 2015 survey indicated that employers valued employees with educational/skills training derived from Apprenticeship, Continuing Education and College credentials. These survey findings could be an indicator of employers seeking employees with more self-initiative skills, better communication skills (verbal, written, following directions) and time management skills.

Another finding is that this study provides some understanding of the employers' challenges and employee training needs to prepare the current workforce. Findings support GCC's efforts to continue working with employers to promote and implement the KeyTrain® and WorkKeys® Assessment systems. Employers utilizing KeyTrain and WorkKeys® systems for their employees will counter the island's basic workforce challenges.

The survey results suggest also that employers are looking for more cost-efficient training opportunities to fill employees' skill gaps. It could be implied that if employers invest in employee training or assessments employers want a good return on their investment. The WorkKeys® Assessment system is used to measure an individual's basic workplace skill levels and identifies the gaps where training is needed. KeyTrain® is used to provide training prior to employees or potential employees taking the WorkKeys® assessment. KeyTrain® is an interactive curriculum which provides assignments that improve an individual's skill level and confidence before taking the WorkKeys® assessment. Employees who demonstrate foundational workplace skills through the WorkKeys assessment earn a portable, national credential certifying these skills in Applied Math, Locating Information and Reading for Information. Additionally, the program offers an online, self-paced training format, and therefore addresses the employers'

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concern of “training cost” and “employee time away from work.” Both systems have been used by the Guam AJC, and will likely be the choice programs in partnership with GCC.

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Guam’s Workforce Highlights

The Bureau of Labor Statistics of the Guam Department of Labor provided the Employment Report, most current to date was that of December 2017 within which preliminary statistics reflect total number of private sector jobs and total employment increased somewhat, by 200 and 140 jobs respectively, from the comparable period of one quarter ago. The industry job gains this quarter are primarily in Construction, up 260 and Other Services up 140. In the latest year, private sector employment declined 460 and total employment by 550 jobs. The majority of the over the year job declines were in the construction industry. The reduction in private and total employment figures over the year, is primarily associated with repatriation of H-2b workers. The number of H-2b workers declined from 437 in December 2016 to 35 in the December 2017 report. Federal Government employment declined somewhat in the latest quarter and year. Over the year, Government of Guam employment decreased slightly in the Executive branch and increased slightly in All others including autonomous agencies category. In comparison to the previous year, private average hourly earnings increased from $13.14 to $13.72 and average weekly hours paid decreased from 36.9 to 36.3 resulting in an increase in the average weekly earnings figure from $485.65 to $497.95.

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Veterans

The Guam Veterans Affairs Office has processed over 22,451 veterans from the Army, Navy, Air Force, Marine Corps, and Coast Guard.

The present count of "Guam resident" service-connected disabled Veterans is 2,733. Guam resident Veterans with 100% disabilities is 415 and 281 granted Individual Unemployment.

Veteran spouses/dependent receiving Dependency and Indemnity Compensation (DIC) is 242.

In Program Year 2016, the American Job Center provided services to 350 veterans and eligible persons representing .06% of the total population served. A further breakdown shows, of the 350, 168 are Campaign Veterans, 53 are Special Disabled and 83 were recently separated Veterans.

TANF Population with less than two years before exhausting lifetime eligibility

Guam has a total of 2,736 individuals who are receiving welfare. 204 of these individuals have less than two years before exhausting their lifetime benefits. The table at the link provided below represents the education, gender and age breakdown of these individuals:

http://dol.guam.gov/wp-content/uploads/TANF-Participants.pdf

The American Job Center continues to partner with the Department of Public Health and Social Services to address the transition for these individuals. Having the shared case management system (Virtual One-stop System, or hireguam.com) allows ease in streamlining and expediting needed case management services.

Migrant (FAS) Workers

The Compacts of Free Association are joint congressional-executive agreements between the US and the FSM, the RMI and the Republic of Palau. These agreements establish, in part, that citizens of these areas may enter, engage in occupation, and establish residence as nonimmigrants (a status that typically signifies nonpermanent visitors such as tourists or students) in the United States and their territories and possessions.

Under the compacts, the US has a responsibility for the defense of the FAS, and the compacts provide the US with exclusive military use rights in these countries. In addition, under the compacts, the US provides economic assistance and access to certain federal services and programs. Basically, the US funds the FSM, RMI and Palau for a range of development programs, immigration privileges, US transportation of mail, and other benefits. In exchange, each Pacific nation guarantees the US exclusive use of its land for military purposes.

The compacts provide for citizens of these freely associated states (FAS) to enter and reside indefinitely in the U.S. Under the compacts of free association, citizens of the FAS are exempt from meeting the visa and labor certification requirements of the Immigration and Nationality Act. The migration provisions of the compacts allow compact migrants to enter the US (including all US states, territories, and possessions) and to lawfully work and establish residence indefinitely. This has increased the number of new residents from FAS.

The last U.S. Census of 2010 reflected Chuuk migrants (the largest represented group of FAS migrants at 62%), and about 7% of the total Guam population of 159,358. The FAS population

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on Guam according to the FY2014-2015 Compact Impact Report Adjusted FAS Data as outlined in the chart provided in the link below:

dol.guam.gov/wp-content/uploads/Table-28-Adjusted-FAS-Population-Data.pdf

The Social Characteristics of Impact Migrants, Guam: 1990, 1997 and 2003:

dol.guam.gov/wp-content/uploads/Table-4-11-Social-Characteristics-Impact-Migrants-Guam-1990-1997-and-2003.pdf

The Labor Force Participation of Impact Migrants, Guam: 1990, 1997 and 2003

dol.guam.gov/wp-content/uploads/Table-4-12-Labor-Force-Participation-of-Impact-Migrants-Guam-1990-1997-and-2003.pdf

As of 2013, approximately 17,170 migrants from FAS now call Guam their home. This has contributed to the increased the number of individuals with significant barriers to employment. Most of the newly migrants come to Guam for opportunities. Though, acclimation to a new way of life has its challenges for islanders unfamiliar with the "western world", especially when facing new living standards and expectations (ex: education systems, work environments, policies, transportation, etc.). Many come to Guam lack basic education or work-readiness skills, unskilled or generally unprepared to handle new schooling or working conditions of the western standards. The term “compact impact” refers to the significant impact to agencies with limited resources, such as the Guam Department of Education, Public Health and Social Services, Public Housing and others.

Individuals with Disabilities

Demographic information regarding individuals with disabilities vary, with the most dependable information coming from agencies providing direct services. For instance, the Guam Developmental Disabilities Council 2013 Five Year State Plan reported serving 146 clients with disabilities in 2011. The chart below provides further demographic information for those served by the Council on Guam. Other reports reflect differing numbers, including the 2011 DPHSS Citizen Centric Report revealing 253 individuals with disabilities served through the Medicaid program. The Division of Vocational Rehabilitation (DVR), a core partner, reported 353 individuals with disabilities served.

dol.guam.gov/wp-content/uploads/Demographic-Information-abour-People-with-Disabilities.pdf

The table provided at the link above is from the Developmental Disabilities Council’s 2013 Five Year State Plan and reflects that most individuals with disabilities on Guam are between the age of 18 to 64 years, and majority of Asian or Pacific Islander descent. Although it appears that working age individuals in this category have attained a high school degree or higher, a high percentage are not actively participating in the workforce. This reflects more efforts are needed to address this disparity, and calls for closer partnership between partner agencies (i.e. Division of Vocational Rehabilitation, Guam American Job Center and others). The primary state agencies in Guam that provide employment support for adults with developmental disabilities are the core partners GDOL American Job Center and the Division of Vocational Rehabilitation.

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Guam's Offender Population

Data published from Guam's 2016 Statistical Yearbook indicates the total population for the Guam Department of Corrections is 728, and Guam Department of Youth Affairs total admissions into the facility in 2016 was 475.

In 2016, a total of 2,969 arrests were made, 14% were individuals under the age of 18; 39% individuals 19-29; 22% individuals 30-39; 14% individuals 40-49; 6% individuals 50-59 and 2% are individuals 60 and above.

Homeless

In partnership with the government of Guam and the Guam Continuum of Care, the Guam Homeless Coalition conducts annual counts of homeless individuals known as the Guam Homeless Point-in-Time annual Count. In 2017, the report published that there was a total of 852 persons counted, of which 765 were unsheltered and 87 were sheltered. The detailed report of the 2017 Guam Homeless Point-In-Time Count can be found at https://www.ghura.org/ghuramain/userfiles/2017%20FINAL%20PIT%20Count%20Report.pdf

2. Workforce Development, Education and Training Activities Analysis

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in *Education and Skill Levels of the Workforce* above, and the employment needs of employers, as identified in *Employers' Employment Needs* above. This must include an analysis of –

A. The State's Workforce Development Activities

Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop delivery system partners.*

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* Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

An assessment of Guam's workforce development, education and training activities was conducted, and findings are presented in the following sections. Core and partner program leaders have been meeting since the inception of WIOA, discussing the integration of services and innovative opportunities to better serve respective and shared customers (ex: AJC clients that access services from DVR or GCC's Adult Ed and Family Literacy Programs). Business needs for workforce development are priority with the GWDB. Through the GWDB Committee meetings held monthly, current education and training activities tied to workforce development

are continuously reviewed with plans for upgrade or changes to meet new performance outcomes. An Eligible Training Providers List approved by the GWDB provides the array of training and education services available. This will be updated based on workforce development needs.

Meetings with the Guam Department of Education and Guam Community College (both involved in Career & Technical Education, or CTE) have revealed the need to improve service delivery to both in-school and out-of-school youth. A survey of existing programs and activities (ex: Classrooms to Career, CTE Programs at the secondary level, School-to-Work, etc.) were examined by members of the Youth Committee, to include representation from GDOE, GDOL-AJC, GCC, Parents, Youth and other participating stakeholders. The discussions continue, and new programs are being developed, to include the possibility of a Work-Readiness Program for the Ninth-Grade Academies in the GDOE high schools. More discussions continue.

Qualitative feedback (ex: Imagine Guam convention in 2016, Guam Chamber of Commerce, SHRM, etc.), as well as from quantitative studies, reveal the need to strengthen ways schools (K-12) prepare students to be work or college ready. This would entail and require focused effort with local post-secondary institutions involved in preparing or up-skilling teachers in career and technical education, and general integration of career and college readiness throughout the K-12 education system.

In February 2018, the Guam Department of Education Career Pathway Project (Career and Technical Education) and secondary school counselors in collaboration with the Guam Community College Office of Continuing Education and Workforce Development launched a new Career Interest and Assessment System that provides middle and high school students with guidance when selecting careers after high school. The project is funded by USDOE Title V-A Consolidated Grant for Innovative Programs, and is guided by Guam Public Law 31-80, and 17 GCA Education, Chapter 3, Department of Education, Section 3222. Career Information Delivery System. Training for counselors and school administrators, including Guam AJC representative, occurred in February 13-14, 2018. School counselors participated training that focused on the use and implementation of the XAP Choices360 System. The XAP Choices360 System helps local school children explore opportunities in their fields of interest and determine career choices based on academic strengths and work ethic. The new system supports career planning, college planning, financial aid planning and provides students the tools needed to build a meaningful education and life plan through an online Individual Learning Plan. This plan can be started as early as middle school and utilized throughout high school. The career assessment system will support 6,532 middle school and 9,885 high school students. It includes over 744 careers based on the U.S. Department of Labor's O*NET career database. This initiative also is in line with the 2011 College and Career Readiness Act (CCaRe Act, P.L. 31-156), which updated old curricular structures in Guam DOE to better prepare students for life beyond high school.

The Guam American Job Center provides employment and training services for Guam's residents. The following is an overview of registered individuals who have been served by the American Job Center by workforce activity:

Wagner-Peyser - Employment Services

In Program Year 2016, 5,648 individuals were served by the Employment Service, serving 48% male individuals and 52% females. The table below represents the age breakdown and employment status of the individuals served at the time of registration:

http://dol.guam.gov/wp-content/uploads/Wagner-Peyser_ES_PY2016.pdf

Workforce Innovation and Opportunity Act

The table provided at the link below represents the overall program summary report for both Wagner-Peyser and WIOA Programs for Program Year 2016:

http://dol.guam.gov/wp-content/uploads/ProgramSummaryReport_PY2016.pdf

The Guam AJC staff operating under Wagner-Peyser and WIOA are supported by Business Service and Follow-up Services. The Business Service Representatives (BSRs) include representatives from the AJC, as well as core partners' and other community partners' staff, in workforce development activities. For instance, continued collaboration meetings are held with Guam Community College (Title II), Department of Vocational Rehabilitation, Employer Support of the Guard and Reserve (ESGR), and others to discuss respective employment and training needs. Partners are depending on the AJC BSRs because of the longer history of employer connections via Employment Services under Wagner-Peyser. As partners share the common case management Virtual Onestop System (VOS), they have the opportunity to also view such employment connections.

Business Services is focused on building network partnerships with companies to help make employment connections and placements, as well as building work experience, OJT, apprenticeship or other relevant work-base learning opportunities for program participants. BSRs continue to work with industry groups, such as the Guam Chamber of Commerce, Guam Contractors Association, Guam Hotel and Restaurant Association, etc., to identify employer workforce needs. This includes skill levels and related training required to achieve the workforce levels required for business and employment success. BSRs also closely communicate with the AJC team to help identify qualified participants to match with employers, as well as better familiarize with programs.

Follow-up Services provide the needed post-support to participants and businesses engaged with the AJC and partners. Outreach activities are conducted to also gather needed information for key partners and their performance reporting needs. Core partners will be sharing the responsibility of collecting performance outcomes, some of which are shared such as educational/training attainment or employment retention. The shared case management system allows the partners to have a more streamlined process to collect and share common outcome results.

Guam AJC partners also include the Senior Community Service Employment Program (SCSEP), Disabled Veterans Outreach Program (DVOP) and Job Corps. The Department of Public Health and Social Services finalized an MOU with the Guam Department of Labor for co-location services at the Guam AJC. By co-locating at the center, all program representatives focused on employment and training are better able to work together by sharing information among each other and with participants. This process has helped identify possible shared resources to better

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assist participants, such as the elimination of duplication of required documentation and expanding support services (ex: covering costs for childcare, transportation, license fees, etc.).

Guam Community College (GCC) handles the Title II program, and is collaborating with the Guam AJC team to register shared participants requiring education, in-class or work-based training and employment. Career counselors have participated in the Workforce Development Specialist training, ensuring a standardized approach with the Guam AJC team efforts (who received the same training). Counselors assist the adult education participants, and are being trained on the shared case management system of hireguam.com (VOS). This allows the counselors to work with case managers at the AJC to ensure that students' career pathways match the individual employment plan that is identified on the shared case management system. In addition, GCC receives funding from the Guam Department of Labor to support apprenticeship training needs. The Guam AJC is working with the college to further develop new and innovative pre-apprenticeship and apprenticeship programs that are more responsive to industry. In addition, GCC provides the Guam Department of Education (GDOE) with secondary Career and Technical Education programs and the AJC has provided Classroom to Career activities (work experience opportunities for high school students). As such, together they are building clearer on-ramps to career pathways that match Guam's workforce development needs. The Guam Workforce Development Board (GWDB) engages members of these organizations to achieve the combined state plan goals.

The Division of Vocational Rehabilitation's case management staff have also undergone the Workforce Development Specialist training ensuring a standardized approach with the efforts of the Guam AJC team who received the same training. Several meetings between the AJC and DVR case managers have been conducted to discuss streamlining of services, as well as to train on the usage of the VOS or common case management system.

Cross training among partners are ensuring a more efficient and effective approach to serving shared customers needing workforce development assistance and employment placement services. Committee and ad-hoc meetings by the GWDB continue on a monthly or periodic basis to achieve goals and objectives of respective programs and the combined state plan.

B. The Strengths and Weaknesses of Workforce Development Activities

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A) above.

A SWOT Analysis was conducted and it identified the following:

Strengths

There are strengths of workforce development activities to include similar performance standards, familiarity of all partners, employers and service providers, availability of training resources, cooperation with all educational institutions, as well as strong regional relationship in support of the development of a regional approach to workforce development. Proximity and being a small region (clients, employers, and service providers being easily accessible), cost sharing percentages (have already been determined) and the Virtual One Stop (VOS) systems at the American Job Center (AJC) are accessible online.

Other strengths include the already determined cost-sharing percentages via WIA and an adopted electronic networking, case management, and workforce management system (VOS);

experienced, committed, and efficient staff, as well as a proven case management team that can provide training in VOS. In addition, Guam Workforce Development Board (GWDB) is very supportive and engaged. Furthermore, political, institutional, and community support will be available for workforce development and positive economic growth, and job availability is predicted over the next five to ten years.

Weaknesses

One of the major difficulties and challenges is the general inadequate resources available and material and service needs. Cost of conducting business on Guam can be a challenge. Upgrades are needed, to include: certified case managers/case management certification standards, improvements needed for ADA compliance (i.e. with the VOS), public transportation services, and access to social services (adult/child care, mental health, medical services). Improvements are also needed in cross-training on federal programs and case managements requirements, and in awareness and knowledge of the changes being created by WIOA.

A stronger regional approach to workforce development is necessary. These changes will be difficulties in that adapting to change might be affected by transitioning and aging workforce development staff, the latter of which has no succession plan.

Other difficulties include a lack of a workforce development brand, lack of public awareness of the AJC program, lack of financial contributions by program partners, and inadequate interagency coordination. Any of these could be affected by Guam's isolation and distance from the United States, or past restrictions or compliance to program rules/regs. Further difficulties include recent implementation of the VOS, thus needing increased awareness and knowledge of the VOS and its benefits, limited access at times for updated information sets necessary for workforce development planning (employment, economic-development information). Improvement is needed to share funding to achieve the strategy.

Opportunities

Many opportunities arise. New membership and leadership in the Guam Workforce Development Board offers renewed energy and direction to achieve State Plan goals. A growing economy will increase demand for employment and a community interest in learning more about the workforce development systems that can be available. This includes increase interest in research surrounding workforce development in Guam and the region. There will be more willingness to adopt a single set of performance standards across agencies and participating providers. There will be a regional economic growth, particularly in the CNMI, associated with tourism and federal spending. There will also be a regional cooperation through the Micronesian Islands Forum in the development of a regional workforce development program. There will be more political support by the legislature, administration, and the community for improving workforce development services, locally and regionally. The Reemployment & Systems Integration (RSI) National Dislocated Worker grant awarded to Guam Department of Labor (the largest in the nation) supports the regional workforce development initiative by funding the development of respective Virtual Onestop System for each jurisdiction of Palau, CNMI and American Samoa. Guam serves as the hub, and the goal for completion is anticipated in 2019. The consortium among Guam, Palau, CNMI and A.S. builds capacity across the region.

Additionally, there will possibly be a reorganization of all workforce development services as current employees retire at an increasing rate due to the age of the current workforce

development staffing. There will be potential for improvement in delivering workforce and related educational and training opportunities created by evident demand amongst employers, many resulting from economic buildup. There will also be an increase in the willingness to leverage resources between service providers, agencies, and educational institutions to improve workforce development.

Threats

Possible threats would include changes in leadership, lack of employer cooperation/participation, loss of funding through a lack of performance, lack of public participation and engagement, and a breakdown in regional cooperation. Other unforeseen threats include international security threats, inclement weather, and a downturn in economic growth created by inadequate infrastructure, local opposition to economic expansion. Competition for the provision of workers from other regions (H2-H1 workers) also poses a threat with a cheaper workforce, as well as no improvement in public transportation, resistance to workforce development standards and programs, and a breakdown in the desire of agencies to cooperate and align workforce development services.

C. State Workforce Development Capacity

Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A) above.

The Guam Department of Labor, AJC and partner agencies are ready and able to provide the workforce development activities described in (A) above. The history of collaborative efforts and WIOA guidance for partner agencies in Guam paves the way for continued opportunities to build on past successes, as well as improve for a more authentic and integrated service and delivery system.

Since the inception of WIOA, partner agencies including the Guam Community College, Division of Vocational Rehabilitation and other peripheral partners (i.e. Guam Department of Education, Department of Public Health and Human Services, Guam Department of Correction, etc.) have had more open dialogue and willingness to provide integrated services. This includes ways to identify shared participants, build training responsive to sector strategies, and streamline work-base learning and employment placements. The goal is to help each other improve and achieve performance outcomes related to preparing the workforce in Guam. Having the Guam American Job Center and Virtual Onestop System (VOS) in place and shared among partners allow an arena to build capacity.

For instance, leadership focused on WIOA initiatives, improved facilities and qualified staff at Guam Community College (Title II), Guam Department of Labor American Job Center (Titles I, III, SCSEP, JSVG-DVOP), and the Division of Vocational Rehabilitation (Title IV) and programmatic goals are better linked. New and improved NGOs exist that have shared goals and objectives regarding empowering individuals with barriers.

Skills training will be more important than ever due to the anticipated increase in demand for skilled workers in the region. The Government of Guam must establish a community wide approach to develop its local workforce if local workforce participation can be expected to significantly increase. A broad based and comprehensive approach to workforce is immediately required to transform the expected growth as an engine for increasing the quality and

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participation of local workers in the expansion that is occurring. If not, businesses will import temporary labor at great expense and at significant wage income losses to the local and regional economy. Immediately, programs that provide work experience, such as internships, vocational training, and apprenticeships, are vital to helping local workforce to be prepared with the skills, credentials, and knowledge that businesses require. At the same time, orientation of local workers to the demands and requirements of businesses are as important to the acquisition of technical skills. Without ensuring businesses that local workers have the appropriate ethic and understanding of the demands of the modern workplace, they will remain a second choice for employers. With the engagement of government and key stakeholders', Guam's workforce can be prepared and motivated to be the preferred workers, employees, and service providers for the market.

Workforce orientation is a vital factor in maintaining employees and ensuring that they receive proper training, matching their expectations as workers, as well as meeting the expectations of the employers. An efficient workforce orientation may assist in decreasing the turnover and potential costs when implemented effectively, while also decreasing the chances of an employee being displaced and avoid the vicious cycle of unemployment.

It is recommended that employees are trained, not only on job-specific duties and needed skills, but also oriented on the organizational structure and the industry that they will join. Interpersonal skills were identified to be one of the most vital skills that an employer is looking for from an employee. Workforce Orientation must prepare candidate employees to experience and become accustomed to the organizational structure and cultural sensitivities. This training method will assist in familiarizing the candidate employees with the expectations of a business or company, values of the industries, work mission and business strategies, and its impact to the economy.

Welcoming, relevant, and relatable workforce orientation methods will promote employee loyalty for the reason that the new employees will internalize the culture, the importance of his/her position, and value the job that he/she attained. The Business Services Representative work with businesses to encourage them to be work sponsors for the various training programs, as well as share in dialogue to better understand their workforce needs.

Eligible Training Providers that have joined the AJC listing understand the need to address the workforce development needs of employers. Industry have worked closely with the AJC and training providers to better articulate what training methods best meet their current and future needs

b. State Strategic Vision and Goals

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

1. Vision

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

Following is the State's strategic vision for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency.

Guam's Vision Statement is: ***"HireGuam: Accessing Your Pathway to Success"***, which addresses the American Job Center (AJC) HireGuam project, which aims to provide a web-driven venue for program partners, private and public employers, and members of the general public to get together and post and look for job openings and other resources.

The HireGuam initiative is a collaborative effort which aims to bring together service providers, public and private employers and investors, and the workforce through the AJC. Though participating workforce development programs and agencies may have different priorities and objectives, they all have the shared vision of wanting to supply Guam's economy with a skilled workforce capable of meeting the island's economic needs. The WIOA service delivery system will give participating providers a blueprint for sharing resources such as manpower and funding, with set standard performance measures.

The proposed service delivery model for the AJC involves three key services:

- **Career Services** - In-depth initial and ongoing assessment, career planning, and assistance with job search and placement. This also includes training support for members of the workforce who are interested in additional education, be it adult education and literacy or specific skills training via classroom development, mentoring, or on the job training.
- **Business Services** - Direct liaison with businesses within Guam and the region, where employers can request employees of a specific skillset, customized training, and other support services.
- **Follow-up Services** - After successful induction into a place of employment, AJC employees will conduct followups with employers and provide additional support (e.g. training, technical assistance) to ensure better retention.

Flexibility is a key concept shaping the vision statement. Employers/investors, existing and future members of the workforce, and service providers will all benefit from the service delivery system, but will have different definitions of "success." While the WIOA service delivery system will be used as a standard reference for different programs, it also needs to be open enough to adapt to - and in some cases, predict - the changes in workforce demand, environment, and technology.

The use of the term "access" serves as a reminder for the need for accessibility, which is one of the key cornerstones of the project. For all target audiences to be able to get a hold of the resources they need, the AJC needs to be reachable not only through physical means (i.e. location and ADA compliance), but also through technological means. This involves an online system, website, and other potential avenues such as a smart phone app and other apps available through the use of technology and information systems.

The WIOA service delivery system aims to facilitate a robust economy by fostering a skilled workforce which meets Guam's changing industry needs. When crafting a vision statement for this system, these factors are to be taken into consideration.

Mission Statement: To empower individuals to be preferred employees through a shared community vision, which brings opportunities to Guam's workforce to achieve and sustain a better quality of life.

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The mission statement was designed around key elements of the core values. Specifically, in order to achieve its vision, the service delivery system will be:

1. Demand-driven: It meets the needs of all target populations - businesses, service providers, participating programs, and current/potential members of the workforce. The service delivery system ensures its ability to meet demand by focusing on being accessible and convenient, particularly for individuals — local, intraregional, and interregional. It is ADA-compliant and is located within an area that is easy for members of the general public to reach. It will also be available online. It aims to provide a timely response to service needs, and participate in key economic opportunities which drive economic growth. Currently, these are tourism and military expansion, but it is open to these demands changing over time.
2. Innovative and proactive, flexible and able to adapt to changes in technology and environment, with continuous improvement: Though this is a standard system, it also leaves enough room for adaptation to changes in technology and environment.
3. Combined, collaborative partnership: Since participating programs share a single vision - to improve Guam's workforce - they can improve efficiency by minimizing duplication of tasks and sharing resources. It is working on setting common measures for workforce development - including, but not limited to training, case management, assessment, placement, and retention. It will use the Virtual One Stop (VOS) system as a primary vehicle for managing these measures, though physical references will also be available upon request.

Core Values

In order to achieve that vision, the WIOA project aims to keep the following core values or standards of service in mind:

1. *Collaborative:* Central to this plan is the need for combined, collaborative partnerships - not just among the participating programs, but also between educators, trainers, private employers, investors, and the general public. While each party has individual specializations and objectives, all of them have single vision and a vested interest in ensuring that Guam is equipped with a skilled, trained workforce which can address Guam's economic needs.
2. *Standardized and Systematic:* The participating programs and service providers are all operating under similar performance standards, which improve the process of sharing resources, including funding wherever necessary. This involves setting common measures for workforce development - including, but not limited to: Training and Workforce Orientation, Case management, Assessment, Placement and Retention. The vision of the AJC is to represent "One Voice in Workforce Development." It will foster opportunities, such as training, not only for businesses but for individuals as well. All stakeholders should have access and guidance as to how to improve their career options and clarify career paths and opportunities (in the case of individuals), or their capacity to hire and guide employees (in the case of employers, investors, and service providers.) Critical to the success of this standardization is the Virtual One Stop (VOS), which provides online access to all the necessary resources.

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3. *Demand-driven:* With buy-in from participant programs and employers, the AJC is in a unique position to identify and track trends within the workforce sector, extending its capacity to provide guidance to individuals on Guam seeking career assistance. Since employers will also be able to request workers who possess a particular skill set, the service providers will have the ability to refine their training and other service offerings to better suit the needs of the workforce.
4. *Flexible:* The revised service delivery system aims to be innovative and proactive, with the capacity to plan and prepare for expected changes within workforce trends. It is open to change and aims to continually improve, adapting itself to any changes in technology and demand.
5. *Accessible:* For the AJC to be truly effective, it needs to be within easy reach - not only for service providers, but for businesses, investors, and individuals on Guam. The ADA-compliant location (or locations) will be easily accessible to the general public, and will be able to provide assistance to those without independent means of transportation. In addition, it will be accessible online - initially through the website - but will be open to other extensions, such as a smart phone app. Accessibility also means efficient access to resources - the AJC will be centered on responsive case management, and will be able to provide a timely response to service needs.

2. Goals

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

A. Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers of employment* and other populations.**
B. Goals for meeting the skilled workforce needs of employers.

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

** Veterans, unemployed workers, and youth and any other populations identified by the State.

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The Workforce Innovation and Opportunity Act (WIOA) aims to improve the flow of workforce development efforts by streamlining planning and delivery services from multiple programs into a single delivery system over a period of four years.

The WIOA Combined State Plan is to be comprised of three components: strategic elements, operational planning elements, and a description of how core government programs will be pooling resources. It describes how to more efficiently facilitate the use of federal and local workforce development resources by working through a single vision and a coordinated set of performance outcomes. It has the following five strategic goals:

1. Increase employment and skills levels by delivering services that employers need and job seekers require.
2. To have evidence-based decisions so that progress made can be aligned with recognizable changes in workforce development including regional efforts with career pathways. This includes providing individuals such as youth, low-skilled workers, those with barriers to employment, and the underemployed with access to workforce investment, economic development, education and employment and support services to enter or retain employment.
3. Create and provide an integrated approach to promote lifelong learning continuum for workers in our workforce system especially for youth services, to engage young people not working and not in school for youth employment.
4. Develop key economic opportunities for participants that drive economic growth in existing industries such as tourism, construction and the military buildup.
5. To improve accessibility and availability of workforce development programs and data through an efficient reporting system, the HireGuam Virtual One-Stop (VOS) system.

Goal Area 1: Increase employment and skills levels by delivering services that employers need and job seekers require.

The Workforce Innovation and Opportunity Act (WIOA) was passed to reform the public workforce system, to support job seekers and employers alike access employment, education and economic development through a more robust job-driven system. This includes a job-driven vision for delivery of services to include cross-program planning and career services made available through employment and training programs.

Goal Area 2: To have evidence-based decisions so that progress made can be aligned with recognizable changes in workforce development including regional efforts with career pathways. This includes providing individuals such as youth, low-skilled workers, those with barriers to employment, and the underemployed with access to workforce investment, economic development, education and employment and support services to enter or retain employment.

Guam remains diligent in engaging in workforce development to assist the populations most in need of gainful employment such as the veterans, unemployed workers, youth and any other population to have access to the services and training available at the American Job Center.

Goal Area 3: Create and provide an integrated approach to promote lifelong learning continuum for workers in our workforce system especially for youth services, to engage young people not working and not in school for youth employment.

This goal is one that is embedded as a given direction to support the continuous efforts to provide services to youth, adult, and dislocated workers as investment for workforce development and that cross planning efforts are in place with career pathways and partners, especially for out of school and at-risk youth.

Goal Area 4: Develop key economic opportunities for participants that drive economic growth in existing industries such as tourism, construction and the military buildup, and other demand-driven industries.

The need to support economic opportunities is emphasized with this goal to empower the communities and strengthen collaboration with employers, businesses, and other organizations. Economic activities are necessary in light of workforce development on a competitive scale and that human capital is the foundation for the economy to be healthy with a diverse population of workers with marketable skills.

Regional Network

With regards to regional workforce development, Guam is the hub of regional commerce, and America's presence in Micronesia. To the north of Guam is the Commonwealth of the Northern Mariana Islands (CNMI), an unincorporated Territory of the United States is in the process of developing its own WIOA state plan. The Republic of Palau (ROP), a Freely Associated State of the United States is also developing its own WIOA state plan. Both jurisdictions operate their workforce development plans under the aegis of the U.S. Department of Labor. Guam has taken the initiative to reach out to both the CNMI and the ROP as well as the Federated States of Micronesia and the Republic of the Marshal Islands to create a network of one stop centers. The economic and labor force characteristics of the regional economy provide strong justification for developing such an approach.

All of the regional insular economies share similar climate and cultural characteristics. All rely on tourism as their largest private industry. Yet the islands do not share a common outlook for economic growth. The differences between the economies of the islands in the north and Palau to the west are starkly different than what is occurring in the FSM and the RMI.

On Guam, the military buildup will be contributing over $8.2 billion in investment over the next 10 years and over 1600 hotel rooms will be added to its visitor industry infrastructure. In the CNMI an equally large and robust investment in tourism, exceeding $7.3 billion is scheduled. Some 5,000 additional hotel rooms are under development on Saipan and Tinian and a $500 million sky tram linking Saipan and Tinian is being developed. The U.S. Military is also constructing a U.S. military training range in Tinian and will be making substantial infrastructural upgrades to the airport on the island. Likewise, large scale economic growth in Palau has been underway for nearly two years. Some 1,000 hotel rooms are at some stage of development.

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The projected demand for employment in both Guam and the CNMI is unprecedented. While the unemployment rates in Guam and Saipan are currently above the national average the demand for workers is quickly outstripping the availability of qualified labor in both jurisdictions. Both locations are already entertaining applications for temporary worker visas to accommodate the projected demand for workers by businesses in each jurisdiction. In Palau the demand for labor has already driven the unemployment rate to 4.2%, lower than the U.S. unemployment rate.

Conversely, the situation in the RMI and the FSM is quite different. In the FSM the unemployment rate in the state of Chuuk exceeds 30% and the unemployment rate in the RMI is at 36%. While growth is predicted in the northern islands of Guam and the CNMI as well as in Palau, the economies of the FSM and RMI are stagnant. The anticipated net result of the imbalance of growth in the region will be continued and possibly increased outmigration of workers from the RMI and the FSM to Guam, Hawaii and the U.S. mainland. The skill levels of workers migrating out of the FSM and RMI are lower than required, to be competitive on Guam, CNMI or the U.S. The potential for increased social costs in Guam, the CNMI and the U.S. is a growing concern.

There is agreement between all of the island governments of Micronesia that worker training and development is a regional issue that requires regional coordination. Guam presented to the 21st Micronesian Chief Executive Summit (MCES) a proposal to reaffirm the need for a regional workforce development strategy and suggested that the WIOA service delivery plan being developed on Guam serve as a model for all of the member states. The MCES, know referred to as the Micronesian Islands Forum, is comprised of the Presidents of the RMI, ROP, FSM as well as the Governors of Guam and the CNMI. In addition, all of the Governors of the states of the FSM (Chuuk, Kosrae, Pohnpei and Yap) also were also represented at the summit. Several committees have been formed to address issues of common concern and one of the most active has been the Regional Workforce Development Council (RWDC). The RWDC met and agreed to the following recommendations that were confirmed through a formal communique signed by the member states of the MIF.

Recommendation 1. Workforce Affirmation Statement across the MCES issues areas. While the MCES issue areas are purposefully wide-ranging and reflecting the broad nature of the MCES common interests and related workforce themes, The RWDC/PWIW embraces the need to align the workforce interest to the MCES issue areas. The MCES workforce agenda sets the stage for the following recommendations and reflects the need for a workforce affirmation statement. Sponsoring the right environment for sustainable growth and employment and training innovation will be key in delivering the sustainable growth for the region. We hope that these discussions and recommended actions will serve as the latest commitments and action steps to our common workforce interests.

Recommendation 2. Aligning the U.S. Workforce Innovation Opportunity Act (WIOA) for Micronesia Works! The RWDC/PWIW discussions support incorporating the WIOA framework intended as key workforce guideposts. This provides for a comprehensive and quality framework that support the region's talent development and human capital agenda. The goal areas under WIOA as noted in the committee report will serve as the

regional planning platform and intended to guide the workforce system as provided under the HIRE MICRONESIA! Strategic Plan for 2016-2020.

Recommendation 3. Regional Economies supportive strategies to establish a network of standardized One-stop Centers for the region. Under the banner for regional workforce prosperity for Micronesia, the RWDC continues to endorse the One Stop center approach. This includes recognizing earlier discussions of the RWDC/PWIW to seek funding commitment to implement the approved strategy establishing a network of Micronesian One Stop Centers to assess, train and place Micronesian workers in private sector jobs.

Guam's leadership in forging a regional approach to workforce development has resulted in a commitment to develop a network of "One-Stop Centers" that would adopt uniform assessment, career and training and placement standards. By standardizing workforce development systems and installing them throughout the region, it is hoped that measurable gains in worker competencies can be achieved across the region, as well as cost effective sharing of training and assessment resources.

In 2016, the Guam Department of Labor (GDOL) was successfully awarded $2,166,118 in Reemployment & Systems Integration (RSI) National Dislocated Worker Grants to support and improve connectivity among existing workforce programs. Guam received the largest award in the nation. By securing this Re-employment and Systems Integration grant, GDOL will help lead the way in developing direct employment/training links between Palau, CNMI, and American Samoa. In addition, the grant will support the goal to have a robust cross programming among our local related workforce development activities (between GDOL, DVR and GCC) through online connectivity, utilizing the hireguam.com system.

Goal Area 5: To improve accessibility and availability of workforce development programs and data through an efficient reporting system, the HireGuam Virtual One Stop (VOS) system.

The WIOA plan will also support the workforce component of the Imagine Guam initiative, a 20 50-year plan for island development centered on collaboration between the government, the private industry, and the general public.

It will expand the level of involvement taken by educators and private employers in the development and execution of workforce development strategies. In addition, it will expand and enhance the HireGuam brand, which will allow participating programs and service providers to benefit from shared resources by identifying the strategic alignment for different partners. This partnership will help with the identification of trends within Guam's economy, allowing service providers to help meet the continually evolving needs of Guam's private businesses.

With efficiency and access to HireGuam Virtual One Stop (VOS) system, the goal is to have the ultimate reporting system, the VOS, for purposes of having a data-driven enhanced reporting system that is shared with AJC core and partner programs to service the clients, stakeholders, collaborators, all who access the center services and that these services are a customer-centered service delivery design compliant with WIOA.

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Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment and other populations.

The WIOA service delivery system aims to bring value to:

1. Current and potential members of Guam's workforce, particularly the underserved;
2. Private and public sector employers and employees;
3. Educators, government service providers, training providers, and non-profit organizations.

Current and potential members of the workforce will be able to secure efficient and timely assistance in determining what they need to do to achieve their career goals, as well as what resources are available. The American Job Center (AJC) will continue to provide them with the means to find jobs, and post their job qualifications for interested employers. It will also continue to serve as a venue where these workers can increase their job readiness and employability, and find employment.

Employers will then have access to an improved, easily navigable listing of available workers, along with their résumés and lists of qualifications. This allows them to screen potential candidates before taking them to the private interview stage. In the event that employers are unable to find enough individuals to meet their needs, the AJC will allow for requests for workers of that particular skill set, and will work with the government to provide the training and manpower development services they need. Finally, the AJC will also help provide individualized training services for employers looking to expand or initiate business on Guam.

This creates a link between the workforce, employers/investors, and education and training service providers. This gives service providers a central venue which assists them in meeting their program goals. This will help them improve their specialized services by being able to better identify which services and industries are in demand, as well as how services can be built up to meet that demand.

NOTE: The Guam WIOA Combined State Plan also has Work Area Classification Codes that are applicable to the Goal Areas and a carryover reference tool from the previous state plan. It has proven to be useful as reference points to important and relevant activities carried over from the previous state plan activities. These can be provided upon request.

3. Performance Goals

Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

Guam negotiated performance levels for its WIOA and Wagner-Peyser programs for PY2016 and PY2017 on July 27, 2016.

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Table 1. Employment (Second Quarter after Exit)				
Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	30	30	30	33
Dislocated Workers	30	35	30	38
Youth	50	40	50	43
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	53	53	53	56
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 2. Employment (Fourth Quarter after Exit)				
Program	**PY 2016 Proposed/ Expected Level**	**PY 2016 Negotiated/ Adjusted Level**	**PY 2017 Proposed/ Expected Level**	**PY 2017 Negotiated/ Adjusted Level**
Adults	70	60	70	63
Dislocated Workers	70	60	70	63
Youth	60	60	60	63
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	76	63	76	66
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 3. Median Earnings (Second Quarter after Exit)				
Program	**PY 2016 Proposed/ Expected Level**	**PY 2016 Negotiated/ Adjusted Level**	**PY 2017 Proposed/ Expected Level**	**PY 2017 Negotiated/ Adjusted Level**
Adults	Baseline	4,000.00	Baseline	4,300.00
Dislocated Workers	Baseline	4,000.00	Baseline	4,300.00
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	Baseline	4,000.00	Baseline	4,300.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 4. Credential Attainment Rate				
Program	**PY 2016 Proposed/ Expected Level**	**PY 2016 Negotiated/ Adjusted Level**	**PY 2017 Proposed/ Expected Level**	**PY 2017 Negotiated/ Adjusted Level**
Adults	56	56	56	59
Dislocated Workers	56	56	56	59
Youth	56	56	56	59
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 5. Measureable Skill Gains				
Program	**PY 2016 Proposed/ Expected Level**	**PY 2016 Negotiated/ Adjusted Level**	**PY 2017 Proposed/ Expected Level**	**PY 2017 Negotiated/ Adjusted Level**
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 6. Effectiveness in Serving Employers				
Program	**PY 2016 Proposed/ Expected Level**	**PY 2016 Negotiated/ Adjusted Level**	**PY 2017 Proposed/ Expected Level**	**PY 2017 Negotiated/ Adjusted Level**
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	Baseline	Baseline	Baseline	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

4. Assessment

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

Guam will assess the new workforce development system through regular monitoring against strategic visions and goals set for PY2016 - PY2019. This will be done through GWDB and subcommittee oversight. Assessment results or feedback to the GWDB will help ensure that improvements are ongoing and tied back to the strategic visions and goals.

Data is already being collected independently by different agency partners and participating programs. New authentic partnerships with the Guam AJC will allow access of valuable and shared information (i.e. clients accessing programs) through usage of the HireGuam Virtual One Stop (VOS) System. By having a centralized database, data and information can be easily accessed, synthesized and essentially serve as a resource and evidence to sustain, improve or create innovative programs.

The information in the database will include, but will not be limited to:

- Shared customer data as relevant;
- An assessment of industries and areas impacting the local and regional economy;
- Demand and supply of jobs and workers;
- Estimates of industry demand, as well as their impact (short, medium, and long-term) on the local economy;
- The scope of current training and education programs.

Throughout the assessment, special care will be taken in addressing the needs of target groups which are considered hardest to serve, including youth and adults with disability, veterans, those released from incarceration and re-entering the workforce, and others.

It will also focus on the demands and supply of workers with an emphasis on those who are underserved, and assess their needs in order to plan for ways to provide better services for them.

Career paths are not linear; there will be multiple and standardized entryways to access the correct resources addressing the different needs of individuals and businesses. Assessment activities will also be inclusive of participating agencies, program partners, businesses, trainings, and education providers.

Moreover, the operational plan will cover the designs and definitions of career pathways, thus outlining plans for engagement and collaboration with training providers, government agencies, and business partners in ensuring that job seekers can successfully achieve their desired career goals through the guidance set by the program. Workforce Orientation and Career Path Development will be responsive to economic demands of the businesses and needs of workers. These orientations and developments include financial

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literacy, work ethics, and acculturation. Simultaneously, skill developments will be responsive towards specific businesses' needs, skills, trades, technical proficiency, and certifications.

In order to provide the best quality service, all case managers will be committed to attaining relevant national certifications and trainings to professionally prepare them for serving clients with different needs through all phases of the career path orientation, skill development, placement, and retention.

All these areas are key items for reporting and evaluating the program's success. The program will establish and equip case managers with necessary understanding, supplemental knowledge, and mastery of the programs.

Business service representatives will also be trained to reach out to the community and network with employers and job seekers in order to increase awareness about the programs available to support job seekers in covering all levels of needs and entry points. In addition, the local community will be explored as a potential source of funding and additional support.

Furthermore, evaluation, performance monitoring, and reporting will be conducted and reviewed by the GWDB and through its committee meetings to identify and plan for areas of improvement. Other major indicators will be employment retention for a minimum of eighteen months, higher wages, and individuals becoming self-sufficient.

By the time the service delivery system is ready to go into implementation, there will be access to a standardized needs assessment which consolidates the needs of all affected programs.

For the program to be efficient, data collection and monitoring needs to be an ongoing process. The established database will be regularly updated with new information on employer and participant needs. The information will be reviewed and analyzed on regular intervals. It is recommended that analyses be conducted by an independent firm for the next five years. Clients, participating businesses, and various industry leaders and advisory groups will contribute valuable information for this database. However, the primary assessment must be conducted by a neutral third party. Independent studies or surveys may be procured to provide independent or objective assessment of the system's effectiveness. This analysis will also assist agencies in making informed decisions concerning operational planning in meeting the demands and changes within the economy.

c. State Strategy

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

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

The GWDB, through its members and their network, will work with industry or sectors that have been identified needing attention for workforce development. In the first year, sector strategies to address the needs of businesses participating in the expansion of U.S. military installations, as well as tourism and health care growth will be given priority. Businesses in these economic sectors are the most likely to be seeking temporary foreign workers to fill gaps that are perceived to exist in the local workforce. In addition, the GWDB will work closely with local state industry groups, such as the Guam Visitor's Bureau and the Guam Economic Development Authority, to establish workforce development as a priority. Likewise, the Guam Build-up Office, will work closely with the GWDB to make sure contractors are both aware and engaged with the AJC as they pursue federal contracting opportunities associated with the expansion of military facilities on Guam.

In demand industry sectors, as described in the analysis of employment trends, provides the careers needing attention on Guam. In working with partner agencies (i.e. Guam Community College, Guam Department of Education), businesses and local industry groups (i.e. Guam Contractors Association, Nursing Association, etc.), Career Pathways that fit Guam and regional needs will be developed and implemented. Beginning with existing Career Pathways established GCC, new and innovative "on-ramps" will be implemented to allow access to those hardest to serve, as well as mainstream job seekers young and old.

Career Pathways identified, developed and endorsed by the GWDB will guide the local post-secondary institutions on Guam (i.e. University of Guam, Guam Community College, and Pacific Islands University) on how they can better partner and serve the needs of Guam AJC, its partners, businesses and customers served. This would include innovative and alternative entries to career pathways, such as ways to certify veterans or those with extensive work experience.

In addition, in-school and new K-12 Teachers will be trained in the importance and relevance of their work in career and college readiness education. This helps address mandates required of the College and Career Readiness Act (Guam PL 31-156) requiring the integration of career and technical education with academic curriculum, as well as on-going GCC programs occurring in Guam DOE. Recently, at the secondary level, the Guam Department of Education Career Pathway Project (Career and Technical Education) and secondary school counselors in collaboration with the Guam Community College Office of Continuing Education and Workforce Development launched a new Career Interest and Assessment System that provides middle and high school students with guidance when selecting careers after high school. The project is funded by USDOE Title V-A Consolidated Grant for Innovative Programs, and is guided by Guam Public Law 31-80, and 17 GCA Education, Chapter 3, Department of Education, Section 3222. Career Information Delivery System. Training for counselors and school administrators,

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including Guam AJC representative, occurred in February 13-14, 2018. School counselors participated training that focused on the use and implementation of the XAP Choices360 System. The XAP Choices360 System helps local school children explore opportunities in their fields of interest and determine career choices based on academic strengths and work ethic. The new system supports career planning, college planning, financial aid planning and provides students the tools needed to build a meaningful education and life plan through an online Individual Learning Plan. This plan can be started as early as middle school and utilized throughout high school. The career assessment system will support 6,532 middle school and 9,885 high school students. It includes over 744 careers based on the U.S. Department of Labor's O*NET career database. This initiative also is in line with the 2011 College and Career Readiness Act (CCaRe Act, P.L. 31-156), which updated old curricular structures in Guam DOE to better prepare students for life beyond high school.

As the University of Guam educates and prepares local teachers, their post-secondary program is needed to support the initiatives set forth by the Plan. Teacher education regarding workforce development is needed.

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

The Platform for Service Delivery

The service delivery platform is based upon four elements:

- Labor and economic data that is shared by all the partners, and represents the combined contributions of the information driving economic development from the Guam Economic Development Authority (GEDA), labor market data provided by the Bureau of Labor Statistics, and occupational cluster analyses reflecting business concerns regarding skill gaps and shortages provided by the Guam Community College;
- A commitment to service continuity across partner engagement and throughout all of the service delivery centers ensuring uniform quality and performance no matter if the system is delivered through a single center or multiple service centers;
- Evaluation and feedback to assure continuous quality control and improvement. An ongoing quality control program will provide regular feedback to the operators of each service delivery center and the Guam Workforce Development Board to monitor effectiveness and performance outcomes; and, Sector strategies that identify how the needs of businesses are being effectively addressed. The sector strategies will be developed to address businesses facing worker shortages. Initially companies that are applying for temporary foreign worker visas will be affected. This will provide for a piloting structure of the plan.

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Service Continuity

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

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

STRENGTHENING CAREER AND INDIVIDUAL SERVICES: Case Managers to be certified as Workforce Development Specialists are guided by the initiatives set forth in the Combined Plan. Understanding shared objectives among AJC Partners will enable to better serve their customers requiring employment and/or training support. These workforce specialists (currently "case managers") will assist participants through career counselling, training and placement and help coordinate the services provided by all the partners to ensure the participant is aware and/or avails of needed services.

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

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

Feedback System

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

1. An online survey will be developed and included in the registration process. All participants will be asked to answer a short survey as they complete their registration process. The survey will be designed to generate a "net promoter" score for the center based upon the services provided. Net promoter scores are used to measure the likelihood of customers to recommend the services of the AJC to others. Net promoter scores will become part of the overall evaluation system used to evaluate the center(s).
2. Each of the mandated federal performance metrics will be reported on a monthly basis to allow progress towards meeting annual performance goals throughout the year. Independent third party "mystery shop" surveys will be conducted to measure the impact and performance of the AJC in meeting customer service expectations. In addition, third party surveys of businesses that participate in the program will be conducted to provide regular feedback to the GWDB on the customer service provided businesses that participate.

Business Services

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

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

Recruitment Services

Recruitment will be the primary benefit employers will seek from the AJC. Their ability to rely on the AJC will depend upon its ability to identify qualified candidates. This will require that AJC business representatives refer suitable candidates and develop customized programs to find and prepare candidates for employers. Businesses will be able to rely on the AJC to offer cost effective and timely services to access the talent pool needed for the positions they need to fill. Business services staff conduct on site business visits prior to the start of recruitment services to establish a clear understanding of the

human resources requirements of each business partner. The objective is to establish a partnership relationship in developing tailored and customized recruitment services to meet the needs of each business in a timely manner. The AJC referral-to-hire ratio is targeted to meet or exceed 5:1. The recruitment and placement services provided through business services will include a feedback mechanism between the AJC and employers. Employers will be contacted by AJC management to review and validate the readiness and quality of referrals from the AJC. The AJC will share the feedback with the GWDB and make adjustments to career and training services provided accordingly.

Customized Training

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

Incumbent Worker Training

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

Job Postings

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

Incentives

The GWDB currently offers a suite of incentives to employers. These include On the Job Training (OJT) subsidies paid to registered and approved businesses to encourage work experience. Direct subsidies of up to 50% of the cost of wages participant employed will be paid to the employer for a period of up to six months. The Preferred Worker Program (PWP) also offers subsidies to employers that hire veterans or the physically and mentally challenged. In addition, the GWDB is working with Guam's congressional representative to obtain WOTC authorization for Guam.

Finally, Guam has one of the most successful apprenticeship programs in the region. Currently, more than 400 Guam workers across a broad spectrum of industries are employed as registered apprentices. The program pays employers up to 50% of the cost of participant wages, supervisor wages, and the cost of training to in the form of tax credits against Business Privilege Tax assessments. The training curriculum must be certified and approved prior to allowing the incentive. It is important to recognize that the

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Guam Department of Labor has received the extraordinary authority to grant apprenticeship program qualification which has dramatically decreased the amount of time required for businesses to obtain apprenticeship certification.

BSRs at the AJC will work with employers to craft individualized incentive programs. These programs will be tied to specific employment commitments agreed to by employers to hire qualified candidates identified through the recruitment services offered by Guam's AJC. Feedback from the success and challenges encountered by businesses that enjoy these incentives will be used to continually improve the apprenticeship program.

Rapid Response

As the economy grows, most businesses will expand but there will be those that contract and close. Facilitating transition created by change is a key objective of the GWDB. BSRs of the AJC will work with businesses during the "pre-layoff" period to ensure they have the information and technical assistance they require to take full advantage of the services offered by the AJC. The AJC will assist businesses with transferring employees to other AJC business partners and to make sure affected employees are informed and are assisted in taking advantage of case management, retraining and placement services offered by the AJC. Rapid Response activities are time-sensitive and the Business Service representatives of the AJC have established protocols to ensure contact with affected participants occurs within 48 hours of receiving notice a pending lay off because of the loss of business, business closure or a crisis event.

Career and Training Services

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

Welcome Contact

All participants entering the AJC are immediately greeted by AJC staff. Participants are queried to ascertain the reasons why they visited the center and what kind of help they are looking for. After greeting the participant, AJC staff informs the participant of orientation sessions that highlight the resources offered through the AJC and services and options that might be available to the participant. Also, the next steps to receive services will also be explained. Participants are guided through registering with HireGuam to join the labor

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exchange. They will also be provided access to the computer resources at the AJC and may be referred to a partner agency if AJC staff believes they qualify for assistance. All of the partner agencies will have accessible information at the AJC. All of the staff, regardless of their parent agency, are familiar with the requirements of all of the agencies and are competent to refer participants to each of the partner programs.

Individual Engagement

Each participant seeking career counselling or job training services will be provided a one-on-one interview with a career and training specialist. This interview occurs within 15 minutes of the participant completing the "Welcome Contact" encounter with the center. During the individual interview the specialist reviews the registration information provided by the participant, listens to their needs, and provides additional information regarding the services offered by the AJC. The next steps available to the participant are explained and documented. After reviewing the available employment opportunities, the next steps for the participant are planned and scheduled.

AJC Specialists Staff for Career & Training Services

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

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

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

Career Services Assessment

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

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

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

Determining the Individual Plan for Employment (IPE)

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

A key outcome of the career planning process is the creation of an Individualized Plan for Employment (IPE) for each participant. The IPE identifies a career path for participants that outlines employment goals, achievement objectives, and the right combination of services needed to for the participant to achieve his or her goals. The participant's assigned CST helps the participant prepare his or her IPE. An important outcome of the IPE is the identification of any additional training or educational attainment required to make the plan achievable.

The IPE is a required step before any training can be authorized for the participant. The plan is largely based upon the outcomes of the assessment process. The gaps in workforce skills, technical and trades skills and educational attainment are identified and

used as the basis of justification for any investment in training provided through the AJC. It also represents the next step in the job search process which links the manpower needs of businesses that have partnered with the AJC, and the supply of participants looking for unsubsidized employment that have registered with the HireGuam labor exchange.

Job Search

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

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

Validating Skills

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

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

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

Placement Assistance

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

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

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

Training Services

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

Currently there are employers unable to find qualified workers in a number of industries with time sensitive projects that require workers in the near term. If from the pool of job ready participants there are workers that lack a skill or lack certification, BSR's will work with those employers to establish a training plan that will facilitate the placement of workers. In exchange for the investment in training authorized by the GWDB, employers are required to commit to placing participants that successfully complete the training provided by the AJC.

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

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

Adult Education and Literacy

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

Workforce Preparedness

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

Skills Training

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

Work Base Training

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

On the job training (OJT)

Work-based learning opportunities supported by the AJC includes On-the-Job (OJT) training, apprenticeship, work experience and internships that are linked to careers. Work-based learning services also include job shadows, volunteer opportunities, and

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career exploration to help participants develop skills, experience and/or exposure to careers or industries based on their interests and competencies. In all instances work experience offered through the AJC is linked to careers offered by the participating business partner.

Registered Apprenticeship

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

Follow-up Services

The AJC recognizes that successful workforce development does not end with placement, and that it needs to extend effort in improving retention of program participants who successfully enter the workforce. As such, the AJC Business Services Division will periodically coordinate with employers to keep track of AJC-sponsored employees. In the event that the employee requires further assistance in order to sustain employment, such as additional training, the AJC will work with the employer and its partner programs to see how that assistance may be provided.

In addition to improving retention rates, this also assists with data collection and evaluation efforts. AJC employees will use the VOS to maintain status records of each client, allowing the AJC to keep track of gaps within the service delivery system, as well as commonly occurring technical assistance needs within different industries and the workforce in general.

III. Operational Planning Elements

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

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A. State Strategy Implementation

The Unified or Combined State Plan must include—

1. State Board Functions

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e. provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

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

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

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

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

In keeping with WIOA mandates and recognizing the GWDB planning framework of the Combined State Plan 2016-2019 approach, and with a view of addressing and meeting the WIOA program requirements and challenges.

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

- Program-Specific Requirements for Core Programs (as noted in the plan)
- Program-Specific Requirements for Combined State Plan Partner Programs (as noted in the plan)

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

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GWDB Policy Recommendation 2. Promotion and support to GWDB training and capacity building initiatives of the Guam American Job Center as well as GWDB recognized affiliate programs and collaborators. Rationale: The existing AJC core programs and partner programs do not have the necessary technical background and knowledge for setting-up, providing, managing the AJC programming support. This capacity and training challenge has clear impact on the service delivery of programs to business partners and job seekers.

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

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

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

2. Implementation of State Strategy

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

A. Core Program Activities to Implement the State's Strategy

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

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

Services and activities are described in the Guam American Job Center Workforce Program Standards document (dol.guam.gov/wp-content/uploads/American-Job-Center-Workforce-Program-Standards.pdf). Services among Wagner-Peyser and Title I staff will be aligned resulting in seamless provision of services to customers. Staff resources across both funding streams will be pooled together and allocated collectively to ensure all services are delivered in accordance with the requirements of these operational standards. All operational functions, including supervision and management where appropriate, will

be taken into consideration when developing a functional staffing plan for the center. Agreed-upon staffing plans, including methodology, roles, and expectations, will be documented and may be solicited during program monitoring.

The American Job Center is committed to assist individuals who are unemployed or under-employed to obtain new skills and employment. The American Job Center's purpose is to bring the partners together, manage activity, ensure collaboration and coordination of services, and work to build a smooth system of services that maximizes the impact and value of each program and funding stream. The Workforce Innovation and Opportunity Act authorizes "career services" for adults and dislocated workers rather than "core" and "intensive" services as authorized under Workforce Investment Act (WIA). There are three types of "career services": basic career services, individualized career services, and follow-up services. These services can be provided in any order; there is no sequence requirement for these services. Career services under this approach provide local areas and service providers with flexibility to target services to the needs of the customer. This includes the use of the common case management system (VOS) to co-enroll participants at any point of services, whether at the AJC or at the partner agency location.

Partner Implementation of Strategies. Guam AJC partners include the Guam Community College (Title II) and Guam Division of Vocational Rehabilitation (Title IV). At the Guam AJC, other co-located programs include the Senior Community Service Employment Program (SCSEP), Disabled Veterans Outreach Program (DVOP) and Job Corps (Hawaii). The Department of Public Health and Social Services finalized an MOU with the Guam Department of Labor for co-location services at the Guam AJC. By already co-locating at the center, all program representatives focused on employment and training may co-enroll participants. They are also better able to work together by sharing information among each other and with participants. This process has helped identify possible shared resources to better assist participants, such as the elimination of duplication of required documentation and expanding support services (ex: covering costs for childcare, transportation, license fees, etc.).

Guam Community College (GCC) handles the Title II program, and is collaborating with the Guam AJC team to register shared participants requiring education, in-class or work-based training and employment. Career counselors have participated in the Workforce Development Specialist training, ensuring a standardized approach with the Guam AJC team efforts (who received the same training). Counselors assist the adult education participants, and are being trained on the shared case management system of hireguam.com (VOS) to co-enroll onsite as needed. This allows the counselors to work with case managers at the AJC to ensure that students' career pathways match the individual employment plan that is identified on the shared case management system. In addition, GCC receives funding from the Guam Department of Labor to support apprenticeship training needs. The Guam AJC is working with the college to further develop new and innovative pre-apprenticeship and apprenticeship programs that are more responsive to industry. In addition, GCC provides the Guam Department of Education (GDOE) with secondary Career and Technical Education programs and the AJC has provided Classroom to Career activities (work experience opportunities for high school students). As such, together they are building clearer on-ramps to career pathways

that match Guam's workforce development needs. The Guam Workforce Development Board (GWDB) engages members of these organizations to achieve the combined state plan goals.

The Division of Vocational Rehabilitation's case management staff have also undergone the Workforce Development Specialist training ensuring a standardized approach with the efforts of the Guam AJC team who received the same training. Several meetings between the AJC and DVR case managers have been conducted to discuss and design streamlining of services, as well as to train on the usage of the VOS or common case management system to co-enroll participants on site.

Cross training among partners are ensuring a more efficient and effective approach to serving shared customers needing workforce development assistance and employment placement services. Committee and ad-hoc meetings by the GWDB continue on a monthly or periodic basis to achieve goals and objectives of respective programs and the combined state plan.

Co-Enrollment exists between programs. This would include Wagner-Peyser Act services that fully and seamlessly integrate WIOA services, further enabled by the common case management system (VOS or hireguam.com). Guam AJC provides universal and comprehensive access and customer service through the initial support provided by WIOA Title I and Wagner-Peyser funds. Such support includes the Resource Room, the case-management web-based system (hireguam.com) and the learning lab in the American Job Center. A Memorandum of Understanding between required and optional partners will outline each partner's responsibilities. The duties and responsibilities can easily be closely coordinated since the Guam Department of Labor has administrative oversight over four (4) major programs - Wagner-Peyser as amended by Title III, WIOA Title I Programs, the Senior Community Service Employment Program and the Jobs for Veterans Grant - Disabled Veterans Outreach Program. Customers with significant barriers to employment may be served by Wagner-Peyser and/or WIOA funded staff dedicated to assisting the needs of special populations such as customers with disabilities, veterans, older workers, and public assistance and other low income individuals. Sharing of information, skill levels and employee development plans assists in providing comprehensive services.

The following section describes services provided to customers, to include 1) AJC Orientation, 2) Employment and Career Services, 3) Training Services, 4) Business Services and 5) LMI Services. As a standard of service for customers to make informed choices, AJC Staff have standard levels of services to include the following components when delivering initial and continued services to customers.

Customer Service is a Priority. Services provided through the American Job Center are designed to be customer-centered to ensure value to each customer experience. At the AJC and partner service points, case managers will help determine customer needs and provide needed employment or career service needs, as well as provide referrals to partner or other programs as eligibility permits. Partners regularly meet to discuss current or new service levels or strategies, provide cross-training, to better understand each other's services. The goal is to provide consistent information about programs, especially as clients become eligible for co-enrollment into other programs. Standard quality

customer service standards include greetings such as greetings of "Hafa Adai, Welcome to the American Job Center." The initial service representative query customers about their reason for coming into the center (What brought you in today? How can I help you? What are your needs?). Customers are provided information of available services and propose options/guide customers toward next steps. This may be access to the resource room, a referral to a partner agency, or queued for a customized one-on-one conversation with the next available staff.

An **AJC orientation** has been implemented to provide new customers a global introduction to services available by core and other partners. The American Job Center began conducting orientation for its services in February 2016 (dol.guam.gov/wp-content/uploads/Steps-for-AJC-HireGuam.pdf). As of December 2017, a total of 2,989 participants have gone through orientation since its inception.

Customer Service SOPs. Customers needing to register with the labor exchange system, or interested in pursuing Career or Training Services are provided a customized one-on-one engagement. As core and other partners will have gained access to the shared case management system, services can be handled at various locations., This currently includes the AJC, Division of Vocational Rehabilitation, Guam Community College, and Department of Public Health and Social Services. Other NGO partners have been trained on the use of hireguam.com, as they serve participants in their program (ex: ESGR, Big Brothers Big Sisters of Guam, GDOE, etc.).

Partners' case managers review, assist with, or conduct basic registration; provide additional information about available services; listen to customer needs; and provide guidance on next steps based on needs and interests. Registration information for customers engaging in services are provided just-in-time based on what is required at any given time rather than all customers going through the same registration process as a first step coming in the door. At the one-on-one, next steps will be articulated and documented. Each time customers engage in services, appropriate registration elements are collected and next steps are planned and scheduled. Staff provides LMI and referral to appropriate resources and partner services.

Employment Services provide the initial support needed by job seekers. This includes various services to businesses, to include job postings in the local labor exchange system, which is linked to the common case management system. Jobs may be entered via automated mechanisms, self-service features, or staff-assisted services. Business Service also provides additional support for successful job matching.

Career Services include the assessment of a person's readiness to work and provision of employment statistics information to guide and develop career goals and opportunities for advancement into occupations. Key values provided to jobseekers through provision of Career Services are to ensure they know their skills, know how their skills match the labor market, and know which tools are available for them to acquire the skills needed to be competitive. The following provides a summary of service activities:

Basic Career Services are provided by all case managers among the core partners. Having been trained in standard methods for Workforce Development Specialists, this helps

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ensure that case management staff provide consistent level of service. Standard levels basic services include the following:

- Determination of eligibility to receive assistance from: Adult, Dislocated Worker, Youth, DVOP, SCSEP
- AJC Orientation, Outreach, Intake (registration), and Re-employment services
- Initial assessment of skills and supportive service needs
- Labor Exchanges: Job Search, Placement Assistance, Career Counseling, Information on In-demand industry Sectors and occupations
- Referral to Partner Programs
- Workforce/Labor Market employment information: Job Vacancies in labor market areas, Job skills necessary to obtain jobs, Information relating to local jobs in demand and earnings, skill requirements and opportunities for advancement
- Information on eligible providers of training services by program and type of providers
- Information on program performance and cost relating to one-stop system of service
- Information on supportive services or assistance, and appropriate referrals to: Child care/PHSS Block Grant, Child support/Office of the Attorney General, Medical or child health assistance through Medicaid or CMIP/PHSS, SNAP/PHSS Nutritional Assistance, EITC/Department of Revenue & Taxation, HUD/Guam Housing & Urban Renewal, TANF/PHSS Welfare Program, Other programs supportive services and transportation assistance

Individualized Career Services include more focused support needed by participants. Upon assessment by case managers, participants are provided such additional or individualized career services such as:

- Comprehensive and specialized assessments of skill levels and service needs of adults and dislocated workers: Diagnostic testing and use of other assessment tools; and In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals
- Develop an individual employment plan identifying: Goals, Objectives, and Appropriate combination of services to achieve employment goals (including information about training providers to achieve employment goals).
- Individual and/or Group counseling
- Career planning (case management)
- Short-term pre-vocational services (soft-skill development to prepare for unsubsidized employment or training.
- Internships and work experience that are linked to careers
- Workforce preparation activities that help an individual acquire a combination of basic academic skills
- Financial Literacy services
- Out-of-Area job search and relocation assistance
- English language acquisition and integrated education and training programs.

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Continuity of Services. The American Job Center provides a collaborative-service system as a basic principle of the customer-center model. Partners continuously work together to receive cross-training to ensure case managers across core and partner programs effectively utilize the shared case management system or VOS. Co-enrollment of participants either at the AJC or on site of each partner is enabled by sharing the same case management system. This helps eliminate unnecessary duplications or delays that burden customer (ex: required information or forms). The goal is to provide service excellence through a continuity of services within and across programs that are not dependent upon a customer returning to the same staff person. Staff will focus on the development of organizational, not individual, relationships in order to seamlessly coordinate services in a way that meets the business requirements as well as addresses customer needs in a timely and value-added manner. For customers engaged in Career and/or Training Services, staff will adequately document customer interactions to ensure continuity of services for customers regardless of which staff provides assistance. Though documentation may assist with outcomes tracking, the purpose of engaging in collaborative-service delivery is not to focus on performance, but rather the customer experience. AJC staff is expected to be able to pick up where another staff left off at the previous customer engagement.

The Guam AJC staff operating under Wagner-Peyser and WIOA are supported by Business Services and Follow-up Services. The Business Services Representatives (BSRs) include representatives from the AJC, as well as core partners' and other community partners' staff, in workforce development activities. For instance, continued collaboration meetings are held with Guam Community College (Title II), Department of Vocational Rehabilitation, Employer Support of the Guard and Reserve (ESGR), and others to discuss respective employment and training needs. Partners are depending on the AJC BSRs because of the longer history of employer connections via Employment Services under Wagner-Peyser. As partners share the common case management Virtual Onestop System (VOS), they have the opportunity to also view such employment connections.

Training Services are developed resulting from Business Services assessment of needs, including GWDB direction (ex: LMI analysis, business stakeholder feedback, etc.). Partners are aware of the Eligible Training Providers are vetted through the GWDB policies, informed by Business Services as they analyze and inform on employment and training needs. This ensures a better fit between clients' interests and skills and business hiring needs. Individuals determined to be in need of training to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment may be eligible to receive Training Services. The GWDB may also prioritize training connected to sectors and target populations as part of the local plan, and will create opportunities for remediation.

The workforce system is expected to increase investment in certifications that help people get jobs, and support the development and documentation of functional skills. AJC staff is expected to build these types of tools into the menus of available training services and activities.

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An IEP is required for all customers accessing Training Services. The IEP will be used to inform training needs, as well as to verify whether or not customers have the skills to be successful in training prior to enrollment into the training program. The Guam Workforce Development Board's vision in preparing our workforce for suitable jobs is to align participant's IEP to the model or learning continuum of the Apprenticeship Program, the learning continuum will be the standard for all IEP's developed by AJC staff as outlined in the diagram provided at the following link: dol.guam.gov/wp-content/uploads/Apprenticeship-Overarching-Strategy-Learning-Continuum.pdf

Mechanisms must be in place to monitor the quality and effectiveness of training services both from outcome data and business/customer feedback. The manner in which feedback is established should be a comprehensive process where: training services communicate the available talent to placement services, placement services seek businesses input regarding the quality of candidates and training needs, placement services market qualified candidates to targeted business customers and placement and business services inform training content based on the input received from employers as outlined in the Sector Strategies Diagram provided at the following link: dol.guam.gov/wp-content/uploads/Sector-Strategies-Flow-Chart.pdf

Though types and amounts may vary, the AJC will provide skill development based on structured, written curriculum designed to address gaps, develop new skills and advance toward attainment of industry-recognized and post-secondary credentials. The center will have online skills development tools available for customers (links to resources) in addition to in-person training, both of which will be delivered by approved providers, including local community colleges. Skill Development primarily involves organized programs of study that provide education and vocational skills that lead to proficiency in performing functions required by certain occupational fields at entry, intermediate or advanced levels, or leads to credentials required by employers in the occupational field (defined as Individual Training), and also includes skill upgrades; retraining; entrepreneurial training; and occupational skills training—including training for nontraditional employment. Staff will assist customers with assessing and accessing these services and may be engaged in monitoring and testing to measure customer progress.

Work-Based Learning is a key training method adopted by the Guam AJC. WIOA aims to create job-driven centers that focus on work-based learning, industry-recognized/postsecondary credentials, career pathways, and enhanced connections to registered apprenticeship. All centers will make work-based opportunities available to customers in accordance with local area plans and investment strategies. Work-Based Learning include On-the-Job Training (OJT), apprenticeship, work experiences and internships that are linked to careers. Work-Based Learning services may also include job shadows, volunteer opportunities, and career exploration to help customers develop skills, experience and/or exposure to careers or industries based on their interests and competencies. Work experiences that are linked to careers will be provided at all the center.

Business Services is a fairly new and critical as it focuses on building network partnerships with companies to help make employment connections and placements, as well as building work experience, OJT, apprenticeship or other relevant work-base

learning opportunities for program participants. BSRs continue to work with industry groups, such as the Guam Chamber of Commerce, Guam Contractors Association, Guam Hotel and Restaurant Association, etc., to identify employer workforce needs. BSR's are key to helping the board building sector strategies described above. This includes skill levels and related training required to achieve the workforce levels required for business and employment success. BSRs also closely communicate with the AJC team to help identify qualified participants to match with employers, as well as better familiarize with programs. Familiarization of LMI is required as BSRs provide support to both employers and case managers working with participants, allowing more informed decisions and program development and delivery.

Labor Market Information (LMI) is an important service required by the Guam Workforce Development Board (GWDB). Regular committee meetings include partners needing LMI relevant information to discuss workforce development strategies to meet real-time industry and sector needs. Such LMI information is also provided to participants, providing insight and guidance for career planning, training decisions, business engagement and placement services. Staff will demonstrate use of quality data and LMI to make informed decisions and provision of core center services and activities. Staff will explain the uses and benefits of LMI-related resources, assist job-seekers in accessing and interpreting tools and data in order to make informed career and education decisions, and will use LMI to coach job seekers toward higher wages. Labor market information can be found at bls.guam.gov for statistical information specific to Guam's industries.

Sector Strategies. The terms used in industry sector or cluster strategies are often used interchangeably. Industry cluster typically describes the entire value chain of a broadly defined industry from suppliers to end products. Sector is a term more widely used in workforce development, defining an industry primarily by common workforce needs and occupations. The Guam Workforce Development Board is identifying targeted sectors as part of the planning process and develop service priorities and dedicate resources based on local plans and investment strategies as demonstrated in the diagram provided at the following link: dol.guam.gov/wp-content/uploads/Sector-Strategies-Flow-Chart.pdf

Business Services as a key component of the AJC connects employers to qualified candidates. Business Services Representatives (BSRs) may consist of WP/WIOA staff and other partner staff dedicated to employment and training support. The BSRs will be knowledgeable and responsive to business and workforce needs of the local area, how these align with local sector strategies, and protocols to access recruitment processes and other services.

Business Service Representatives from the AJC and partners participate in other activities such as recruitment, customized training, incumbent worker training and rapid response services as follows:

Recruitment services is the primary employer service model for placing qualified jobseekers with employers. Recruitment involves attracting and referring suitable candidates to one or more jobs through multiple activities that are customized to a specific employer or occupational need. Staff conducting Recruitment Services will work

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closely with staff providing skills validation, training, and career placement functions to access the appropriate talent pool for the position(s) being recruited.

Recruitment Services will support targeted populations and Sector Strategies recruitments. Staff will conduct an on-site employer visit prior to the start of the recruitment then send qualified candidates to the employer in a timely manner. Staff may funnel all non-participant applicants through the center for screening. The referral-to-hire ratio is a target of 5:1, unless otherwise specified by employer.

Placement and recruitment activities must include a feedback mechanism between the center and employers. Employer feedback will be solicited to validate/concur with the readiness/quality of referrals. The AJC will develop feedback mechanisms, monitor outcomes, and make adjustments to local career and training services based on feedback received. Feedback will be shared with the Board to ensure continuous quality improvement.

Customized Training may be provided, in alignment with local plans and available resources, to meet the specific skill needs of local employers. The training is conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Incumbent Worker Training is also supported. The Board may reserve funds to pay for the federal share of the cost of providing training through an incumbent worker training program. If made available, training will take into account characteristics of participants in the program, relationship of the training to competitiveness of participants and employers, and other factors such as number of employees, wage and benefit levels, and existence of other training to support advancement opportunities. The cost will be shared with employers on a sliding scale based on employer size. The AJC will utilize information gathered from business feedback to inform the need for incumbent worker training and will market available opportunities, as appropriate.

Rapid Response is also a Business Service function. The mission of the Rapid Response Team is to provide comprehensive information and technical assistance leading to employment of dislocated workers affected by layoff, closure and or disaster. Rapid Response activities are provided to employers and workers when a layoff or closure is going to occur, is occurring or has occurred, in compliance with state and federal regulations. Rapid Response activities are time-sensitive, it is imperative that protocols are set in place to ensure contact with affected parties is within 48 hours of receiving notice of a layoff, closure or crisis event.

Follow-Up Services is a separate service activity provide by the AJC under WIOA. It is the needed support to participants and businesses who are engaged with the AJC and partners. Outreach activities are conducted to also gather needed information for key partners and their performance reporting needs. Core partners will be sharing the responsibility of collecting performance outcomes, some of which are shared such as educational/training attainment or employment retention. The shared case management system allows the partners to have a more streamlined process to collect and share common outcome results. For those placed in unsubsidized employment, there are follow

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up services for up to 12 months after the first day of employment, as well as other additional needed support, such as additional counseling about the work place.

Coordination with TANF Employment and Training and SNAP Employment and Training Programs:

A Memorandum of Understanding and Work Request went into effect October 1, 2016 between the Guam Department of Labor and the Department of Public Health and Social Services guiding the close collaboration between the two entities in the delivery of TANF and SNAP Employment and Training Programs. The Memorandum of Understanding includes agreement upon numerous aspects of this coordination including duties such as:

1. Hire/Recruit the DOL SNAP EDWII position whose primary duty and responsibility is to conduct assessment (to include the need for support services), place clients in appropriate work/training/educational component, and provide case management. Placement in an allowable work component must be completed within 30 calendar days from the date of enrollment into the SNAP E&T Program.
2. Verify Eligibility of individuals referred by DPHSS/DPW for Training Services.
3. Shall schedule orientation, testing and assessment sessions for all individuals referred by DPHSS/DPW.
4. Provide occupational related testing, job placement services, job search, job enhancement, or job development activities, as needed.
5. Provide referrals to Adult Education programs, Guam Community College or other partner agencies as needed.
6. Monitor all DPHSS/DPW participants monthly and provide counseling and other services as needed.
7. Supplement supportive services, provided by DPHSS/DPW, as needed.
8. DOL SNAP EDWII to key in participation hours and authorize support services, funded by SNAP E&T Program, in the DPHSS Phpro System within 5 working days upon receipt from client. All original Participant Reimbursement Request Forms will be routed to DPHSS E&T Program in order to process direct payments. DPHSS shall maintain all original documentation related to SNAP E&T program.
9. Provide monthly feedback on participation status to DPHSS/DPW on all participants and weekly feedback for those who fail to comply or complete their assigned activity.
10. DOL SNAP EDWII to monitor monthly attendance and key in to PHpro system.
11. DOL shall provide access to the Virtual One Stop System (VOS) to DPHSS SNAP E&T Program at no charge.
12. Ensure at least 53% of GETP participants become gainfully employed within 12 months of the development of their Individual Employment Plan (IEP).
13. Actively participate in scheduled meetings as needed.

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Outcomes and Performance

The AJC partners are responsible for shared system performance, measurements of achievement, and outcomes for service to a common customer. WIOA creates performance measures required for all core programs, including:

- Percentage of participants in employment during second quarter after exit;
- Percentage of participants in unsubsidized employment during the fourth quarter after exit;
- The median earnings of participants in unsubsidized employment during second quarter after exit;
- Percentage of participants who obtain a recognized postsecondary credential or secondary school diploma (or equivalent) during participation or within one year after exit;
- Percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and
- Indicators of effectiveness of serving employers

The core performance measures under WIOA apply whether or not participants were employed or not at date of participation. Core programs are required to report on these common performance indicators and performance reports for states, local areas, and eligible training providers will be publicly available.

The Guam Workforce Development Board will regularly monitor and evaluate program performance. Programs will also be evaluated by independent third parties at least every four years.

Accountability

The AJC operational standards are incorporated into state monitoring processes and programs will be held accountable to their successful implementation. Interagency understandings and operational agreements among partners will assist with outlining how they will hold each other accountable. These agreements will contain a dispute resolution process to assist partners in the event of disagreements that occur in relation to the implementation and execution of the standards and center operations. Monthly meetings among partners will help continue improvements in delivery of service and resulting outcomes.

B. Alignment with Activities outside the Plan

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

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At the state level, alignment and collaboration between the core programs and the programs and activities provided by mandatory and optional one-stop partners will occur through the state-level, cross-agency workgroups. Additionally, options to provide meaningful access to required programs will be explored locally and addressed through local planning efforts. Service strategies will be tested for effectiveness and efficiency. When the opportunity exists and it makes good business sense, co-location options will be considered.

Alignment of activities to ensure coordination of programs and activities and avoiding duplication will be satisfied through the pooling of shared resources and staffing the services mandated in the AJC Workforce Program Standards (WPS). Jointly staffing the services eliminates duplication and ensures coordination of all partners. AJC Workforce Program Standards are available at: http://dol.guam.gov/wp-content/uploads/American-Job-Center-Workforce-Program-Standards.pdf

The GWDB members engage in a series of program alignment meetings in conjunction with public and private partners. These meetings bring together local program leaders with the goal of establishing a common vision, goals, communication and leadership plans that will allow them to implement integrated services that are tailored to local needs and situations. Participation of GWDB demonstrates commitment to the integration efforts, helps remove real and perceived barriers to workforce operational planning and integration, and hearing local ideas and best practices helps state leadership understand the local needs.

Core and mandatory partners will ensure that those receiving public assistance, low-income individuals, and those who are basic skills deficient are included in WIOA plans and that they have a voice in the system. The agencies will work to find a way to market WIOA services to the above categories of individuals to ensure that they are aware of services and that they may use their classification to ensure priority of service.

Staff at the AJC and affiliate sites will be trained to understand that upon discovery that an individual belongs to a priority category, that priority of service will be explained to that individual. Basic skills deficient individuals can be identified through Comprehensive Adult Student Assessment System (CASAS) testing, soft skills testing, and the National Career Readiness Certificate. Basic skills deficient individuals will be identified for priority of service and expedited into job search and occupational skills training programs.

The WPS requires Title II workforce preparation services, which are provided through AJC and affiliate sites. AJC is responsible for ensuring WPS and Title II services are available and appropriate referral mechanisms are in place to connect customers with Title II services as needed. Title II will work with other core programs and one-stop partners to develop a mechanism for referrals and co-enrollment where possible. Adult education and literacy providers will align participation in AJC with service goals, supported by informed participant referrals facilitated by AJC staff cross-training.

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As partners align services, referral to core programs will include:

- Wraparound services are provided for participants that meet the NDWG or other funding streams requirements from partners
- Refer customers to resources within the agency or community
- Conduct information sessions to be focused on benefits and services available to affected workers as well as the sector strategies in their area
- Actively pursue the business community through connections to Rapid Response, On-the-job training opportunities and Business Services Teams. Connections to business will include marketing program information, layoff aversion resources, and job talent
- Connects to all core programs through methods of assessment and referral to appropriate entities
- Participate in strategic meetings industry representative, business organizations, service providers, partner programs, affiliates and case managers, to cover funding streams and special training opportunities and services that are responsive to needs
- Refers core program participants to services outside of what can be provided by helping with barrier removal
- Conduct comprehensive assessments of skill levels, aptitudes, abilities, skills gaps, career interests, employment barriers, and supportive service needs individually and in group settings
- Make work-based opportunities available to customers in accordance with strategic plan and investment strategies.

It is GWDB's goal is to ensure all unemployed individuals are fully aware of, and appropriately using, the reemployment resources available to them through our workforce system. Some reemployment program activities are performed in the AJC and are aligned with programs and activities provided by mandatory one-stop partners and other optional partners.

Alignment between training related programs or activities, such as CTE or apprenticeship, begins with several assurances. It has begun with the Guam Workforce Development Board's (GWDB) commitment to meeting industry related employment and training needs. Business Services, related LMI information inform and industry feedback provides guidance on what work-based learning programs or curriculum are needed to meet their real employment or skill-level needs. Regular GWDB meetings, of which members represent key local industry or sectors, provide the feedback to help ensure that training programs align across programs and respond accordingly to program and community goals (ex: economic growth, skilled labor workforce development, etc.). Meetings with and updates of eligible training providers by the GWDB also ensures alignment. In this way, current and relevant CTE or apprenticeship programs are readily available for program development and to meet clients' Individual Development plans. For instance, Business Service Representatives are meeting with industry groups to discuss their unique human resource needs, and helping to design update and needed apprenticeship or CTE related programs. CTE is offered at the secondary and post-secondary level, provided by either Guam Department of Education or Guam Community

College (a partner of the AJC). So during youth committee meetings, discussion on programs, goals, progress and outcomes help confirm alignment among core and partner programs. The college is an eligible training provider, and recognizes the need to either continue or build new, relevant CTE programs to respond to industry.

Other programs in development help to address other work-readiness skills development, including financial literacy, workplace English, work ethics and entrepreneurship are discussed during GWDB meetings. Committee meetings help vet these training programs topics among partners and business representatives attending, and is further brought up to the GWDB level for consideration. To date, the AJC has reached out to build partnerships with organizations such as Guam Housing and Urban Renewal Administration, Small Business Administration, NGOs such as Big Brothers and Big Sisters and Oasis Empower Center to align programs to meet the needs of participants and eventual employers.

The Guam Department of Labor is the State Agency for Registered Apprenticeship. On August 24, 2015 Public Law 33-61, merged the Agency for Human Resources Development (AHRD), former state agency responsible for overseeing WIA funds into the Guam Department of Labor. Since the merger, the Guam Department of Labor is now responsible and in a better position to maximize federal resources to ensure key initiatives of the U.S. Department of Labor is met. Placing the Office of the State Apprenticeship Agency to operate out of the American Job Center is the key to successful completion of employment and training programs. The Guam Workforce Development Board refers to Registered Apprenticeship as the igniter to bringing job seekers and employers together.

The individuals determined to be in need of training to obtain or retain employment that lead to economic self-sufficiency or wages comparable to or higher than wages from previous employment may be eligible to receive Training Services. The GWDB, with Business Services assistance, may also prioritize training connected to sectors and target populations as part of the local plan, and will create opportunities for remediation.

The workforce system is expected to increase investment in certifications that help people get jobs, and support the development and documentation of functional skills. AJC staff is expected to build these types of tools into the menus of available training services and activities.

An IEP is required for all customers accessing Training Services. The IEP will be used to inform training needs, as well as to verify whether or not customers have the skills to be successful in training prior to enrollment into the training program. The Guam Workforce Development Board's vision in preparing our workforce for suitable jobs is to align participant's IEP to the model or learning continuum of the Apprenticeship Program, the learning continuum will be the standard for all IEP's developed by AJC staff.

dol.guam.gov/wp-content/uploads/Apprenticeship-Overarching-Strategy-Learning-Continuum.pdf

Mechanisms must be in place to monitor the quality and effectiveness of training services both from outcome data and business/customer feedback. The manner in which feedback is established should be a comprehensive process where: training services communicate

the available talent to placement services, placement services seek businesses input regarding the quality of candidates and training needs, placement services market qualified candidates to targeted business customers and placement and business services inform training content based on the input received from employers as outlined in the Sector Strategies Diagram provided at dol.guam.gov/wp-content/uploads/Sector-Strategies-Flow-Chart.pdf

Though types and amounts may vary, the AJC will provide skill development based on structured, written curriculum designed to address gaps, develop new skills and advance toward attainment of industry-recognized and post-secondary credentials. The center will have online skills development tools available for customers (links to resources) in addition to in-person training, both of which will be delivered by approved providers, including local community colleges. Skill Development primarily involves organized programs of study that provide education and vocational skills that lead to proficiency in performing functions required by certain occupational fields at entry, intermediate or advanced levels, or leads to credentials required by employers in the occupational field (defined as Individual Training), and also includes skill upgrades; retraining; entrepreneurial training; and occupational skills training—including training for nontraditional employment. Staff will assist customers with assessing and accessing these services and may be engaged in monitoring and testing to measure customer progress.

C. Coordination, Alignment and Provision of Services to Individuals

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

The core programs highlighted in this plan and mandatory partner programs will coordinate activities and resources through implementation of the GWDB strategic plan and the Workforce Program Standards (WPS). AJC staff from core programs and mandatory partners will ensure that those receiving public assistance, low-income individuals, and those who are basic skills deficient are included in their plans. The plan identifies how workforce partners and programs will align and implement the vision and goals of the GWDB and requirements of the WIOA. The WPS is the framework for developing systems and processes to better serve customers. The WPS requires strong collaboration among system partners and holds leadership accountable for outcomes.

The GWDB will promote WIOA services to individuals with barriers to employment to ensure that they are aware of services and that they may use their classification to ensure priority of service. Staff at the AJC and affiliate sites will be trained to understand that upon discovery that an individual belongs to a priority category, priority of service will be explained to that individual.

In addition, Guam uses a variety of media including brochures, posters, and digital displays in locations to ensure universal access with the goal of translating information in

multiple languages to provide the widest dissemination of information for those who migrate from outlying pacific islands.

D. Coordination, Alignment and Provision of Services to Employers

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

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

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

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

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

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

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

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

Guam is developing additional ways to align and integrate business services, by coordinating business outreach efforts and to identify and target key industries in order to increase employer participation for Guam by understanding all the points of contact between businesses and workforce partners.

E. Partner Engagement with Educational Institutions

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

Work is planned for continued engagement with the Guam Community College and the University of Guam to: build the tools and trainings to increase understanding between these two institutions of higher education and identify additional ways to improve joint customer experiences. The GWDB is building partnerships to connect school to work which is key to explicit engagement of education at the secondary and postsecondary levels with workforce development and business.

The GWDB will work to make these connections at the state level and will share best practices on how to make these partnerships successful. The GWDB will do this by engaging key programs housed in the Guam Department of Education and the institutions of higher education, including career and technical education, science, technology, engineering and mathematics, community colleges, and the GWDB Youth Affairs Advisory Committee.

Labor Market Information (LMI) will inform sector strategies, career planning, education and training decisions, business engagement and placement services. Strategies outlined in the GWDB's plans regarding service and investment priorities will focus on demand-

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side aspects including connections to economic development and regional priorities, and the engagement of employers and industry groups and partnerships.

Strategies at AJC will focus on the supply-side elements of sector partnerships utilizing sector-based career pathways and training programs to prepare and connect qualified jobseekers and workers to high-demand sector based occupations and careers. Representatives from community college, universities, K-12 and trade schools will supply education and training to driven sector partnerships depending on the industry's needs and goals.

Workforce representatives from one-stop service providers, organized labor, and community nonprofits will provide a range of programs from career assessments, job readiness and basic skills training, apprenticeships, youth programs, and other workforce services. The mix of these organizations will vary depending on the sector and targeted needs of the industry.

The GWDB will utilize workforce investment plan development and revisions as an opportunity to expand support for shared goals. These plans provide a platform for increased alignment between education and training providers and the workforce development system and broad-based, engagement and support from Guam's public and private sectors.

F. Partner Engagement with Other Education and Training Providers

Describe how the State's Strategies will engage the State's other education and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

GWDB is creating a customer-centered workforce system that is easy to access, highly effective, simple to understand, and will create a framework for effective partnering within the workforce system. This framework for partnering will put processes in place for public agencies, private entities and other workforce organizations to work together and better understand each other's services. This framework will ultimately engage other education and training providers resulting in improvements to the workforce system.

GWDB strategic plan will engage dialogue with Guam industry leaders, identifying skills or workforce gaps and related training that best fit the needs of businesses. Resulting should be an investment in in-demand skills, match training and job seekers to opportunities, and accelerate career momentum. It will focus on rethinking and restructuring training and skill development to include innovative and effective work-based learning and apprenticeship models and to accelerate training. This will require engagement with the community college, and other training providers to build responsive and effective training models.

Effective training often must go beyond classroom training to address all types of learners and provide hands-on experiences. Work-based learning and other innovative strategies that can help individuals understand more clearly what it is like to work in a certain industry or company are important to both improve learning outcomes and to help individuals with career exploration.

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In partnership with businesses and apprenticeship sponsors, GDOL as the State Apprenticeship Agency, works to ensure that programs offer quality career opportunities through paid on-the-job training and education, with a focus on construction, telecommunications, hospitality and allied health trades. GDOL State Apprenticeship Agency promotes equal employment opportunities in apprenticeship occupations for over 500 apprentices, particularly for women and minorities. As an incentive for engaging in apprenticeship programs Guam offers the Guam Registered Apprenticeship Program (GRAP) that provides a tax credit of fifty percent (50%) of the employers costs in training apprentices. Guam currently has approximately eleven (11) employers actively participating in GRAP as of December 2017.

Overall, Guam will leverage existing education and training resources across all core programs and with other departments including the Guam Department of Education, Department of Public Health & Social Services, Guam Housing & Urban Renewal Authority, including those on Guam's eligible training provider list to improve the job-driven education and training system currently in place.

G. Leveraging Resources to Increase Educational Access

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

The GWDB and its core program partners are developing recommendations on aligning resources, communications, data and evaluation necessary to achieve Guam's educational and workforce goals. Included in these recommendations will be provisions for developing state budget recommendations, allocating state funding, and approving new academic programs at GCC and UOG.

GWDB, in its AJC operations, will work to expand the use of leveraged resources through cross-training of core programs and one-stop center staff in an effort to increase referrals to adult education and improve access to educational services for low-skilled adults.

Employment services program encourages people who may be eligible for various types of educational programs to take advantage of them through AJC. On a case-by-case basis, in-school youth may be referred to Title I programs for re-employment assistance. AJC staff seeks to enable customers to determine the best solution to achieve success in their short and long-term employment goals through education.

As workers lose their jobs through layoffs or other causes not resulting from faults of their own, they have the option of applying for re-employment programs. Guam leverages resources to increase educational access through sharing information about the programs through Rapid Response services.

H. Improving Access to Postsecondary Credentials

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

Administrators of the Guam workforce system will develop and deploy a training program to educate staff in AJC about structured work-based learning, which includes registered apprenticeship. The training program will help all workforce partners understand the different training options that employers and individuals can access through the workforce system and each of their defining characteristics. The training will also teach staff how to identify an apprenticeable occupation, the characteristics of a good apprentice, and how to refer both individuals and employers to structured work-based learning training programs, certificates and credentials. The training program will help AJC staff understand the value of registered apprenticeship and structured work based learning, which will enable them to share the information broadly with employers and other service delivery partners.

GDOL will engage its partners in designing a framework for GDOE and GCC to collaborate on pre-apprenticeship programs developed in response to industry demands. The framework will identify resources setting priorities for occupational training that gives people the tools that they really need to be gainfully employed.

Effective training often must go beyond classroom training to address all types of learners and provide hands-on experiences. Work-based learning and other innovative strategies that can help individuals understand more clearly what it is like to work in a certain industry or company are important to both improving learning outcomes and to help individuals with career exploration.

The system will build coalitions and relationships with industry and community partners to create and expand registered apprenticeship programs. GDOL SAA will partner with GWDB to ensure that technical assistance and support for new apprenticeship programs are aligned with industry needs and sector strategies. GDOL SAA will partner with GDOE, GCC and community partners to increase the opportunities for youth to transition from high school into an apprenticeship or a pre-apprenticeship program.

GWDB will work with the GDOL SAA towards increasing the number of women and minorities involved in structured work-based learning and registered apprenticeship programs by working with community partners and the Department of Public Health & Social Services to provide supportive services during portions of the apprenticeship training period.

I. Coordinating with Economic Development Strategies

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies and activities in the State.

The Guam workforce system will establish and enhance strategic partnerships with the Guam Economic Development Agency and other local economic development organizations to assist with the development and creation of jobs. Business representatives from multiple partners including economic and workforce development partners, work together to coordinate services across their region, and target specific industries based on information from economic development partners. Additionally, workforce analysts work together with economic development professionals to enhance and improve business recruitment, retention, and expansion.

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GWDB will coordinate with workforce partners, economic development, and training providers to create industry driven on-the-job training opportunities and talent development options based on knowledge gained from employer contacts and meetings.

b. State Operating Systems and Policies
The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in **Section II Strategic Elements** . This includes—

1. The State operating systems that will support the implementation of the State's strategies. This must include a description of–

A. State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc.).

State operating systems to support implementation of the state's strategies are primarily divided into three categories:

1. Labor Market Information
2. Operations and Management Systems
3. Data Collection and Reporting System

Labor Market Information

The GDOL Bureau of Labor Statistics (BLS) and Guam Economic Development Authority provides accurate, reliable, and timely information about Guam's local labor markets. The goal is to provide quality information that help our customers make informed choices. Workforce development policy makers are a key research customer group, particularly serving the labor market information needs of GWDB. BLS' efforts focus on direct employer surveys, information from tax records, analysis of the data, and dissemination through publications, presentations, and responses to customer requests. Most labor market information is available on-line allowing staff more time to focus on custom analysis and answering challenging questions about the labor market.

Operations and Management Systems

GDOL works to match the needs of Guam's employers with skilled Guamanians looking for employment and assist job seekers in finding jobs. GDOL operates several federally mandated programs.

Data Collection and Reporting System

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

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Guam invested in a virtual One-Stop and case management system, known as HireGuam, to align systems and support coordinated implementation of strategies by providing the information needed to inform and assist both employers and job seekers. HireGuam is also an important labor market information tool, providing links to key industry and occupational information including wages, projected employment, and growth rates.

Labor Market Information (LMI) is an important service required by the Guam Workforce Development Board (GWDB). Regular committee meetings include partners needing LMI relevant information to discuss workforce development strategies to meet real-time industry and sector needs. Such LMI information is also provided to participants, providing insight and guidance for career planning, training decisions, business engagement and placement services. Staff will demonstrate use of quality data and LMI to make informed decisions and provision of core center services and activities. Staff will explain the uses and benefits of LMI-related resources, assist job-seekers in accessing and interpreting tools and data in order to make informed career and education decisions, and will use LMI to coach job seekers toward higher wages. Labor market information can be found at bls.guam.gov for statistical information specific to Guam's industries.

HireGuam has significantly improved the ability to assist with job matching for self-service employers and job seekers. The system allows jobseekers to target their search by preferred employer, job location, source, date and/or required skills. The system also offers additional features for job seekers and students such as résumé creation wizards and job search tools. Job seekers can also enter the personal and job skills they possess as well as information on desired careers to further customize their job search within the system. Employers utilize the system to create and post job orders, job descriptions and conduct talent searches.

HireGuam is a comprehensive data collection and management operating system that is used to enter participant and employer data, case notes, activities, exits, and follow-up information. It contains real-time case management reports, providing AJC staff with demographics, activities, soft exit data, and case management information.

The system also provides performance reports based on staff entered data as well as the quarterly and annual WIOA reports, Wagner-Peyser 9002 series and Veterans 200 series reports. These reports allow the Guam Workforce Development Board to monitor performance and implement corrective action in a timely manner. The management of the AJC work closely with their Information Support and Technology team to continuously find ways to integrate services among partner agencies, as well as secure updates needed to improve service delivery. This includes finding other sites outside of the AJC's main office to better serve participants.

B. Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers*.

The Virtual One-Stop System (VOS or hireguam.com) is utilized to collect, analyze, and report on workforce development services, customers receiving these services, and employment outcomes after receiving services. Core programs have ongoing data

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analysis and program improvement opportunities through their performance management software, data quality check and balance and quarterly reporting requirements.

GDOL developed the Assertive Methods for Performance Measures (AMPM) monitoring system to address performance by using a process that reviews activity during a specific reporting period. AMPM provides performance data that monitors AJC and its core programs' activity for an upcoming reporting period. This data is distributed on the first of every month after the current quarter is reported and on the first of every second month after the current quarter is reported. This allows GDOL to look into a reporting window ahead in time while addressing areas of improvement. GDOL identifies common performance issues that are addressed collectively throughout the year.

* For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.

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

The Guam Workforce Program Standards (WPS) integrates the services provided by the Title I Workforce Innovation and Opportunity Act (WIOA), Title III Wagner-Peyser Act, Title V of the Older Americans Act of 1965, and the Jobs for Veterans State Grants: Disabled Veterans' Outreach Program administered by GDOL. The WPS will be incorporated into Guam's monitoring processes and will hold core program accountable to their successful implementation.

During its strategic planning process, the GWDB developed goals and supporting strategies to address the current needs of the workforce system and customers. GDOL is key to implementation of these goals and strategies and formed collaborative relationships and Memorandums of Understanding (MOUs) for delivery of services that align with the plan's strategies. GDOL has a common enrollment and exit policy in place since 2014. This policy established an intake process and automatic co-enrollment across the Wagner-Peyser and WIA Title I Adult and Dislocated Worker programs. The policy is being revised to include WIOA-based eligibility requirements and references and there are efforts underway to include other core program partners, although a "common registration" process that includes Title II and Title IV customer data and eligibility requirement continues to pose challenges at both the programmatic (data confidentiality/sharing) and programming (MIS/IT architecture) levels.

The remaining joint policies, the GWDB youth policy, and other policies are being reviewed by cross-agency workgroups and project teams and policy needs are continually assessed. As policies are developed and published, they will be made available at http://dol.guam.gov/employment-and-training

The core programs will work to craft policies over time to support Guam's strategies, including co-enrollment practices and development of a universal in-take process. At this time, the core programs do have a shared case management system, data system, and shared in-take practices. Title II and IV will be invested in the development of policies that support Guam's customer-centric workforce system.

Title IV amendments to the Rehabilitation Act of 1973, administered by DISID and Title II Adult Education and Family Literacy of WIOA, administered by GCC will work to align policies as appropriate to ensure that the intent of the act is honored. Although the current management information system common intake practices currently used by Titles I, III and V are not practical for DISID and GCC, efforts will focus on simplifying joint referrals and information sharing to ensure alignment and non-duplication of services.

A cost sharing plan has been in development for use by AJC partners participating in WPS center service delivery. The tool supports principles found in 2 CFR Part 200, and supports WIOA requirements to address infrastructure and other shared costs. This tool will be developed by a cross-agency team comprised of staff from programs, accounting, budget, contracts, auditing, and executive leadership.

3. State Program and State Board Overview

A. State Agency Organization

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

The workforce system is delivered by GDOL through its American Job Center serving as Guam's single comprehensive one-stop center. The AJC, partner programs and providers, both public and private prepare workers and job seekers with the information and skills needed to find or maintain employment, and assist employers to employ skilled workers or to increase the skills of their existing workforce. The workforce system supports the economic prosperity of individuals, business and communities.

Guam's workforce system has all core and required AJC partners at the table supporting development and implementation of the area's AJC policies and processes, service delivery design, and infrastructure and certification criteria. The role of all required partners in the AJC has been defined, introduced, and integrated into service delivery.

A service strategy has been put in place that provides youth with access to educational and other appropriate activities and supportive services. Youth are able to access robust programs, activities, and supportive services to assist them in obtaining high school and postsecondary credentials and succeeding in careers.

Guam has a process to establish meaningful MOUs with partners with a strong focus on identifying the appropriate career services that will be delivered through the AJC delivery system, as well as on customer-centered service delivery design and infrastructure/cost agreements. AJC partners understand customer-centered design and how it applies to AJC operations and continuous improvement.

Policies for AJC centers are under development that support a customer-centered, fully integrated, service delivery system that ensures customers have maximum access to the full range of education, employment, training, and supportive services available through the partner programs.

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AJC partners use customer-centered design to understand the customer's needs and desires, and will implement policies and procedures for integrated services based on the needs of their clients and context of their community.

Guam's workforce system is committed to continuous improvement of AJC service delivery. Implemented policies and procedures will evaluate effectiveness against the indicators of performance, accessibility, and customer satisfaction and make improvements based on data and feedback.

Guam's workforce system promotes accessibility for all job seekers to AJC centers and program services, and is fully compliant with accessibility requirements for individuals with disabilities.

An organizational chart can be found at: http://dol.guam.gov/wp-content/uploads/Organizational-Chart-Employment-Training-Services.pdf

B. State Board

Provide a description of the State Board, including—

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

i. Membership roster

Provide a membership roster for the State Board, including members' organizational affiliations.

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

Chief Elected Official

- The Honorable Eddie Baza Calvo, Governor of Guam

Business Representatives:

1. Gina Y. Ramos, Special Projects Manager, Calvo's SelectCare (Chairperson)
2. Jerrold C. "Jere" Johnson, President - Hawaiian Rock Products (Vice Chairperson)
3. Derrick Quinata, President and CEO - Guam Auto Spot
4. Robert W. Haulbrook, Jr. (Designee - Rose Marie A. Morales, Vice President-Human Resources) - GTA
5. Steven Crowdey (Designee - Marie Lizama, Sales Manager) - Delta Airlines
6. Jina Rojas, Vice President - Corals Enterprises
7. Margaret Bengzon, President/CEO - Guam Regional Medical City
8. Ashley Ayuyu, Human Resources Director, JCA Inc. dba: McDonald's of Guam
9. Sanjay Dewan, Owner, Port of Mocha
10. Wayne Bigler, Human Resources Director, Cabras Marine Corporation

Workforce Representatives:

1. Kenneth Laguana, Business Representative - International Brotherhood of Electrical Workers (IBEW), Local 1260 (Labor Org)
2. David Owen, Ph.D., President - Pacific Islands University
3. James Martinez, President - Guam Contractors Association
4. Mary Rhodes, President - Guam Hotel and Restaurant Association

Government Representatives:

1. Dr. Shirley "Sam" Mabini, Director - Guam Department of Labor (GDOL)
2. Mary Okada, Ph.D., President - Guam Community College (GCC)
3. Robert Underwood, Ph.D., President (Designee - Peter R. Barcinas, Program Leader) - University of Guam (UOG)
4. Benito Servino, Director - Department of Integrated Services for Individuals with Disabilities (DISID)/Division of Vocational Rehabilitation (DVR)
5. Jon Fernandez, Superintendent (Designee: Frank Leon Guerrero, Project Director - Career Pathway, Division of Curriculum & Instruction) - Guam Department of Education (GDOE)

The GWDB also recognizes additional partners and the Guam WIOA Implementation Team as follows:

1. Leo Casil, Director - Guam Department of Public Health & Social Services (designee: Christine San Nicolas)
2. Jay Rojas, Administrator - Guam Economic Development Authority
3. Peter Alexis, Director - Department of Youth Affairs
4. Michael Duenas, Executive Director - Guam Housing & Urban Renewal Authority
5. Shirley A. Mabini, Ph.D., Director - GDOL
6. Cecile B. Suda, Deputy Director - GDOL
7. Peter R. Barcinas, Program Leader, UOG - GWDB Planning Chair
8. Joleen Santos, Staff Support - GDOL
9. Martha Rubic, Staff Support - GDOL
10. Victoria Helen Mafnas, Staff Support - GDOL
11. Phyllis Topasna, Staff Support - GDOL
12. Dorothy Gutierrez, Staff Support - GDOL
13. Theresa Camacho, Staff Support - GDOL
14. Karen Taitano Primacio, Staff Support - GDOL
15. Ryan Topasna, Staff Support - GDOL
16. Lina Hammond, Staff Support - GDOL
17. Gary Hiles, Chief Economist - GDOL Bureau of Labor Statistics (BLS)

The Governor is restructuring the Guam Workforce Development Board membership down to a total number of 15 active members. A majority of board members will be from the business sector. Other business and community individuals can engage in board activities through standing committees and ad-hoc committees or working groups.

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ii. Board Activities

Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

The WIOA governing and advisory body for Guam is the Guam Workforce Development Board (GWDB) which is responsible for both State and Local functions. The GWDB is the Governor's chief advisory body on workforce matters. It is made up of business leaders, organized labor, state agencies, local government agencies, community-based organizations, education entities and elected officials. The majority of the members are from business. The GWDB advises the Governor on workforce policy and plans, and is posturing to contribute to the economic success of Guam by:

- Aligning state workforce policy and resources with education and economic development;
- Promoting a proactive, flexible and innovative talent development system; and,
- Holding the workforce system accountable for results to ensure Guamanians develop the skills they need to sustain rewarding careers and businesses have the talent they need to be competitive.

The GWDB and Guam's WIOA Implementation Team is assisted by multiple interagency teams in carrying out its work. The executive leadership will provide inter-agency implementation leadership and core program review of any policy or program recommendations before they are submitted to the GWDB Executive Committee and full board for consideration. The GWDB also has committees to assist it in the development of options and recommendations. Staff representatives from the WIOA core programs, labor market information/BLS Division, PHSS Work Programs, and from the GHURA Self-Sufficiency programs participate in GWDB committees, to support implementation of state board functions.

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

A. Assessment of Core Programs

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

Guam will be using the federal measures as prescribed in WIOA. Data extracted from the HireGuam.com virtual one-stop service application makes available data to support the evaluation of programs. The service delivery model and economic conditions will be assessed annually against the outcomes achieved during the prior year. Options for continuous improvement will be discussed with GWDB and workforce program partners, and performance targets will be adjusted accordingly.

Guam will implement measures to monitor core programs' service delivery in real-time, improve outcomes, and respond to immediate needs of our community. Once any additional measures are developed, tested, and approved, the measures will be applied

and used to monitor activities on a timely basis. The goal is to support the real-time adjustment of resources and service delivery to match demand.

Guam continues to work toward shifting from a compliance and program-specific orientation to a highly integrated, outcome-based system that makes value-added investments based on the Work Program Standards (WPS) performance and community needs. To the extent that Guam can achieve this, the workforce system will assure that all workforce programs operate efficiently, without unnecessary duplication, and leverage resources. The WPS provides the minimum-level content/service(s) required at AJC. It also builds in an accountability mechanism to ensure that this effort will come to fruition across the entire state. Finally, they offer an opportunity to work together to continually improve the system, engage new partners, and better serve Guam's job seekers, workers and businesses.

One of the goals identified for Guam's workforce development system is a more data-driven decision making process. The Guam Workforce Development Board will make performance data on programs accessible to workforce decision makers and the public. In order to assess the quality, effectiveness, and improvement of programs, the Board will utilize the performance measurement system outlined in section 116 of the Workforce Innovation and Opportunity Act as well as additional metrics that have been adopted for federal and local programs.

Primary Indicators of Performance:

The Guam Workforce Investment Board will assess its core programs based on the primary indicators of performance outlined in Section 116 of the Workforce Innovation and Opportunity Act including:

- The percentage of program participants who are in unsubsidized employment during the second quarter after exiting the program.
- The percentage of program participants who are in unsubsidized employment during the fourth quarter after exiting the program.
- The median earning of program participants who are in unsubsidized employment during the second quarter after exiting the program.
- The percentage of program participants who obtain a recognized industry credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exiting the program.
- The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such credential or employment; and
- The indicators of effectiveness in serving employers.

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Youth Indicators:

The primary indicators for the youth program authorized under Chapter 2 of Subtitle B shall consist of:

- The percentage of program participants who are in education or training activities or in unsubsidized employment during the second quarter after exiting from the program.
- The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exiting from the program, and
- The primary indicators of performance described in sub-clauses (III) through (VI) of subparagraph (A)(i).

Additional Metrics:

For WIOA Title I and Title II, the Guam Workforce Development Board will look at these additional metrics to determine the effectiveness on the use of Title I and Title II funds:

- Number of program participants served by the program
- Number of program participants exited from the program
- Percentage of program participants served with barriers to employment as follows: (a) Disability, (b) Ex-offender, (c) No high school diploma, (d) Previously in foster care, (e) Homeless, (f) Limited English Proficiency or Low Level of Literacy, (g) Long-Term Unemployed, (h) Public Assistance Customer
- Percentage of program participants responding to the survey who are satisfied with their training/counseling after exiting the program

B. Assessment of One-Stop Program Partner Programs

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

GWDB will position the workforce system for relevance and growth, clarifying what AJC offers, and how existing partnerships bear a shared responsibility to create value to additional partners in the future. The WPS include provisions for self-assessments of service delivery and subsequent development of operational standards that will define levels of services provided and continue to improve service and performance within the workforce system.

System wide standards will be utilized to assess the delivery system of partner program services, including but not limited to partner programs outlined in this Combined State Plan. Progress toward, and achievement of, these workforce standards will be tracked, reviewed, and managed to better assess and improve outcomes taking into account both local and regional planning strategies and goals.

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There are other additional assessments used to evaluate partner programs across the system. An evaluation form is also available at AJC to assess the quality and effectiveness of staff engagement with customers. Data from staff and customer feedback will be evaluated by a GWDB subcommittee workgroup that focuses on strengthening employment and training services and streamlining agency operations and communications to better serve jobseekers and businesses.

One of the goals identified for Guam's workforce development system is a more data-driven decision making process. The Guam Workforce Development Board will make performance data on programs accessible to workforce decision makers and the public. In order to assess the quality, effectiveness, and improvement of programs, the Board will utilize the performance measurement system outlined in section 116 of the Workforce Innovation and Opportunity Act as well as additional metrics that have been adopted for federal and local programs.

Primary Indicators of Performance:

The Guam Workforce Investment Board will assess its one-stop partner programs based on the primary indicators of performance outlined in Section 116 of the Workforce Innovation and Opportunity Act including:

- The percentage of program participants who are in unsubsidized employment during the second quarter after exiting the program.
- The percentage of program participants who are in unsubsidized employment during the fourth quarter after exiting the program.
- The median earning of program participants who are in unsubsidized employment during the second quarter after exiting the program.
- The percentage of program participants who obtain a recognized industry credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exiting the program.
- The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such credential or employment; and
- The indicators of effectiveness in serving employers.

Youth Indicators:

The primary indicators for the youth program authorized under Chapter 2 of Subtitle B shall consist of:

- The percentage of program participants who are in education or training activities or in unsubsidized employment during the second quarter after exiting from the program.
- The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exiting from the program, and

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- The primary indicators of performance described in sub-clauses (III) through (VI) of subparagraph (A)(i).

Additional Metrics:

For WIOA Title I and Title II, the Guam Workforce Development Board will look at these additional metrics to determine the effectiveness on the use of Title I and Title II funds:

- Number of program participants served by the program
- Number of program participants exited from the program
- Percentage of program participants served with barriers to employment as follows: (a) Disability, (b) Ex-offender, (c) No high school diploma, (d) Previously in foster care, (e) Homeless, (f) Limited English Proficiency or Low Level of Literacy, (g) Long-Term Unemployed, (h) Public Assistance Customer
- Percentage of program participants responding to the survey who are satisfied with their training/counseling after exiting the program

C. Previous Assessment Results

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

Future assessments will be conducted by GWDB in accordance with provisions explained in (4)(A) and (B). Outcomes from these assessments will be used to determine a strategy for implementing operational standards and will continue to help determine how well Guam implements customer centered services.

D. Evaluation

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

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

Additionally, Guam plans to adopt new methods and criteria for the assessment of offices, partners, and programs based on the WPS. The WPS assessment and other assessments will be utilized to understand and improve the effectiveness of the core

programs and other AJC partner programs. The WPS is currently being implemented, and these standards will be in effect for the PY 2016-2018 time period. GDOL and AJC program leadership, in partnership with partner, workgroups and project teams will coordinate to adapt strategies and operational methodologies based on the outcomes of these assessments and any other relevant assessments by collaboratively acknowledging, researching, and analyzing what is working, what is not, and what needs to be changed and improved - all with the goal of providing better service delivery and exceeding performance objectives.

5. Distribution of Funds for Core Programs

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

A. For Title I programs

For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

i. Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),

Guam is a single state local workforce area. The Governor within state allocations shall reserve not more than fifteen percent (15%) of each of the amounts allotted to the State under section 127(b)(1)(c) and paragraphs (1)(B) and (2)(B) of section 132(b) for a fiscal year for statewide workforce investment activities.

ii. Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),

Guam is a single state local workforce area. The Governor within state allocations shall reserve not more than fifteen percent (15%) of each of the amounts allotted to the State under section 127(b)(1)(c) and paragraphs (1)(B) and (2)(B) of section 132(b) for a fiscal year for statewide workforce investment activities.

iii. Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.

Guam is a single state local workforce area. The Governor within state allocations shall reserve not more than fifteen percent (15%) of each of the amounts allotted to the State under section 127(b)(1)(c) and paragraphs (1)(B) and (2)(B) of section 132(b) for a fiscal year for statewide workforce investment activities.

Rapid Response Activities: The Governor shall reserve not more than twenty-five percent (25%) of the total amount allotted to the state under Section 132(b)(2)(B) for a fiscal year for statewide rapid response activities as described in section 134(a)(2)(A).

B. For Title II:

i. Multi-year grants or contracts

Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

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

Grant Applications

An eligible provider desiring to provide adult education services and or programs under WIOA, Title II, Adult Education and Family Literacy shall submit a grant/program agreement application to be evaluated on established criteria. Guam intends to use fiscal year 2016 funds for fiscal year competition.

The grant/program agreement application shall contain information and assurances including [§231(a-e)]:

1. A description of how funds awarded will provide adult education programs and services to eligible individuals including, but not limited to, the following:

a. Adult Education - Adult High School Diploma;

b. Literacy - Basic Skills;

c. Workplace adult education and literacy activities;

d. Family literacy activities;

e. English language acquisition learner/activities - English-as-a-Second Language (ESL);

f. Integrated English literacy and civics education;

g. Workforce preparation activities; and

h. Integrated education and training.

2. A description of cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

3. A description of those described in §231(e)(1-13) —

a. To provide an assessment of regional needs and those most in need of services (e.g., low levels of literacy skills or English language learners).

b. To serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

c. To provide past effectiveness of improving literacy of eligible individuals to meet Guam's adjusted levels of performance [§116].

d. To demonstrate alignment between proposed activities and services to Guam's Unified Plan (strategy and goals) [§108] and to activities and services of the One-Stop partners.

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e. To demonstrate that program and activities are of sufficient intensity and quality and based on the most rigorous research available as to achieve substantial learning gains and use instructional practices that include essential components of reading instruction.

f. To demonstrate that program and activities are based on best practices derived from the most rigorous research available and appropriate.

g. To demonstrate how activities effectively use technology, services, and delivery systems, including distance education.

h. To demonstrate how activities provide learning in context.

i. To demonstrate that program and activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established.

j. To demonstrate how program and activities coordinate with other available education, training, and social service resources in the community.

k. To demonstrate whether program and activities offer flexible schedules and coordination with federal, local support services necessary to enable individuals to attend and complete program.

l. To demonstrate a high quality information management system that has the capacity to report measurable participant outcomes [§116].

m. To demonstrate need for additional English language acquisition program and civics education programs.

n. To include a description, information, and assurances listed on page 23 related to §232.

GCC will provide Title II (AEFLA) funds through a competitive application (RFP) process by identifying, assessing, and awarding multi-year grants throughout Guam to eligible providers. As defined, an eligible provider is an organization (e.g., a local education agency; a community-based or faith-based organization; a volunteer literacy organization; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution with the ability to provide adult education and literacy services; a consortium or coalition or agencies, organizations, institutions, libraries, or authorities described; and a partnership between an employer and an entity described) that has demonstrated effectiveness in providing adult education and literacy services.

ii. Ensure direct and equitable access

Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

All eligible providers will have direct and equitable access to apply and compete for multiyear program agreement that develop, implement, and improve adult education and family literacy programs on Guam. Notice of Availability of Funds and the application

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process is used by all eligible providers. In addition, all eligible providers will be given information and technical support necessary to complete the application process.

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

Notice of Availability

The State Agency/GCC will publish a Notice of Availability in Guam the ***Pacific Daily News or the Guam Daily Post*** and on Web sites (dol.guam.gov, guamcc.edu, and disid.guam.gov) each year. Additional notices will be posted through the same media, in September or another month if funding remains available after the initial award period. Although the announcement is made in March, the Program Agreement's start date is dependent on actual Grant Award Notification from the Federal government. Applications are available at the State Agency Office of the State Director for Adult Education located at Guam Community College, Student Service & Administration Building, room 2208; telephone number (671) 735-5514/7; e-mail, doris.perez@guamcc.edu.

Process

The eligible provider shall expend grant funds to carry out adult education and literacy activities.

The eligible provider seeking WIOA, Title II funds shall submit a grant/program agreement application following the Guide for Writing a Grant Proposal in order to be evaluated for funding consideration.

Evaluation will be conducted by a six-member Project Review Panel for Career and Technical and Adult Education. The Panel, appointed by the State Director, wills five-voting members (three (3) from educational institutions and two (2) from private businesses) and a non-voting member from the State Agency/GCC Office.

Grant/program agreement applications should be submitted to:

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

Notice of award will be made by the State Agency/GCC based on the Project Review Panel's review and recommendation no more than sixty (60) days of the application submittal deadline.

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

2. Eligible applicant whose project is awarded will receive a Notice of Award letter. Each eligible applicant whose project is NOT selected for funding will be advised in writing indicating the reason(s) for non-selection.
3. An eligible provider aggrieved by the action of the Project Review Committee, and alleging a violation of Territorial or Federal law, rules, regulations, or guidelines governing the programs, may within ten (10) business days from the date of the Notice of None Selection letter, request in writing (addressed to the State Director) clarification or reconsideration.

Evaluation of Applications

The grant/program agreement application shall address requirements of [§231(a-e)].

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

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

C. Title IV Vocational Rehabilitation

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

Guam Division of Vocational Rehabilitation is a Combined State Agency, and therefore administers vocational rehabilitation services to individuals who are blind. As such, there is no process necessary to determine the distribution of funds.

6. Program Data

A. Data Alignment and Integration

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

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i. Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.

In 2013, Guam has embarked on improving its data infrastructure through the acquisition of Geographical (Geo) Solutions application (software) which provides automated solutions to delivering re-employment services. The VOS or HireGuam.com is the portal to access the Geo web-based application that automates American Job Center services, meets WIOA mandated data collections, and provides real-time access to information through reporting formats generated by its users. It also enables management of services to make evidence based decisions from data collected. Most importantly, it presents Guam's labor exchange and training programs, providing a better value of services to customers utilizing technology to create a virtual one-stop environment.

In 2016, the Guam Department of Labor (GDOL) was successfully awarded $2,166,118 in Reemployment & Systems Integration (RSI) National Dislocated Worker Grants to support and improve connectivity among existing workforce programs. Guam received the largest award in the nation. By securing this Re-employment and Systems Integration grant, GDOL will help lead the way in developing direct employment/training links between Palau, CNMI, and American Samoa. In addition, the grant will support the goal to have a robust cross programming among our local related workforce development activities (between core partners - GDOL, DVR and GCC) through online connectivity, utilizing the hireguam.com system.

GDOL is developing a feasibility plan for implementation across all state-level workforce programs that will effectively leverage and integrate workforce data while making services easier for the public to use and improve how the programs interact with each other. Title I and Title II have common customer registration; enrollment and program activities captured in HireGuam.com and staff have access to view customer data from any of the programs in which a customer is enrolled. Other core and partner program customer registration process enrolls customer data in separate systems, GDOL will address full integration in its feasibility plan to improve the interoperability of data systems between agencies. Data-sharing agreements, confidentiality issues, and program-specific requirements continue to create challenges in aligning and integrating data systems. Guam will continue to explore options at both the functional and administrative levels.

ii. Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan.

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iii. Explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.

The GWDB has established a goal and five strategies around creating a customer-centric, easy to access workforce system, including developing accountability mechanisms focused on results. Alignment of technology and data systems across the partner programs and agencies are the key to creating such a system and accountability mechanisms. GWDB will assist the Governor by continuing to focus on system results and the needs or impediments to both measuring and improving the results for individuals and employers.

iv. Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2)).

Guam's performance reporting information system (HireGuam.com) was established to collect, analyze, and report on workforce development services, customers receiving these services, and employment outcomes after receiving services.

Planning Note: States should be aware that Section 116(i)(1) requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. States should begin laying the groundwork for these fiscal and management accountability requirements, recognizing that adjustments to meet the elements above may provide opportunity or have impact on such a fiscal and management accountability system.

B. Assessment of Participants' Post-Program Success

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

Guam will use the federal measures prescribed in WIOA to monitor participants' post-program success. Available data supports the evaluation of programs at the state level. The service delivery model and economic conditions will be assessed annually against the outcomes achieved during the prior year. Options for continuous improvement will be discussed at the state level, and performance targets will be adjusted accordingly. Additionally, Guam is monitoring service delivery in real-time to improve outcomes and respond to immediate needs of our customers.

GDOL continues engaging with state and federal agencies to formalize data sharing agreements for wage records to track participants who have exited into employment and postsecondary education. Once formalized, data will be tracked on clients' progress in maintaining employment through the fourth quarter period following closure.

C. Use of Unemployment Insurance (UI) Wage Record Data

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

GDOL is working with Guam Department of Revenue and Taxation and Social Security Administration to develop infrastructure for complying with statutory requirements for sharing Wage Record Data to partners under WIOA for the purpose of administering state workforce programs. Upon completion, it will execute information and data sharing agreements to share wage record data with the appropriate state agencies permissible under state and federal law. These agreements are critical to federal reporting requirements. State and local partners will perform an analysis to determine next steps to effectively and efficiently meet the reporting requirements.

D. Privacy Safeguards

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

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

7. Priority of Service for Veterans

Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to

receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

The Guam Veterans Program Coordinator provided the following materials in accordance with the Jobs for Veterans Act, section 4215 of 38 U.S.C. to AJC in order to educate the staff on the roles and responsibilities of Disabled Veterans Outreach Program Specialists (DVOPs), and to ensure that veterans and eligible spouses receive priority of service:

- DVOP Questionnaire
- Serving Chapter 31 Veterans "The Process" flowchart
- Definitions for Significant Barriers to Employment
- Priority of Services signage
- AJC Priority of Service and DVOP Training for Frontline Staff

The priority of service training material was disseminated to each AJC staff in order to ensure:

- That eligible veterans and eligible spouses receive priority of service in the customer intake process, for training opportunities, referrals to employers and for employment based workshops offered at AJC.
- AJC staff can refer special disabled veterans and veterans with barriers to employment to DVOPs for intensive services and case management services.
- Each staff member can provide excellent customer service and core employment services to those veterans that are not eligible to meet with a DVOP.

The center provides color coded initial intake forms that contain DVOP eligibility questions to help staff identify veterans and spouses that are eligible for DVOP services. If the veteran or eligible spouse self discloses that he or she has a significant barrier to employment or disability that qualifies him or her for DVOP services, staff promote the intensive employment services that a DVOP can provide and facilitate a warm hand off or a referral via phone or email to DVOP staff. GDOL has standards in place that outline how to provide priority of service and refer eligible veterans and spouses to DVOP specialists for intensive employment services.

The AJC has been a strong advocate of veterans' priority of service and uses USDOL/ETA released Training and employment Guidance letter TEGL 10-09 and VPL 07-09 - Implementing Priority of Service for Veterans and Eligible Spouses in all Qualified Job Training Programs Funded in Whole or in Part by the U.S. Department of Labor

In early 2009, Guam increased its focus on Veterans' priority of service as a direct result of the federal regulations that went into effect on January 19, 2009. This increased focus includes the implementation of strategies and policies designed to ensure veterans and eligible spouses receive the highest level of quality service within the framework of priority of service. The AJC requires that all staff members provide priority of service to veterans and eligible spouses while DVOP Specialists focus their efforts on serving veterans with serious barriers to employment.

The AJC must ensure that veterans and eligible spouses are served first and that this protocol is addressed in functional alignment plans and customer flow processes. In addition, all qualifying veterans and eligible spouses have priority for all US DOL funded employment programs. Priority of service is monitored quarterly by the AJC and by the GDOL. It is monitored by collecting data in the VOS system and then analyzing quarterly reports. It is expected that veterans will have an entered employment greater or equal the total client based served and that veteran's participation in training programs will be equal or greater than the participation rate of the total client base trained. Priority of service is made available through the following process. Veterans who self-identify as a member of a targeted veteran population will be referred to DVOP Specialists for the provision of intensive and case management services and other services the veterans may require to meet their career goals. All other veterans receive priority of service through the AJC staff.

To ensure the provisions of priority of service, as required by the Jobs for Veterans Act, the AJC staff is trained to screen and identify potentially covered persons. The question, "Have you ever served in an active duty component of the military?" is asked of every job seeker upon initial contact with that job seeker. If the job seeker responds in the affirmative, he or she is then provided priority of service as follows: Ensures that the jobseeker's registration to services reflects his or her status as a covered person. If the service the jobseeker is seeking from the AJC has limited, or restricted access, the job seeker is placed at the top of a waiting list for that service. If there is not a waiting list for that service, a waiting list is created with the job seeker at the top of the list. If the service the job seeker is seeking from the AJC is not limited, or restricted, the AJC staff provides the services or refers the job seeker to the appropriate internal or external, pathway to that service. The AJC job matching system automatically places all qualified covered persons at the top of an employer's applicant list upon completing a job match request. This means that the covered person receives referrals to open job announcements prior to non-covered persons.

8. Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities

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

Guam is committed to ensuring both physical and programmatic accessibility to the One-Stop delivery system by ensuring compliance with WIOA Section 188 and applicable provisions of the Americans with Disabilities Act of 1990 (ADA).

Guam's American Job Center (AJC) is located on a public bus route. Adequate accessible parking options are available for individuals with disabilities, including an automatic door, ramp access and elevators. In addition, a five-passenger ADA accessible van is

available to assist AJC clients who are searching for jobs. The adoption of the van was made possible through a partnership between the Guam Department of Labor and the Guam Regional Transit Authority (GRTA), with the goal of helping AJC program participants access services needed to secure jobs. Through a Memorandum of Understanding, GRTA provided the van to the American Job Center for this pilot program. The department is finalizing policies for its usage, which may also involve transportation to/from key village locations, to partner agencies or CBOs providing education, training or needed social services.

The GWDB's partners include Guam Division of Vocational Rehabilitation, Guam Community College, University of Guam, Westcare that ensure accessibility to shared customers. The Board will continue to work closely with Department of Integrated Services for Individuals with Disabilities (DISID) and other community partners to receive technical guidance and support in the development of policies, procedures, system design and evaluation protocols to ensure full access of programs, services, technology, and materials for individuals with disabilities. This includes incorporating accessibility criteria as part of the One-Stop certification process and ensuring AJC staff receive annual training on servicing individuals with disabilities (i.e. assisted technology or training in transporting individuals with special needs).

The GWDB's Monitoring and Oversight Committee will establish an annual assessment process of Guam's AJC to ensure compliance with WIOA and ADA requirements.

9. Addressing the Accessibility of the One-Stop Delivery System for Individuals who are English Language Learners

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

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

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

IV. Coordination with State Plan Programs

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

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

In early 2015, the Guam Workforce Development Board established a Guam WIOA Implementation Team to prepare for the transition into WIOA including the development of Guam's Combined State Plan. The Guam WIOA Implementation Team consists of representatives from:

- Governor's Office
- GWDB
- All core partner lead agencies - Guam Community College (Adult Education and Family Literacy), Department of Integrated Services for Individuals with Disabilities/Division of Vocational Rehabilitation and the Guam Department of Labor (Wagner-Peyser, WIOA Youth, Adult and Dislocated Worker Programs)
- Other AJC partners - Department of Public Health and Social Services (TANF, SNAP), Guam Housing and Urban Renewal Authority, DVOP, SCSEP
- Bureau of Statistics and Plans
- Department of Youth Affairs
- Guam Army National Guard

A series of monthly and weekly meetings, working sessions, focus groups, presentations and outreach events were held, all leading to the development of Guam's Combined State Plan. The WIOA Quick Start Action Planners were used as tools to identify the strengths, weaknesses and opportunities for Guam's Workforce Development System. Meetings were open to provide opportunities for the general public and interested parties to provide input during the strategic planning process.

Key administrators and staff from AJC partner programs will continue to participate in ongoing discussions and workgroups to coordinate program efforts covered by the Combined State Plan. The Guam Workforce Development Board will continue to improve Guam's Combined State Plan, an evolving document that will reflect ongoing updates and progress.

V. Common Assurances (for all core programs)

The Unified or Combined State Plan must include assurances that—

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

2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information

regarding activities of State boards and local boards, such as data on board membership and minutes; Yes

3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs; Yes

4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board; Yes

5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities; Yes

6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3); Yes

7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable; Yes

8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program; Yes

9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs; Yes

10. The State has a One-Stop certification policy that ensures the physical and programmatic accessibility of all One-Stop centers with the Americans with Disabilities Act of 1990 (ADA); No

11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and Yes

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12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor. Yes

VI. Program-Specific Requirements for Core Programs

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

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

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

a. Adult, Dislocated Worker, and Youth Activities General Requirements

1. Regions and Local Workforce Development Areas

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

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

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

The Governor of Guam has designated Guam as a single workforce development area with no identified regions considering its size and workforce population characteristics. Guam however, under the Micronesian Chief Executives Summit, now known as the Micronesian Islands Forum, has endorsed a strategic plan for the Regional Workforce Development Council that addresses workforce development across the Micronesian Islands.

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

Guam is designated as a single state workforce development area in accordance with Section 105(d)(1) and has no local areas. In the event that Guam moves to designating local areas, the draft policy will identify the following steps to be taken into consideration for designation:

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WIOA Designation for New Areas:

Any unit of general local government may request designation as a Local Workforce Development Area under WIOA. New local area designations will only become effective on July 1st of the next program year. In order for designation to be approved for the start of the next program year, the following steps and timeline must be met.

1. A statement of intent to request designation must be submitted to the Guam Workforce Development Board no later than February 15th through email to GWDB@dol.guam.gov. The Guam Workforce Development Board will work with the requesting area to determine the deadline for the full request. Submitted materials will be made available for public comment as part of the review process. The full request for designation as a Local Workforce Development Area ("local area") must include the following components and steps: Submit the request in writing to the Chairperson of the Guam Workforce Development Board and to the Director of the Guam Department of Labor through email at GWDB@dol.guam.gov. Receipt of the request must be documented by electronic return confirmation. If the requestor does not receive confirmation, it is their responsibility to contact the Guam Workforce Development Board or the Director of the Guam Department of Labor to ensure that the notice has been received.
2. The request must clearly state the circumstances for the request of designation.
3. The request must also address and explain how the following criteria are met: (a) Consistency with natural labor market areas, (b) Consistency with regional economic development areas, (c) Existence of education and training providers, such as Institutions of Higher Education and career and technical education schools in the area, (d) Submission of a service delivery plan that includes a description of resources that would be available to the area to provide services, (e) Coordination of multiple resources within areas that are based on labor markets and natural travel patterns of local residents, (f) Local support of the implementation strategies to provide quality services to employers and individuals by village Mayors and business or community leaders within the area as demonstrated by letters of support or a vote of support by a village council or other applicable board structures, (g) Local capacity to manage funds, provide oversight of programs, and provide for the proper stewardship of public funds, (h) Evidence that the area, in the two program years for which data is available prior to the request, met or exceeded targeted performance of programs operated and how it relates to the GWDB's performance measures, (i) Assurance that during the two program years prior to the request that there were no formal determinations that as a grant recipient or administrative entity for funds responsible was mis-expended funds due to willful disregard, gross negligence, or failure to comply with accepted standards of administration if applicable.
4. The request must address how the proposed new area designation will impact those other workforce areas. It should be understood that any unit of general local government or combination of such seeking designation, that the new area will only secure formula allocated funds for each WIOA funding stream based on the formula factors as defined by WIOA. If the area in question becomes a

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consortium, the consortium will determine the distribution of WIOA funds within its region.

5. If opposition to the request is voiced by individuals or communities within the area seeking designation, then the requesting entity will address their request at a public hearing. The requesting entity will have the opportunity to respond to concerns and questions at the hearing, and all comments will be recorded and used to inform the GWDB's action on the request. If a hearing is necessary, it will be held within 45 days of receipt of the request. Time and place is to be determined by the GWDB.
6. The Chairman of the GWDB will take the request and comments from the public as well as from a public hearing, if applicable, and make a recommendation to the full Guam Workforce Development Board.
7. The Guam Workforce Development Board will submit its recommendation to the Governor within five (5) business days of the State Board vote.
8. The final decision rests with the Governor and shall be made prior to May 29th, four weeks prior to the beginning of the program year (July 1st).

APPEALS PROCESS:

An area or areas seeking to be designated or re-designated as a Local Workforce Development Area, which has requested but has been denied its request for designation or re-designation as a Local Area, may appeal the decision to the Guam Workforce Development Board.

1. An appeal must be in writing and filed with the Guam Workforce Development Board within fourteen (14) days after notification of the decision. Submit the appeal to the Chairperson of the Guam Workforce Development Board and to the Director of the Guam Department of Labor.
2. The appeal must contain a specific statement of the grounds upon which the appeal is sought.
3. The Guam Workforce Development Board will have sixty (60) days to review the appeal and make a recommendation to the Governor. The review will take into account the information in the original request and supplemental information provided in the appeal to determine if the criteria set in this policy has been met.
4. The final decision rests with the Governor.
5. If the appeal is connected to a request for initial or subsequent designation of this policy, and the appeal does not result in designation, the entity may request review by the Secretary of Labor to determine if procedural rights were granted or if the minimum criteria of WIOA Section 106(b)(2) or Section 106(b)(3) were met. This second level of appeal must be sent within 14 days to:

Assistant Secretary of Employment and Training
U.S. Department of Labor
200 Constitution Avenue, N.W.
Washington, DC 20210

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A copy of the appeal must be simultaneously provided to the:

ETA Regional Administrator
U.S. Department of Labor/ETA
90 7th Street, Suite 17-300
San Francisco, CA 94103

In addition, a copy must be sent to the Guam Workforce Development Board at:
414 West Soledad Avenue
Suite 400, GCIC Building
Hagatna, Guam 96910

If the final decision of any appeal reverses the prior decision, it will become effective July 1st of the following year.

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

The MOU with the Guam Workforce Development Board and AJC partners is being finalized, which will address the appeals process relating to determinations for infrastructure funding. Guam Workforce Development Board training in May 2018 during the Pacific Jurisdiction meeting provided clarification to attending representatives of mandatory partners (ex: Guam Community College for Adult Education) about their role and imperativeness of support for infrastructure funding. The target completion date for a signed MOU by all Combined State Plan Partners is June 30, 2018.

Guam is a single state with no local areas. To ensure that the State Board complies with the requirements of the Local Board, the Guam Workforce Development Board and AJC partners will adhere to the Governor's Guidelines to State Program Partners on Negotiating Costs and Services under the Workforce Innovation and Opportunity Act of 2014 (WIOA).

The goal of the Governor's Guidelines is to fulfill the WIOA requirement that the Governor issue guidance to state and local partners for negotiating cost sharing, service, access, service delivery and other matters essential to the establishment of effective local workforce development services under WIOA Section 678.705.

The Guidelines are to:

1. Establish general guidance, direction and requirements for negotiating local memoranda of understandings (MOUs) that are required area to support the operation of the one-stop delivery system.
2. Provide guidance related to comprehensive one-stop center infrastructure costs, including guidance for budgeting, allocation and negotiation of these costs using the two funding methods WIOA prescribes.
3. Provide guidance for identifying and negotiating one-stop delivery system costs that will be shared among required partners.
4. Prescribe timelines for negotiation of MOUs and for reporting of the outcomes of these negotiations.

5. Outline requirements for the process through which required partners can appeal decisions made in the application of these guidelines if the State infrastructure cost funding mechanism is used.

These guidelines will be fully implemented by September 1, 2018.

2. Statewide Activities

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

The Governor of Guam in consultation with the Guam Workforce Development Board administers state funds for use within the workforce development system. The funding will be made available to provide state entities, agencies, and one stop partners in carrying out the activities described in Guam's plan and the requirements of the Workforce Innovation and Opportunity Act under Section 134.

The state funding is flexible and provides the system the ability to be innovative and use this funding as the Governor's needs dictate. The Guam Workforce Development Board is drafting WIOA compliant policies for State funds for workforce investment activities. As policies become finalized, they will be posted on the GDOL Website at dol.guam.gov/

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

The Guam Workforce Development Board is ultimately responsible on behalf of the State to deliver Rapid Response services according to section 133(a)(2). The Board along with the one-stop partners have implemented the wrap-around Rapid Response services designed to assist workers affected by a layoff in getting quickly connected to public assistance benefits and services such as career counseling, job search assistance, information on the labor market, resume preparation and information about education and training opportunities. The Rapid Response Program is designed for two major purposes:

- To help growing businesses obtain the information and resources needed to stay competitive including links to skilled workers; and
- To respond to layoffs and closures by quickly coordinating services and providing immediate aid to management and affected workers

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

Should the Governor declare a state disaster, the Federal Emergency Management Agency (FEMA) may respond by also declaring a federal disaster. Once/if these two declarations are made, the Guam Workforce Development Board will work with its providers/partners to apply for a National Emergency Disaster Grant.

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The purpose of these grants is to provide temporary disaster relief. This can happen in a limited number of ways but includes the following:

- Temporary employment to provide food, clothing, shelter and other humanitarian assistance for disaster victims
- Demolition, repair, cleaning, renovation and reconstruction of damaged or destroyed public structures, facilities and lands located within the declared disaster area
- Training for people dislocated due to the disaster that need to be returned to gainful employment

An emergency declaration by the Governor is not sufficient to apply for FEMA funding assistance.

Rapid Response in Cases of Natural Disasters

Guam's Homeland Security/Office of Civil Defense under the Office of the Governor leads the disaster response activities throughout the island, working closely with FEMA when appropriate. In the event of an emergency, including natural disasters, the Guam Homeland Security/Office of Civil Defense activates an Emergency Operations Center (EOC).

The EOC upon declaration of Condition of Readiness 4 will activate the Team to conduct the "Business Sector Disaster Damage Assessment". This assessment is typically conducted and completed a few days after the natural disaster. The results of this assessment trigger the Governor's request for public assistance with the President of the United States. The assessment provides the Governor of Guam a preliminary number of businesses that sustained damages as a result of the disaster which may equate to temporary or permanent job loss.

The Guam Department of Labor is a part of the team that conducts the assessment which allows for us to prepare for Rapid Response Services once the assessment has been completed. If a disaster results in significant job loss, the American Job Center's Rapid Response Team will ensure effective utilization of resources and implementation of strategies. Rapid Response services will be provided to mitigate unemployment resulting from the disaster.

The Rapid Response Team consists of representatives from the Guam Department of Labor, Community College, Department of Integrated Services for Individuals with Disabilities, Guam Housing and Urban Renewal Authority, Department of Public Health and Social Services, Guam Behavioral Health and Wellness Center, Guam Veterans Business Outreach Center and other community partners.

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

affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement). Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.

Not applicable - Guam has no Trade Adjustment Assistance Grants

b. Adult and Dislocated Worker Program Requirements

1. Work-Based Training Models

If the State is utilizing work-based training models (e.g. On-the-job training, Incumbent Worker training, Transitional Jobs, and Customized Training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

Guam's work-based training models include on-the-job training, transitional jobs, and customized training as part of its training strategy. These models ensure high quality training for both participants and employers. Guam's priority with work-based training has been placed with our Employers who hire foreign workers to fill their skilled job vacancies. Guam has entered into agreements with the H-2B employers to train local workers utilizing the work-based training model. The participating businesses will provide on-the-job training for selected unskilled workers, with the goal of providing employment upon the successful completion of training.

The Guam Workforce Development Board's vision in preparing our workforce for suitable jobs is to align participant's Individual Employment Plan (IEP) to the model or learning continuum overarching strategy of the Apprenticeship Program. The learning continuum will be the standard for all IEP's developed by AJC staff.

2. Registered Apprenticeship

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

In 2011, Guam was designated as a State Apprenticeship Agency. In this capacity, the department has direct contact with Registered Apprenticeship Sponsors/Employers and promotes the utilization of WIOA funding to employers in training WIOA qualified apprentice participants. There is stipulation that the employer will retain the apprentice upon completion of the first year of the apprenticeship program. Incentives exist for employers which include direct financial assistance for the apprentices' related training instruction, and a tax credit of 50% of the employer's expenditures in training the apprentices which is applied to the company's monthly gross receipt taxes.

3. Training Provider Eligibility Procedure

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

The Guam Workforce Development Board allowed Eligible Training Providers (ETP) to be grandfathered into the new ETP List (ETPL) effective July 1, 2015. Because the WIOA requirements are significantly more stringent than past Eligible Training Provider policies, Guam instituted an ETPL transition procedure for Continuing Eligibility that allows current ETP programs to remain eligible past June 30, 2016. The transition procedures will remain in place until WIOA-compliant criteria are developed. A WIOA-compliant initial eligibility application is in development and expected to be in place by June 30, 2018.

The transition procedure requires a continued eligibility application for training providers that were previously eligible under WIA and those who were eligible during the WIOA transition period. A critical component of this transition period is the requirement that the training provider indicates they are able to comply with the WIOA data reporting requirements for their eligible programs - training providers will primarily be required to only submit student social security numbers in order to provide student performance data. Program data will still need to be supplied by the training provider. The state will receive and review the applications and make eligibility determinations for the State ETP List.

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

During the early implementation of WIOA, partnership discussions were conducted to include how to develop a universal registration of shared participants. Training of partners were conducted initially on hireguam.com, and subsequent trainings continue with the support of the Reemployment Systems Integration Grant received in 2016.

Through the shared usage of the Virtual Onestop System (hireguam.com), partners are able to monitor the priority of service recipients. Currently, partners such as Public Health (TANF), Guam Department of Education, Guam Community College (Adult Education), SCSEP and Division of Vocational Rehabilitation (DVR) are documenting high need clients in their respective programs. Shared participants are being registered into hireguam.com. These include low income individuals, those on public assistance or with deficiencies in basic skills.

Furthermore, the monitoring of priority of service populations will be carried out by the GWDB's Monitoring and Oversight Committee. A Priority of Service policy will be developed to provide guidance to One-Stop Center partners and service providers which will address processes and procedures on service delivery, including registration and co-enrollment into programs through the utilization of the shared case management system (hireguam.com).

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

The state designated entity may transfer up to 100% of a program year's "base allocation" for adult employment and training activities to dislocated worker activities,

and conversely, up to 100% of a “base allocation” for dislocated worker employment and training activities to adult activities.

The following criteria will be used when requesting that the Governor approve the transfer of funds between WIOA Adult and Dislocated Worker funds:

A request must be submitted by the State Administering Entity of WIOA Title I Adult and Dislocated Worker Funds to the Guam Workforce Development Board. The request must provide a complete detail of what the transfer will be used for, the number of participants currently serving with existing funds and the number of participants waiting to be served by virtue of this transfer request.

The Finance & Technology Committee will be responsible to review the request and make the necessary recommendation to the Board within 10 days from the date the request for action at the next monthly board meeting.

Recommendation for approval/denial of the Transfer Request will be submitted to the Governor within 5 business days after the Board Meeting along with all supporting documentation.

c. Youth Program Requirements

With respect to youth workforce investment activities authorized in section 129 of WIOA,—

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

* Sec. 102(b)(2)(D)(i)(V)

A request for proposal issued by the Guam Workforce Development Board shall reflect the new out-of-school youth and work experience requirements, and assist in identifying providers with the capacity to successfully provide services. The RFP will require providers to demonstrate delivery of services on occupational skills training for youth in programs that lead to recognized post-secondary credentials that are aligned with in-demand industry sectors or occupations identified by the board and effective methods for including pre-apprenticeships and apprenticeship in the youth services program.

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

Our workforce system has established an integrated vision for serving youth that support a service delivery system that leverages other federal, state, local, and philanthropic resources to support in-school and out-of-school youth.

The GWDB's Youth Affairs Committee membership includes core and other required partners that serve as advocates for disconnected and other categories of high-risk youth. Partnerships are key in the ongoing efforts to ensure access to services and the leveraging of resources across youth programs is achieved. The committee meets monthly, and oversees efforts to expand and enhance services to out-of-school youth, including the selection of youth services providers that demonstrate the capacity to ensure successful outcomes for this population. The GWDB's Youth Affairs Committee is charged with developing service strategies that will increase the number of out-of-school served and improve outcomes for this target population.

Strengthening and expanding partnerships with organizations and programs who are currently serving out-of-school youth or have previously served out-of-school youth will help to increase awareness of WIOA Youth Program and services available. One on-going strategy is the engagement and partnership with the Guam Department of Education (GDOE). The AJC team works with GDOE, and adopts programs like Classroom to Careers. Under WIOA, the AJC is now discussing innovative ways to direct pending exiting students to available out-of-school youth program services. Another strategy is working closely with NGOs serving disadvantaged populations, such as the Big Brothers Big Sisters (BBBS) of Guam. The BBBS has a new mobile center on Guam that conducts outreach activities, and have been trained by the AJC staff in how to utilize hireguam.com as a resource for out-of-school youth and adults needing employment, education and/or training support.

Furthermore, the Request for Proposal for Youth Services will include the partnership of both DVR and GCC which handle Title IV and Title II. This will ensure continuity of service among core partners, and build off historical best practices in serving Guam's out-of-school youth.

Regular meetings with stakeholders have resulted in ideas to expand strategies to further assist Guam's out-of-school youth and to achieve improved outcomes. This included:

- Expanding work-based learning and training opportunities that will allow youth to explore employment options (Work Experience, OJT, Apprenticeship, Internships, Job Shadowing);
- Providing innovative incentives to encourage participants' continued engagement and completion of education or training, leading to gainful employment placement;
- Increasing co-enrollments across all core programs and one-stop partner programs to maximize available resources;
- Streamline referral processes, including the utilization of the shared case management system (hireguam.com, VOS);
- Providing more support services, to include available partners' resources, to cover child care, driver's license training, transportation, etc.; and
- Offer training to develop life skills, financial literacy, work-readiness and entrepreneurship

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3. Describe how the state will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented, including quality pre-apprenticeship programs under the work experience program element.*

* Sec. 102(b)(2)(D)(i)(I)

Our workforce system has established an integrated vision for serving youth that support a service delivery system that leverages other federal, state, local, and philanthropic resources to support in-school and out-of-school youth.

The Guam American Job Center currently is working with existing youth service programs to continue youth program elements. However, following local rules and regulations on competitive procurement, services for youth can be provided by either the current AJC or qualified respondents from the community.

An assessment of current existing NGO's (Oasis Empowerment Center, Lighthouse Recovery Center, etc.), as well as existing agencies (ex: Department of Youth Affairs, Guam Community College, etc.), private organizations (ex: Guam Trades of Academy, Guam Chamber of Commerce, other Eligible Training Providers, etc.) would be able to effectively respond to a procurement call out for services in the areas listed below.

The Request for Proposal for Youth Services will include the partnership of Guam Community College which handles the Title II Adult Education and Family Literacy Act. This will ensure continuity of service of existing best practices, and introduce innovative approaches to deliver the 14 elements below.

1. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;
2. Alternative secondary school services, or dropout recovery services, as appropriate;
3. Paid and unpaid work experiences that have as a component academic and occupational education, which may include a. summer employment opportunities and other employment opportunities available throughout the school year; b. pre-apprenticeship programs; c. internships and job shadowing; and d. on-the-job training opportunities;
4. Occupational skill training, which may include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area;
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
6. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
7. Supportive services;

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8. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
9. Follow-up services for not less than 12 months after the completion of participation, as appropriate;
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
11. Financial literacy education;
12. Entrepreneurial skills training;
13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
14. Activities that help youth prepare for and transition to postsecondary education and training.

4. Provide the language contained in the State policy for "requiring additional assistance to enter or complete an educational program, or to secure and hold employment" criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for "requiring additional assistance to complete an education program, or to secure and hold employment" criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII). If the state does not have a policy, describe how the state will ensure that local areas will have a policy for these criteria.

The Guam Workforce Development Board establishes the following definition for the Youth - "An individual who requires additional assistance to complete an educational program, or to secure and hold employment" is an individual who:

- Is one or more grade levels below the grade level appropriate to the individual's age or has repeated at least one secondary grade level;
- Is credit deficient (lacking credits to be on-track to graduate from high school in a timely manner);
- Has a core GPA or less than 1.5 or is a postsecondary student deemed by a school official to be on academic probation;
- Is a previous high school dropout or is deemed at risk of dropping out of high school by a school official;
- Has been suspended two or more times from high school or has been expelled;
- Is attending an alternative school;
- Is an individual who does not speak English as their primary language and has a limited ability to read, speak, write or understand English;
- Has documented physical, learning or mental disabilities;
- Has been referred to or is being treated by an agency for depression or a substance abuse-related problem;
- Is a victim of abuse, or resides in an abusive environment as documented by a school official or professional;
- Has aged out of foster care;

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- Is a youth 16 years of age or older who not held a job for longer than three months or is currently unemployed and was fired from a job within six months of application;
- Receives, or is a member of a family who receives cash payments under a federal, local or income based public assistance program, or has been determined eligible to receive Food Stamps within the six months prior to application;
- Has a family history of chronic unemployment (during the two years prior to application, family members were unemployed longer than employed); or
- Is 18-21 years of age and has been unemployed for the last six months.

5. Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If State law does not define "not attending school" or "attending school," indicate that is the case and provide the state policy for determining whether a youth is attending or not attending school.

Not attending any school is defined by State law as:

- A youth who does not have a GED or secondary diploma and is not enrolled in secondary education; or
- A youth who has a GED or secondary diploma and is not enrolled in post-secondary education; or
- A youth who is attending an alternative education program, an adult education program under title II (ABE/ESL), or YouthBuild or Job Corps programs.

Attending school is defined by state law as:

- A youth who is enrolled in secondary or post-secondary education including GED and homeschool.

6. If using the basic skills deficient definition contained in WIOA Section 3(5)(B), include the State definition which must further define how to determine if an individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society. If not using the portion of the definition contained in WIOA Section 3(5)(B), indicate that is the case.

Guam is following the definition of basic skills deficient as contained in WIOA Section 3(5)(B).

d. Single-area State Requirements

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—

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

2. The entity responsible for the disbursal of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).)

3. A description of the type and availability of WIOA title I Youth activities and successful models, including for youth with disabilities. (WIOA section 108(b)(9).)

1. There were no comments from the public comment period that represent disagreement with the Plan
2. The entity responsible for the disbursement of funds, as determined by the Governor of Guam, is the Guam Department of Labor.
3. The type and availability of WIOA Title I Youth Activities include: Work based year-round learning continuum for in-school youth known as the Classroom-to-Careers Program, Alternative Education and Post-Secondary Education, and Vocational and Occupational Skills Credentialing. Successful providers of such activities include: Guam Community College, Asmuyao Community School, Guam Trades Academy, Guam Marianas Training Center and the University of Guam.

4. A description of the roles and resource contributions of the one-stop partners.

CORE PARTNERS:

The Guam Department of Labor is the designated state agency that administers the Adult, Youth and Dislocated Worker Programs; Wagner-Peyser Act Program, Senior Community Service Employment Program and Jobs for Veterans State Grant Program. The purpose of the Department shall be to foster, promote and develop the welfare of the wage earners of Guam, to improve their working and living conditions, and to advance their opportunities for occupational training and profitable employment.

The Department provides services to customers (employers and job seekers) seeking services from these programs through collocated efforts at Guam's only American Job Center.

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

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

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

RESOURCE/COST SHARING:

The provision of direct services to individuals and businesses is a key component in the One-Stop Center. Each partner serves a specific segment of the population and provides services that benefit those individuals. Each partner is responsible for funding of their direct program services.

All partners will share an equitable and proportionate responsibility for the costs of the operational expenses of the One-Stop Centers if collocated.

Infrastructure costs are non-personnel cost necessary for the general operation of the one-stop-center. Non-personnel costs are all costs that are not compensation for personal services such as rent, utilities and maintenance, equipment, and technology.

Guam Workforce Development Board training in May 2018 during the Pacific Jurisdiction meeting provided clarification to attending representatives of mandatory partners (ex: Guam Community College for Adult Education) about their role and imperativeness of support for infrastructure funding. The Resource and Cost Sharing will adhere to the Governor's Guidelines to State Program partners Negotiating Costs and Services under the Workforce Innovation and Opportunity Act of 2014 and shall be implemented no later than September 1, 2018.

5. The competitive process used to award the subgrants and contracts for title I activities.

The GWDB utilizes "Requests for Proposals" as the competitive process in awarding subgrants and contracts for title I activities.

6. How training services outlined in section 134 will be provided through individual training accounts and/or through contracts, and how such training approaches will be coordinated. Describe how the State will meet informed customer choice requirements regardless of training approach.

Guam's Title IB program offers training opportunities to eligible participants in the Adult, Dislocated Worker, and Youth programs, using both Individual Training Accounts (ITAs) and contracts with employers to provide training.

Guam maintains an Eligible Training Provider List to ensure consumer choice for occupational skills training is provided for all areas.

7. How the State Board, in fulfilling Local Board functions, will coordinate title I activities with those activities under title II. Describe how the State Board will carry out the review of local applications submitted under title II consistent with WIOA secs. 107(d)(11)(A) and (B)(i) and WIOA sec. 232.

The GWDB through its Monitoring and Oversight committee ensures that activities and services are coordinated with Title I and Title II, as well as the other one-stop partners.

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The MOU with one-stop partners sets the standard for how service delivery is provided and integrated throughout the entire state. A fully executed MOU is expected to be in place by June 30, 2018.

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

The MOU with one-stop partners, including entity administering Rehabilitation Act programs and services sets the standard for how service delivery is provided and integrated throughout the entire state. A fully executed MOU is expected to be in place by June 30, 2018.

e. Waiver Requests (optional)

States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;

2. Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

3. Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

4. Describes how the waiver will align with the Department's policy priorities, such as:

a. supporting employer engagement;
b. connecting education and training strategies;
c. supporting work-based learning;
d. improving job and career results, and
e. other guidance issued by the Department.

5. Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and

6. Describes the processes used to:

a. Monitor the progress in implementing the waiver;
b. Provide notice to any local board affected by the waiver;
c. Provide any local board affected by the waiver an opportunity to comment on the request;
d. Ensure meaningful public comment, including comment by business and organized labor, on the waiver.

e. Collect and report information about waiver outcomes in the State's WIOA Annual Report

7. The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver;

Guam does not have any waiver requests at this time.

Title I-B Assurances

The State Plan must include assurances that:

1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient; Yes

2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist; Yes

3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members. Yes

4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2). Yes

5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. No

6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions. No

7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7). Yes

8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan. Yes

9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I. Yes

10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. Yes

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11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3); Yes

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

All program-specific requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

a. Employment Service Professional Staff Development.

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

The GWDB as established shall carry out certain functions including, in part, the development of strategies for staff training. In Program Year 2016, the following certification training has been completed by staff working in core programs.

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

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

Guam does not have Unemployment Insurance Programs. However, in order to achieve cross-programming standards, program partners began assessing the types of services currently offered, evaluated strengths and identified ways to better improve the delivery and quality workforce activities. During meetings held among partners, it was apparent that there needs to be clarity on what is offered, how responsibility for customers are shared. As a result of those meetings the AJC Team proposed to the Guam Workforce Development Board the implementation of Guam's American Job Center (AJC) Workforce Program Standards across core programs and combined partner programs. The standards will provide detailed dialogue and description of the one-stop services and activities across core programs and partner programs. The standards can be found at: http://dol.guam.gov/wp-content/uploads/American-Job-Center-Workforce-Program-Standards.pdf

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

Not applicable, Guam does not have a UI program. However, core programs at the American Job Center provide necessary guidance and support as needed for customers filing claims with participating states or last contributing state.

c. Describe the state's strategy for providing reemployment assistance to Unemployment Insurance claimants and other unemployed individuals.

Core Program services provide reemployment assistance to unemployed individuals, and details are covered under the Guam AJC Standards of Service which can be found at: http://dol.guam.gov/wp-content/uploads/American-Job-Center-Workforce-Program-Standards.pdf

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

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

Not applicable, Guam does not have a UI program. However, core programs at the American Job Center provide necessary guidance and support as needed for customers filing claims with participating states or last contributing state.

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

Not applicable, Guam does not have a UI program. However, core programs at the American Job Center provide necessary guidance and support as needed for customers filing claims with participating states or last contributing state.

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

Not applicable, Guam does not have a UI program. However, core programs at the American Job Center provide necessary guidance and support as needed for customers filing claims with participating states or last contributing state.

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

Guam does not have Unemployment Insurance Programs however, in order to achieve cross-programming standards, program partners began assessing the types of services currently offered, evaluated strengths and identified ways to better improve the delivery and quality workforce activities. During meetings held among partners it was apparent that there needs to be clarity on what is offered, how responsibility for customers are shared. As a result of those meetings the AJC Team proposed to the Guam Workforce Development Board the implementation of Guam's American Job Center (AJC) Workforce Program Standards across core programs and combined partner programs.

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The standards will provide detailed dialogue and description of the one-stop services and activities across core programs and partner programs. The standards can be found at: http://dol.guam.gov/wp-content/uploads/American-Job-Center-Workforce-Program-Standards.pdf

e. Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include--

1. Assessment of Need

Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

The Guam Workforce Development Board through representation by the Guam Department of Labor has been actively engaging with the Department of Agriculture's Steering Committee. The Steering Committee has several sub-committees that report out on each of the areas of concern as it relates to Agriculture and Aquaculture goals and objectives in line with the Governor's Imagine Guam initiatives.

Guam's primary goal at this level is to engage with the community partners and stakeholders to help meet the goals and objectives of our strategic plan, specific to work areas as follows:

- Entrepreneurship Initiative
- Mini-grants for Entrepreneurship Initiatives
- Promoting the Agricultural Sector: Farm Enterprise

The GWDB continues its efforts as addressed in previous needs assessment, on the importance of increasing the numbered success of both subsistence and market farmers through multi-agency collaborations.

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

The Guam Seasonality Chart provides a description of crops grown on Guam and the months each crop is availability and is available at: dol.guam.gov/wp-content/uploads/USDA-Poster-Guam-Seasonality-Chart.pdf

In November 2015, the University of Guam, College of Natural and Applied Science hosted a Stakeholder's Listening Session that provided opportunities for the community to provide feedback/input to the College to better assess the needs of the community. The results of the Stakeholder's Listening Session can be found at: http://dol.guam.gov/wp-

content/uploads/UOG-Community-Priority-Listening-Session-Notes-Ag-Updated-Nov-13-2015.pdf

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

Not applicable, Guam does not have Migrant Seasonal Farmworkers.

2. Outreach Activities

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

Not applicable, Guam does not have Migrant Seasonal Farmworkers.

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

Not applicable, Guam does not have Migrant Seasonal Farmworkers.

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

Not applicable, Guam does not have Migrant Seasonal Farmworkers.

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

Not applicable, Guam does not have Migrant Seasonal Farmworkers.

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

Not applicable, Guam does not have Migrant Seasonal Farmworkers.

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

Not applicable, Guam does not have Migrant Seasonal Farmworkers.

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

Describe the State agency's proposed strategies for:

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

i. How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers;
ii. How the State serves agricultural employers and how it intends to improve such services.

Not applicable, Guam does not have Migrant Seasonal Farmworkers.

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

Not applicable, Guam does not have Migrant Seasonal Farmworkers.

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

Not applicable, Guam does not have Migrant Seasonal Farmworkers.

4. Other Requirements

A. Collaboration

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

Not applicable, Guam does not have Migrant Seasonal Farmworkers.

B. Review and Public Comment.

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated

and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

Not applicable, Guam does not have Migrant Seasonal Farmworkers.

C. Data Assessment.

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

Not applicable, Guam does not have Migrant Seasonal Farmworkers.

D. Assessment of progress

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

Not applicable, Guam does not have Migrant Seasonal Farmworkers.

E. State Monitor Advocate

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

Not applicable

Wagner-Peyser Assurances

The State Plan must include assurances that:

1. The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3)); Yes

2. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; No

3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and Yes

4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. Yes

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Program-Specific Requirements for Adult Education and Family Literacy Act Programs

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

a. Aligning of Content Standards

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

A. Aligning of Content Standards

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

Description Adult Education and Family Literacy Activities

Description of Allowable Activities

Adult education and family literacy means academic instruction and education services below postsecondary level that increase an individual's ability to read, write, and speak in English, perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent, to transition to postsecondary education and training, and to obtain employment.

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

As State Agency for adult education, GCC will launch programs, activities, and services to eligible individuals [§203(4)] who attained 16 years of age and not enrolled or required to be enrolled in secondary school under Guam law; and is -

- basic skills deficient;
- does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
- an English language learner who has limited ability in reading, writing, speaking, or comprehending the English language and whose native language is a language other than English or lives in a family or community environment where a language other than English is the dominant language.

In 2014, Guam researched and begin the arduous task to align Susan Pimentel's "College and Career Readiness Standards for Adult Education" standards and framework that prepares adult learners for success in postsecondary by incorporating English language

arts/literacy and mathematics standards into existing adult education curricula. The Adult Education Office will continue to update and submit several curricula (None-Substantive Revisions) to College's Curriculum Review Committee (CRC) to review and implement.

The College will provide English language acquisition programs or services [§203(6)]to eligible individuals so as to achieve competence in reading, writing speaking, and comprehension of the English language and that leads to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training or employment. Adult education curriculum will continue to be amended to align its content standards for adult education with State-adopted challenging academic content standards [§1111(b)(1)]. These adult education programs or services include:

a. Adult Education - Adult High School Diploma academic instruction and education services below the postsecondary level that increases an individual's ability to read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equitant.

b. Literacy - Basic Skills academic instruction and education services to assist an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

c. Workplace adult education and literacy activities - Activities, programs, and services offered in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

d. Family literacy activities - Activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities: parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency; interactive literacy activities between parents or family members and their children; training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and an age appropriate education to prepare children for success in school and life experiences.

e. English language acquisition learner/activities - *English-as-a-Second Language* (ESL) for students whose native and/or their first language is other than English. This is a program of instruction (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and (B) that leads to— (i)(I) attainment of a secondary school diploma or its recognized equivalent; and (II) transition to postsecondary education and training; or (ii) employment.

f. Integrated English literacy and civics education - Integrated English literacy and civics education'' means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the

basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

While Guam will continue to explore alternate resources to address this unfunded mandate, several adult education course guides have begun to be modified to integrate English literacy with civics education (e.g., English as a Second Language).

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

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

These programs, activities, and services will assist eligible individuals to become literate, obtain knowledge and skills necessary for employment and economic self-sufficiency, and become full partners in their children educational development.

The State Agency/GCC will fund these English language acquisition programs, activities, and services to eligible providers [§203(5)] that have demonstrated effectiveness in providing adult education and literacy activities. An eligible provider is a local educational agency; a community-based organization or faith-based organization; a volunteer a literacy organization; an institution of higher education; a public or private nonprofit agency, a library, a public housing authority, a nonprofit institution that has the ability to provide adult education and literacy activities to eligible individuals; a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities; and a partnership between an employer or an entity.

Adult education program participants take an appraisal instrument, approved by USDE, to determine their abilities in the area of reading, mathematics, and language.

b. Local Activities

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

- Adult education;
- Literacy;

- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
    1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
    2. Is for the purpose of educational and career advancement.

B. Local Activities

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide the adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
    1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
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Description Adult Education and Family Literacy Activities

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Adult education and family literacy means academic instruction and education services below postsecondary level that increase an individual's ability to read, write, and speak in English, perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent, to transition to postsecondary education and training, and to obtain employment.

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

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As State Agency for adult education, GCC will launch programs, activities, and services to eligible individuals [§203(4)] who attained 16 years of age and not enrolled or required to be enrolled in secondary school under Guam law; and is -

- basic skills deficient;
- does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
- an English language learner who has limited ability in reading, writing, speaking, or comprehending the English language and whose native language is a language other than English or lives in a family or community environment where a language other than English is the dominant language.

The College will provide English language acquisition programs or services [§203(6)]to eligible individuals so as to achieve competence in reading, writing speaking, and comprehension of the English language and that leads to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training or employment. Adult education curriculum will continue to be amended to align its content standards for adult education with State-adopted challenging academic content standards [§1111(b)(1)]. These adult education programs or services include:

a. Adult Education - Adult High School Diploma academic instruction and education services below the postsecondary level that increases an individual's ability to read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equitant.

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c. Workplace adult education and literacy activities - Activities, programs, and services offered in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

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learners achieve competence in reading, writing, speaking, and comprehension of the English language; and (B) that leads to— (i)(I) attainment of a secondary school diploma or its recognized equivalent; and (II) transition to postsecondary education and training; or (ii) employment.

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While Guam will continue to explore alternate resources to address this unfunded mandate, several adult education course guides have begun to be modified to integrate English literacy with civics education (e.g., English as a Second Language).

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

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

These programs, activities, and services will assist eligible individuals to become literate, obtain knowledge and skills necessary for employment and economic self-sufficiency, and become full partners in their children educational development.

The State Agency/GCC will fund these English language acquisition programs, activities, and services to eligible providers [§203(5)] that have demonstrated effectiveness in providing adult education and literacy activities. An eligible provider is a local educational agency; a community-based organization or faith-based organization; a volunteer a literacy organization; an institution of higher education; a public or private nonprofit agency, a library, a public housing authority, a nonprofit institution that has the ability to provide adult education and literacy activities to eligible individuals; a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities; and a partnership between an employer or an entity.

Adult education program participants take an appraisal instrument, approved by USDE, to determine their abilities in the area of reading, mathematics, and language.

<u>Adult Education</u> (CASAS: 236 - 250 functioning level)

Adult High School (AHS) Diploma Program

Description/Eligibility:

An eligible individual who is no longer eligible to enroll in the Guam Department of Education (GDOE) or who has not received a high school equivalency diploma is eligible for admission into the AHS Diploma Program. Eligible individuals must first take the CASAS (Comprehensive Adult Student Assessment System - Life and Work Appraisal or CASAS Life Skill) appraisal or an appraisal approved by USDE to determine their current abilities in the areas of reading, mathematics, and language.

Individuals scoring below 236 on the reading portion of CASAS and below 236 on the math portion will begin by taking courses to refresh basic skills (Adult Basic Education (ABE) until scores of 236 and above in reading and math are met. Individuals may go into the AHS Diploma Program after successfully completing the ABE program and exiting with the CASAS score at or above 236 for reading and mathematics. The time individuals spent in the ABE program will be evaluated for 3 credits into the AHS Diploma Program.

Individuals who score above 236 in reading and 236 in math may go directly into the AHS Diploma Program.

Individual's advisor/counselor must approve his/her enrollment into courses for the semester. Students will be limited to register in no more than 9 credit hours of adult high school courses (English, Mathematics, Science, Social Studies, and Student Success Workshop) and no more than 12 credit hours of a combination of adult high school courses and postsecondary career and technical (CTE)/elective courses.

Program Guidelines:

AHS students shall adhere to the following guidelines in order to maintain eligibility to continue to AHS Diploma Program:

1. Students receiving more than seven (7) absences in any registered course will receive a failing grade (F) or unsatisfactory completion (NC), whichever is applicable, for the course. If a student receives more than two (2) failure grades (F) and/or unsatisfactory completion (NC) resulting from absences, the student will no longer be eligible to continue with the AHS Diploma Program and will be referred by their advisor/counselor to the Adult Education Office for other program options.
2. Students who receive a failing grade (F) or unsatisfactory completion (NC) will be allowed to retake the course only once. Students may retake no more than two (2) courses while enrolled in the AHS Diploma Program. After retaking two (2) courses and it is determined that the student will be unable to complete the requirements of the AHS Diploma Program, the student will be referred by his/her advisor/counselor to the Adult Education Office for other program options.
3. After the official add/drop dates posted in the Schedule of Classes, any student who withdraws (W), who has been technically withdrawn (TW), and/or who abandons any course he/she has registered in resulting in a failing grade (F) or a technical failure grade (TF) will not be eligible to continue to participate in the

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AHS Diploma Program. Admissions and Registration will automatically disapprove the student's application for admission as a Diploma Student and the student will be referred by the advisor/counselor to the Adult Education Office for other program options.

4. Students will be loaned the required books for their registered courses with an obligation of returning all books to the Adult Education Office at the end of the semester. Outstanding obligations will result in a hold on grades, transcripts, or other processes.

Diploma Requirements:

1) Successful completion of courses in the following areas (either at GCC or through accepted transfer credit):

a. English - 12 credit hours
b. Mathematics - 6 credit hours
c. Social Studies - 9 credit hours
d. Science -6 credit hours
e. Computer Skills - 3 credit hours
f. CTE Electives - 9 credit hours. Nine credits of Career and Technical Education (CTE) electives should be from the same career area as part of the student's approved plan of study.

2) Admission to the College as a Diploma Student prior to or during the semester in which requirements for the Adult High School diploma are completed.

3) Successful completion of at least four courses offered for credit by the College, which meet requirements of the Adult High School Diploma program.

4) Development of an Individual Learning Plan with counselor or advisor.

5) High school credits completed elsewhere will be converted to credit hours to meet the requirements of the adult high school diploma using the following equivalency: one Carnegie (1) = three credit hours (3) on 050-099 level. Up to nine (9) credits of specific basic skills courses may be transferred to the adult high school diploma with guidance from a counselor or advisor.

Literacy (CASAS: below 235 functioning level)

Basic Skills

Description/Eligibility:

The Basic Skills program enrolls eligible individuals who scored 235 and below on reading or the math section of CASAS Life and Work Appraisal or CASAS Life Skills, respectively. Instructional content covers mathematics and numeracy, reading, writing and incorporates activities, to gain everyday employability skills, and knowledge. Students will be provided instructional activities and practice exercises in the areas of math, reading, writing, and grammar at the academic grade level based on scores obtained by students on the CASAS Appraisal Test. Instructional approaches include lecture, small group activities, tutorials, video presentations and computer-aided

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assistance. The Basic Skills curriculum uses the Common Core Basics: Reading and Common Core Basics: Writing textbooks.

a. Beginning Literacy ABE - (CASAS: Reading and Math: 200 and below)

An eligible individual functioning at this level has no reading or writing skills in any language or has minimal skills, such as the ability to read and write own name or simple isolated words. The individual may be able to write letters or numbers and copy simple words and there may be no or incomplete recognition of the alphabet; may have difficulty using a writing instrument. There is little or no comprehension of how print corresponds to a spoken language. The individual will have little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers. Finally, an individual functioning at this level has little or no ability to read basic signs or maps, can provide limited personal information on simple forms and has few or no workplace skills. The individual can handle routine entry-level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.

b. Beginning Basic Education (CASAS: Reading and Math: 201-210)

An eligible individual at this level can read and print numbers and letters, but has limited understanding of connected prose and may need frequent rereading; can write slight words and copy lists of familiar words and phrases; may also be able to write simple sentences or phrases such as name, address and phone number; may also write very simple messages. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling. This individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations. The individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages and make a simple change. There is minimal knowledge of, and experience with using computers and related technology. The individual can handle basic entry-level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery; can read want ads and complete simple job applications.

c. Low Intermediate Basic Education (CASAS: Reading and Math: 211-220)

This eligible individual can read simple material on familiar subjects and comprehend with high accuracy simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks complete clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization). An individual at this level can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols. This individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use

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simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry-level jobs that require following basic written instruction and diagrams with assistance, such as oral clarification; can write short report or message to fellow workers; can read simple dials and scales and take routine measurements.

d. High Intermediate Basic Education (CASAS: Reading and Math: 221-235)

The eligible individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learning vocabulary and structures; can self and peer edit for spelling and punctuation errors. At this level, the individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions. The individual is able to handle basic life skills tasks such as graphs, charts, and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instruction and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using word processor to produce own texts; can follow simple instruction for using technology. The High Intermediate Basic Education curriculum has been revised.

<u>Workplace adult education and literacy activities</u> (CASAS: 236 and above functioning level)

Guam will further advance the workplace adult education and literacy activities through the Student Success Workshop course.

Description/Eligibility:

Activities, programs, and services offered in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

<u>Family literacy activities</u> (CASAS: below 235 functioning level)

Description/Eligibility:

Activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities: parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency; interactive literacy activities between parents or family members and their children; training for parents or family members regarding how to be the primary teacher for their

children and full partners in the education of their children; and an age appropriate education to prepare children for success in school and life experiences.

English language acquisition learner/activities (CASAS Life and Work: 180 and below functioning level)

English as a Second Language

Description/Eligibility:

English-as-a-Second Language (ESL) for students whose native and/or their first language is other than English. This program is designed to introduce adult learners' to the English language. Classes address all four-language skills: reading, writing, speaking and listening. Classes facilitate the progress of students through the adult basic education program or entry into Basic Skills or Adult High School courses. The priority of the ESL Program will be to serve individuals (not using F1 visa) who do not have a high school diploma.

a. Beginning ESL Literacy - (CASAS: Reading and Listening: 180 and below)

This course is designed to give non-native English speakers their first exposure to the English language. Major emphasis will be placed on practicing oral/aural skills through visual and physical responses. Basic Competencies, very simple functions, and structures are taught at this level. Students who score 180 and below on the Comprehensive Adult Student Assessment System (CASAS) pretest are placed in this ESL course Level. Upon successful completion of this course, students will be able to recognize vowel and consonant sounds in English, comprehend simple learned social exchange and expressed feelings, differentiate between simple questions and statements, distinguish between singular and plural nouns and apply basic grammar and structures with present tense verbs.

b. Low Beginning ESL - (CASAS: Reading and Listening: 181-190)

This course is designed to give non-native English speakers their first exposure to the English language. Major emphasis will be placed on practicing oral/aural skills through visual and physical responses. Basic Competencies, very simple functions and structures are taught at this level. Students who score 181-190 on the Comprehensive Adult Student Assessment System (CASAS) pretest are placed in this ESL course Level. Upon successful completion of this course, students will be able to read and understand common sight words, write own name and address, recognize and write letters and numbers, ask and respond to basic learned phrases spoken slowly and repeated often and use English in a very limited way in a situation related to immediate needs.

c. High Beginning ESL - (CASAS: Reading and Listening: 191-200)

This course is designed to give English as a Second Language speaker's further work on oral production, with increased emphasis on reading and writing in English. Students are given opportunities to produce language meaningful to them. Development of reading skills will include vocabulary building, word recognition and comprehension. Simple writing tasks will also be taught to enhance good writing skills. Upon successful completion of this course, students will be able to read letters and numbers and a limited

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number of basic sight words and simple phrases related to immediate needs, write basic personal information on simplified forms, demonstrate some simple oral communication abilities, interpret basic learned phrases and sentences, and solve problems with some difficulty in situation related to immediate needs.

d. Low Intermediate ESL - (CASAS: Reading and Listening: 201-210)

This course is a low intermediate level ESL. It teaches students the use of more complicated grammatical structures of the English language in speaking, listening, reading and writing in addition to acquiring knowledge of vocabulary. Other focuses of this course are to enable students to speak with a degree of fluency, master basic and more advanced language functions, understand the "culture" of language use based on the principles and trends of particular cultured through daily lessons and/or civic engagement/service-learning activities. Students are also required to read practical materials and perform assigned writing tasks. Civic Engagement/Service-Learning (CE/SL) activities are a suggested component of the course. Therefore, CE/SL activities will be based on instructor's discretion. Upon successful completion of this course, students will be able to manage basic survival needs and routine social demands, speak slowly with frequent repetition, interpret simple learned and new phrases containing familiar vocabulary, read and restate simple material on familiar topics, and write short, simple notes and messages.

e. High Intermediate ESL - (CASAS: Reading and Listening: 211-220)

This course integrates functional reading, writing, speaking and listening skills using authentic materials. The lessons are designed to boost achievement gains among higher-level learners. Reading exercises help develop reading strategies while expanding students' vocabulary. Writing tasks provide guided practice for brainstorming, organizing and peer editing. Upon successful completion of this course, students will be able to manage most survival needs and social demands, demonstrate some ability to understand and communicate on familiar topics, express opinion in conversations on a variety of topics, read and interpret simplified and some non-simplified materials on familiar topics, and write short personal notes and letters and fill out medical information forms and job applications.

f. Advanced ESL - (CASAS: Reading and Listening: 221-235)

This is an advanced level ESL course. The lessons provide additional opportunities for expansion of reading, writing, speaking and listening skills development to continuing students. The course helps learners communicate both accurately and fluently in the English language and enables them to develop higher-level thinking skills. Upon successful completion of this course, students will be able to speak and understand the English language, listen critically in order to make informed decisions or formulated opinions, read and interpret simplified and some non-simplified materials on familiar topics, apply advanced grammar and structures in writing, and share and exchange cultural beliefs with others in their new environment and workplace.

<u>Integrated English literacy and civics education</u> (CASAS: 236 and above functioning level)

To be developed

While Guam will continue to explore alternate resources to address this unfunded mandate, several adult education course guides have begun to be modified to integrate English literacy with civics education (e.g., English as a Second Language).

Description/Eligibility:

Educational services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

Workforce preparation activities (CASAS: 236 and above functioning level)

To be developed

Guam will further advance the workplace adult education and literacy activities through the Student Success Workshop course.

Description/Eligibility:

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

Integrated education and training (CASAS: 236 and above functioning level)

To be developed

Guam will further advance the integrated education and training initiative through the Student Success Workshop course.

Description/Eligibility:

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

Special Rule

WIOA, Title II shall not be interpreted to prohibit or discourage the use of funds for activities that help eligible individuals transition to postsecondary education and training or employment, or for concurrent enrollment activities.

Procedures Distribution of Funds

The State Agency/GCC shall use no less than 82.5% of the grant funds to award grants/contracts/program agreements under section 231 and 225, of which not more than 20% shall be available to carry out section 225. Not more than 12.5% of the grant funds

shall be used to carry out State Leadership activities under section 223. Not more than 5%, or $85,000 - whichever is greater - of the grant funds shall be used for administrative expenses.

Grant Applications

An eligible provider desiring to provide adult education services and or programs under WIOA, Title II, Adult Education and Family Literacy shall submit a grant/program agreement application to be evaluated on established criteria. Guam intends to use fiscal year 2016 funds for fiscal year competition.

The grant/program agreement application shall contain information and assurances including [§231(a-e)]:

1. A description of how funds awarded will provide adult education programs and services to eligible individuals including, but not limited to, the following:

a. **Adult Education -** *Adult High School Diploma***;**
b. **Literacy -** *Basic Skills***;**
c. **Workplace adult education and literacy activities;**
d. **Family literacy activities;**
e. **English language acquisition learner/activities -** *English-as-a-Second Language (ESL)***;**
f. **Integrated English literacy and civics education;**
g. **Workforce preparation activities; and**
h. **Integrated education and training.**

2. A description of cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

3. A description of those described in §231(e)(1-13) —

a. To provide an assessment of regional needs and those most in need of services (e.g., low levels of literacy skills or English language learners).

b. To serve eligible individuals with disabilities, including eligible individuals with learning disabilities.

c. To provide past effectiveness of improving the literacy of eligible individuals to meet Guam's adjusted levels of performance [§116].

d. To demonstrate alignment between proposed activities and services to Guam's Unified Plan (strategy and goals) [§108] and to activities and services of the One-Stop partners.

e. To demonstrate that program and activities are of sufficient intensity and quality and based on the most rigorous research available to achieve substantial learning gains and use instructional practices that include essential components of reading instruction.

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f. To demonstrate that program and activities are based on best practices derived from the most rigorous research available and appropriate.

g. To demonstrate how activities effectively use technology, services, and delivery systems, including distance education.

h. To demonstrate how activities provide learning in context.

i. To demonstrate that program and activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established.

j. To demonstrate how program and activities coordinate with other available education, training, and social service resources in the community.

k. To demonstrate whether program and activities offer flexible schedules and coordination with federal, local support services necessary to enable individuals to attend and complete program.

l. To demonstrate a high-quality information management system that has the capacity to report measurable participant outcomes [§116].

m. To demonstrate the need for additional English language acquisition program and civics education programs.

n. To include a description, information, and assurances listed on page 23 related to §232.

Program Strategies for Populations

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

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

1. To develop comprehensive adult education programs that address the basic literacy requirements of adults that do not have a high school diploma and wish to seek them, people in need of English as a Second Language training and members of the community with disabilities, inclusive of learning disabilities.
2. To target economic and socially disadvantaged individuals, as well as eligible individuals with disabilities including learning disabilities. Strategies designed specifically to meet the needs of these target populations will be adopted.
3. To continually analyze and assess adult literacy requirements on Guam and to inform the community of the requirements of special populations and the progress of the State Agency/GCC in meeting their needs.

4. To develop alliances with key public and private sector organizations to ensure that the community is aware of the necessity for and the provision of the services offered through the State Agency/GCC. Communications strategies will be required from all eligible providers to enhance public awareness of the services being provided.
5. To continue in implementing special projects designed to increase the training skills of providers to ensure that instructional techniques specifically designed for eligible adult participants are continually improved.
6. To provide services such as, technical assistance, library resources, and interaction with other agencies to ensure that eligible providers are adequately prepared to design and implement programs that meet the standards of the State Agency/GCC.

Integration with Other Adult Education Training Activities
Description of Planned Integrated Activities

INTEGRATION WITH STATE/LOCAL FUNDED ADULT EDUCATION:

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

INTEGRATION WITH OTHER BUREAUS

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

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

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

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

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

Workforce Investment and Opportunity Board | Department of Education | Department of Integrated Services for Individuals with Disabilities | Department of Labor | Department of Public Health and Social Services | Goodwill Industries | Guam Chamber of Commerce | University of Guam | Private enterprise

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

GCC supports the Governor of Guam's Imagine Guam - a 50-year strategic vision created by Executive Order 2014-13 (September 19, 2014) coordinated by the Guam Economic Development Authority. The overarching goal is to focus on 17 areas of community development through 2065. Community development areas include:

- Information and connectivity
- Penal code and corrections
- Medical care, healthy living
- Hospitality
- U.S. federal relations, civil rights, political self-determination resolution
- Production, consumption, export
- Regional, transpacific opportunity & trade
- Accessibility
- Energy, infrastructure
- Homes, transportation
- Financial services
- Science, research, invention
- Parks, green space, marine preservation, monuments, cemeteries, public buildings
- Music, the arts, social sciences
- Athletic global competitiveness
- Family, inafa maolek, language & culture diversity
- Journalism, accountability

GCC recognizes the need for an education blueprint - aligning education standards to community needs - as education and healthcare is a priority for social services on Guam. The education blueprint aims to align education standards to community needs and create career pathways for future job opportunities.

Steps to Ensure Direct and Equitable Access

GCC will provide Title II (AEFLA) funds through a competitive application (RFP) process by identifying, assessing, and awarding multi-year grants throughout Guam to eligible providers. As defined, an eligible provider is an organization (e.g., a local education agency; a community-based or faith-based organization; a volunteer literacy organization; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution with the ability to provide adult education and literacy services; a consortium or coalition or agencies, organizations, institutions, libraries, or authorities described; and a partnership between an employer

and an entity described) that has demonstrative effectiveness in providing adult education and literacy services.

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

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

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

Eligible provider's grant/program agreement application shall also include a description, information, and assurances [§232] on the following:

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

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

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

Special Rule

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

c. Corrections Education and other Education of Institutionalized Individuals

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II, subtitle C, any of the following academic programs for:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

  Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

C. Corrections Education and other Education of Institutionalized Individuals

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of Title II, subtitle C, any of the following academic programs for:

a. Adult education and literacy activities;
b. Special education, as determined by the eligible agency;
c. Secondary school credit;

d. Integrated education and training;
e. Career pathways;
f. Concurrent enrollment;
g. Peer tutoring; and
h. Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

Eligible providers may offer programs that include adult education and literacy activities or other activities such as family literacy, special education, as determined by the eligible agency, secondary school credit, integrated education and training, career pathways, concurrent enrollment, peer tutoring, and transition to re-entry initiatives. A Memorandum of Agreement is maintained between GCC and the Guam Department of Corrections. Through GCC's Adult Education Office, Guam will continue to offer adult these activities at the Department of Corrections to individuals likely to leave the institution within five years of participation in the program.

Programs for Corrections and Other Institutionalized Individuals

Programs for Corrections Education and other Institutionalized Individuals

Types of Programs

From funds available under §222(a) (1) eligible agency shall implement corrections education and education for to other institutionalized individuals [§225(a)]. Educational programs shall include academic programs for criminal offenders [§225(e) (2)] who are likely to leave the correctional institution [§225(e) (1)] within 5 years of participation in the program -
(1) Adult education and literacy activities;

(2) Special education, as determined by the eligible agency;

(3) Secondary school credit;

(4) Integrated education and training;

(5) Career pathways;

(6) Concurrent enrollment;

(7) Peer tutoring; and

(8) Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

GCC will continue to provide adult education programs and services at the Adult Correctional Facility (ACF). As part of its improvement efforts, emphasis will be to:

- Administer CASAS assessment test or an alternate assessment instrument as approved by USDE;

- Expand the availability and use of computers by both the instructors and the students;
- Modify Basic Skills curriculum to incorporate attainment of basic computer literacy skills;
- Implement the new Adult High School curriculum to address employability skills, increased academic standards and contextual learning relating to requirements of the workplace; and
- Conduct Professional development for instructors and administrators on techniques and approaches to increase learning gains and retention among adult learners.

Priority

On an annual basis, the Department of Corrections submits a memorandum to the Adult Education Office requesting for adult education courses to be held at the Adult Correctional Facility (ACF). The Adult Education Office ensures that priority for adult education programs and services will be given to those individuals designated to leave the Adult Correctional Facility (ACF) within next 5 years.

Types of Institutional Settings

The Department of Correction's Adult Correctional Facility is the only state prison on Guam for adults. Its Adult Education program consists of Basic Skills classes and ESL classes for all ABE literacy levels and Adult High School classes for the ASE literacy level below the twelfth grade. The latter can be taken to meet the elective requirements towards earning an Adult High School Diploma. Inmates are given the opportunity to take the Placement Test and go through career and academic counseling to establish goals with education and training available to meet those goals.

Funds will be used to carry out a program for criminal offenders in a correctional institution to serve individuals who are likely to leave the correctional institution with five years of participation in the program. A criminal offender is an individual who is charged with or convicted of any criminal offense and serving a prison, jail, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

d. Integrated English Literacy and Civics Education Program

1. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

D. Integrated English Literacy and Civics Education Program

1. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

While Guam will continue to explore alternate resources to address this unfunded mandate, several adult education course guides have begun to be modified to integrate English literacy with civics education (e.g., English as a Second Language).

Integrated English Literacy and Civics Education

Description of Activities

From funds made available [§211(a) (2)] the State Agency/GCC shall award grants/program agreements for integrated English literacy and civics education, in combination with integrated education and training activities [§243].

As this is a new area for Guam, the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.

The following are a list of activities and partners to participate in integrating English Literacy and Civics Education.

ACTIVITY	PARTNERSHIP WITH OTHER AGENCIES
• Professional development for instructors and administrators • Technology Assistance, including Training	GCC | Guam Department of Labor (DOL) | National Institute for Literacy (NIFL) | Pacific Islands Consortium on Adult Education and Literacy (PICAEL)
• Monitoring and Evaluation Quality and Improvement of Literacy Activities	GCC | DOL | GDOLAJC | DISID | DOC | PICAEL | NRS
• Coordination with Existing Support Services for Transportation, Child Care, and other Assistance(financial aid)	GCC | GDOLAJC | DPHSS | GHURA
• Linkages with Postsecondary Educational Institutions	GCC | UOG | College of Micronesia - FSM | Northern Marianas College (NMC) | Palau Community College | Pacific Islands University
• Technical Assistance to Eligible Providers	GCC | NIFL | USDE | PICAEL
• Curriculum Development	GCC | DOC | UOG | Adult Education Advisory Committee
• Integration of Literacy Instruction and Occupational Skill Training and Promoting Linkages with Employers	GCC | DOC | Adult Education Advisory Committee | GHRA | PICAEL

Collaboration With Related Agencies And Programs To Avoid Duplication And Maximize Efforts

As part of the application process, eligible providers must address the following:

- A description of the extent to which the eligible provider will coordinate with other agencies, institutions, or organizations with respect to literacy and social services for adult learners and ensure the prevention of duplication of efforts.
- An assurance that the request for funding does not duplicate services and activities provided to adults under other Federal or local programs.

The State Agency/GCC will establish new and strengthened partnerships in order to avoid duplication and maximize services to eligible individuals.

State Imposed Requirements Must Be Identified to Eligible Providers:

The State Agency/GCC will inform eligible providers of any rules or policies relating to the administration or operation of programs awarded under Title II of the Workforce Innovation Opportunity Act [§223(c)].

Postsecondary Transition and Concurrent Enrollment Activities:

The State Agency/GCC may use funds to help eligible participants transition to postsecondary education and training or employment, or for concurrent enrollment activities [§205].

One-Stop Participation

Guam Community College is a One-Stop partner and participates in activities that provide access to employment, education, and training [§121(b) (1) (A)].

GCC is a member of the Guam Workforce Development Board, Board members include Legislature, business community, community college, One-Stop partners (Department of Labor, Agency for Human Resources Development, Department of Public Health and Social Services, Guam Housing and Urban Renewal Authority, division of Vocational Rehabilitation of the Department of Integrated Services for Individuals with Disabilities, Guam Department of Education and Veterans Affairs Office) Department of Commerce, youth service agencies (Department of Youth Affairs, Superior Court of Guam, Juvenile Probation Services), youth and parent of youth seeking help.

On February 2013, Resolution 13-003 was adopted by the Guam Workforce Investment Board to implement the American Job Center (AJC) Network for Guam's One Stop Career Center. AJC is the service center for WIOA and Agency for Human Resource Development funded programs and services whose primary goal is to prepare individuals for the world of work. Services available include, but are not limited to, pre and post-employment assistance, training assessment, referrals to employers and to apprenticeship programs, and career guidance and counseling.

2. Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

While Guam will continue to explore alternate resources to address this unfunded mandate, several adult education course guides have begun to be modified to integrate English literacy with civics education (e.g., English as a Second Language).

Description Adult Education and Family Literacy Activities

Description of Allowable Activities

Adult education and family literacy means academic instruction and education services below postsecondary level that increase an individual's ability to read, write, and speak in English, perform mathematics or other activities necessary for the attainment of a

secondary school diploma or its recognized equivalent, to transition to postsecondary education and training, and to obtain employment.

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

As State Agency for adult education, GCC will launch programs, activities, and services to eligible individuals [§203(4)] who attained 16 years of age and not enrolled or required to be enrolled in secondary school under Guam law; and is -

- basic skills deficient;
- does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
- an English language learner who has limited ability in reading, writing, speaking, or comprehending the English language and whose native language is a language other than English or lives in a family or community environment where a language other than English is the dominant language.

The College will provide English language acquisition programs or services [§203(6)]to eligible individuals so as to achieve competence in reading, writing speaking, and comprehension of the English language and that leads to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training or employment. Adult education curriculum will continue to be amended to align its content standards for adult education with State-adopted challenging academic content standards [§1111(b)(1)]. These adult education programs or services include:

a. **Adult Education - Adult High School Diploma** academic instruction and education services below the postsecondary level that increases an individual's ability to read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equitant.
b. **Literacy - Basic Skills** academic instruction and education services to assist an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.
c. **Workplace adult education and literacy activities -** Activities, programs, and services offered in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.
d. **Family literacy activities -** Activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities: parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency; interactive literacy activities between parents or family members and their children; training for parents or family members

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regarding how to be the primary teacher for their children and full partners in the education of their children; and an age appropriate education to prepare children for success in school and life experiences.

e. **English language acquisition learner/activities -** *English-as-a-Second Language* (ESL) for students whose native and/or their first language is other than English. This is a program of instruction (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and (B) that leads to— (i)(I) attainment of a secondary school diploma or its recognized equivalent; and (II) transition to postsecondary education and training; or (ii) employment.
f. **Integrated English literacy and civics education -** Integrated English literacy and civics education'' means education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. While Guam will continue to explore alternate resources to address this unfunded mandate, several adult education course guides have begun to be modified to integrate English literacy with civics education (e.g., English as a Second Language).
g. **Workforce preparation activities -** Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.
h. **Integrated education and training -** A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of education and career advancement.

These programs, activities, and services will assist eligible individuals to become literate, obtain knowledge and skills necessary for employment and economic self-sufficiency, and become full partners in their children educational development.

The State Agency/GCC will fund these English language acquisition programs, activities, and services to eligible providers [§203(5)] that have demonstrated effectiveness in providing adult education and literacy activities. An eligible provider is a local educational agency; a community-based organization or faith-based organization; a volunteer a literacy organization; an institution of higher education; a public or private nonprofit agency, a library, a public housing authority, a nonprofit institution that has the ability to provide adult education and literacy activities to eligible individuals; a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities; and a partnership between an employer or an entity.

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Adult education program participants take an appraisal instrument, approved by USDE, to determine their abilities in the area of reading, mathematics, and language.

e. State Leadership

1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

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

2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.

National Leadership Activities

Description of Activities
Section 242 allows funding of activities to enhance the quality and outcomes of adult education and literacy activities nationwide. Funding national leadership activities either directly or through grants, contracts, or cooperative agreements awarded on a competitive basis to or with postsecondary educational institutions, institutions of higher education, public or private organizations or agencies [§242(c)(2)].

<u>Required Technical Assistance Activities:</u>

1. To assist States to meet the requirements of §116;
2. To assist local providers in using performance accountability measures based on indicators described in §116, and data systems for the improvement of adult education and literacy activities;
3. To implement rigorous research and evaluation on effective adult education and literacy activities, as well as estimating the number of adults functioning at the lowest level of literacy proficiency, which shall be coordinated across relevant Federal agencies, including the Institute of Education Sciences; and
4. To carry out an independent evaluation at least once every four years of the programs and activities under this title, taking into consideration the evaluation subjects referred to in §169(a)(2).

<u>Other Allowable Technical Assistance Activities:</u>

1. Professional development activities, and assistance for the purposes of developing, improving, identifying, and disseminating the most successful methods and techniques for providing adult education and literacy activities, based on scientifically valid research where available;

2. Assistance in distance education and promoting and improving the use of technology in the classroom, including instruction in English language acquisition for English language learners;
3. Assistance in the development and dissemination of proven models for addressing the digital literacy needs of adults, including older adults; and
4. Assistance to support efforts aimed at strengthening programs at the State and local levels, such as technical assistance in program planning, assessment, evaluation, and monitoring of activities carried out under this title.

As the eligible agency responsible for the administration of adult education and family literacy, Guam Community College shall adhere to the requirements of Maintenance of Effort [§241(b) (1-4)].

The State Agency/GCC shall use no more than 12.5% of grant funds to carry out the required state leadership activities [§223(c)]. When carrying out these required activities, the State Agency/GCC shall collaborate where possible to avoid duplicating efforts, in order to maximize the impact of the activities described below.

- (A) The alignment of adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102 or the combined State plan under section 103, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.
- (B) The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs.
- (C) The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including— the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training; the role of eligible providers as a one-stop partner to provide access to employment, education, and training services; and assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.
- (D) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

The State Agency/GCC may use State Leadership funds for one or more of the permissible activities listed below.

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A. The support of State or regional networks of literacy resource centers.
B. The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology.
C. Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults.
D. Developing content and models for integrated education and training and career pathways.
E. The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3).
F. The development and implementation of a system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education.
G. Integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers.
H. Activities to promote workplace adult education and literacy activities.
I. Identifying curriculum frameworks and aligning rigorous content standards.
J. Developing and piloting of strategies for improving teacher quality and retention.
K. The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate, and identify the needs and capture the gains of such students at the lowest achievement levels.
L. Outreach to instructors, students, and employers.
M. Other activities of statewide significance that promote the purpose of this title.

f. Assessing Quality

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

The quality of providers will be assessed through quarterly evaluations focused on providers' ability to attain targeted performance levels. Evaluation of quantitative data (e.g., average attendance hours, educational functioning level gains, and the number of students pre- and post-tested) will be reported and reviewed by providers and instructors. The State Agency Office will also conduct an annual site visit to meet local administrators, to ensure compliance with federal and local policies, and to review quarterly evaluations. Information compiled from the site visit (such as areas of underperformance) will contribute and personalize the technical assistance session which ensures continuous improvement.

GCC's academic and non-academic programs all follow an annual curriculum review cycle. The Committee on College Assessment was established to monitor assessment activities that guide "improvements at the course, program, and institutional levels". The

State Agency Office will require a Corrective Action Plan detailing strategies the provider will implement to ensure areas of underperformance are addressed.

Several handbooks were updated (Assessment Handbook, Advisory Committee Handbook, and the Student Learning Outcomes Handbook) to strengthen and improve curriculum, retention, and program completion. While the Assessment Handbook formalized the College's process, the Advisory Committee Handbook guides committee members - representatives of business, labor, subject-matter experts, faculty, and students - when assessing, reviewing, and improving adult education. The Student Learning Outcome (SLO) Handbook assists in developing measurable SLOs and learning demonstrated at the program and course level.

Finally, an associate dean provides varied professional development to faculty or instruction provided by volunteers or paid personnel emphasizing on materials and training that incorporates research-based components on fluency, reading comprehension, phonemic awareness. Areas of professional development include teaching methodologies, student assessments, assisting students with disabilities, and common core state standards in order to increase student success. Faculty participating in a professional development session will evaluate the training as it relates to the session's objectives, materials, presentations, trainer and participants' use of new knowledge or skills. Evaluation results will be used to modify and strengthen future sessions.

Procedures Distribution of Funds

Grant Applications

An eligible provider desiring to provide adult education services and or programs under WIOA, Title II, Adult Education and Family Literacy shall submit a grant/program agreement application to be evaluated on established criteria. Guam intends to use fiscal year 2016 funds for fiscal year competition.

The grant/program agreement application shall contain information and assurances including [§231(a-e)]:

1. A description of how funds awarded will provide adult education programs and services to eligible individuals including, but not limited to, the following:

a. **Adult Education -** *Adult High School Diploma***;**
b. **Literacy -** *Basic Skills***;**
c. **Workplace adult education and literacy activities;**
d. **Family literacy activities;**
e. **English language acquisition learner/activities -** *English-as-a-Second Language (ESL)***;**
f. **Integrated English literacy and civics education**;
g. **Workforce preparation activities; and**
h. **Integrated education and training.**

2. A description of cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

3. A description of those described in §231(e)(1-13) —
   a. To provide an assessment of regional needs and those most in need of services (e.g., low levels of literacy skills or English language learners).
   b. To serve eligible individuals with disabilities, including eligible individuals with learning disabilities.
   c. To provide past effectiveness of improving the literacy of eligible individuals to meet Guam's adjusted levels of performance [§116].
   d. To demonstrate alignment between proposed activities and services to Guam's Unified Plan (strategy and goals) [§108] and to activities and services of the One-Stop partners.
   e. To demonstrate that program and activities are of sufficient intensity and quality and based on the most rigorous research available to achieve substantial learning gains and use instructional practices that include essential components of reading instruction.
   f. To demonstrate that program and activities are based on best practices derived from the most rigorous research available and appropriate.
   g. To demonstrate how activities effectively use technology, services, and delivery systems, including distance education.
   h. To demonstrate how activities provide learning in context.
   i. To demonstrate that program and activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established.
   j. To demonstrate how program and activities coordinate with other available education, training, and social service resources in the community.
   k. To demonstrate whether program and activities offer flexible schedules and coordination with federal, local support services necessary to enable individuals to attend and complete program.
   l. To demonstrate a high-quality information management system that has the capacity to report measurable participant outcomes [§116].
   m. To demonstrate the need for additional English language acquisition program and civics education programs.
   n. To include a description, information, and assurances listed on page 23 related to §232.

Eligible Providers

Eligible providers, that demonstrated effectiveness in providing adult education and literacy activities, are encouraged to apply for a grant/program agreement. Eligible providers [§203(5)] include:

A. A local educational agency;

B. A community-based organization or faith-based organization;

C. A volunteer literacy organization;

D. An institution of higher education;

E. A public or private nonprofit agency;

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F. A library;

G. A public housing authority;

H. A nonprofit institution that is not described in A-G and has the ability to provide adult education and literacy activities to eligible individuals;

I. A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in A-H; and

J. A partnership between an employer and an entity described in A-I.

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

Notice of Availability

The State Agency/GCC will publish a Notice of Availability in Guam the ***Pacific Daily News or the Guam Daily Post*** and on Web sites (dol.guam.gov, guamcc.edu, and disid.guam.gov) each year. Additional notices will be posted through the same media in February or another month if funding remains available after the initial award period. Although the announcement is made in February, the Program Agreement's start date is dependent on actual Grant Award Notification from the Federal government. Applications are available at the State Agency Office of the State Director for Adult Education located at Guam Community College, Student Service & Administration Building, room 2208; telephone number (671) 735-5514/7; e-mail, doris.perez@guamcc.edu.

Process

The eligible provider shall expend grant funds to carry out adult education and literacy activities.

The eligible provider seeking WIOA, Title II funds shall submit a grant/program agreement application following the Guide for Writing a Grant Proposal in order to be evaluated for funding consideration.

Evaluation will be conducted by a six member Project Review Panel for Career and Technical and Adult Education. The Panel, appointed by the State Director, wills five-voting members (three (3) from educational institutions and two (2) from private businesses) and a none-voting member from the State Agency/GCC Office.

Grant/program agreement applications should be submitted to:

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

Notice of award will be made by the State Agency/GCC based on the Project Review Panel's review and recommendation no more than sixty (60) days of the application submittal deadline.

1. The eligible provider will be advised as to whether or not the project is funded.
2. The eligible applicant whose project is awarded will receive a Notice of Award letter. Each eligible applicant whose project is NOT selected for funding will be advised in writing indicating the reason(s) for non-selection.
3. An eligible provider aggrieved by the action of the Project Review Committee, and alleging a violation of Territorial or Federal law, rules, regulations, or guidelines governing the programs, may within ten (10) business days from the date of the Notice of None Selection letter, request in writing (addressed to the State Director) clarification or reconsideration.

Evaluation of Applications

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

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

Evaluation and Performance Measures Adult Education and Family Literacy

Annual Evaluation of Adult Education and Literacy Activities

The State Agency/GCC will conduct an audit and an on-site evaluation of all providers. A Close-Out Report will be submitted at the end of the program agreement.
At least once a year or at the completion of a program, the State Agency/GCC will conduct a comprehensive evaluation to ensure that local programs employ research in designing and implementing a program and which will include fiscal reporting compliance, program reporting requirements, physical layout of project, methods and materials used, linkage or cooperative arrangements with other programs or entities, staff development needs, outreach activities, student recruitment and retention efforts for those most in need of basic education.

Projects will be evaluated through the submission of the Close-Out Reports/Interim Reports to determine the attainment of the performance measures. It is essential that each Close-Out Report include information on the projects and whether goals for workers,

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

These performance measures shall consist of -

- (I) the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- (II) the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
- (III) the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- (IV) the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program;
- (V) the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and
- (VI) the indicators of effectiveness in serving employers established pursuant to clause (iv).

MONITORING EVALUATION:

Eligible providers will submit a Consolidated Monthly Activity Report having information on the progress of programs in relation to target goals and objectives. Program providers may include information after twelve hours of instruction to establish baseline data on students. At least one interim assessment will be conducted to evaluate progress in achieving performance standards and identify recommendations for program improvement. A final evaluation will be conducted to measure the accomplishment of performance standards. The latter will be included in the Consolidated Report.

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

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Certifications

States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. Yes

2. The State agency has authority under State law to perform the functions of the State under the program. Yes

3. The State legally may carry out each provision of the plan. Yes

4. All provisions of the plan are consistent with State law. Yes

5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. Yes

6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. Yes

7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. Yes

8. The plan is the basis for State operation and administration of the program. Yes

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:
(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the

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required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization **Guam Community College**

Full Name of Authorized Representative: **Mary A. Y. Okada, Ed.D.**

Title of Authorized Representative: **President/State Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to OCTAE_MAT@ed.gov

Assurances

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). Yes

2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. Yes

3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. Yes

4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; Yes

5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce

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development system and its functions to carry out the activities of the program; and Yes

6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Yes

7. The eligible agency agrees that in expending funds made available under title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303). Yes

Section 427 of the General Education Provisions Act (GEPA)

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the instructions posted at https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc.

GEPA - Section 427

Eligible recipients of WIOA, Title II funds shall ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. Barriers that can impede equitable access or participation include gender, race, national origin, color, disability, or age. Eligible recipients shall describe clear and succinct steps to be taken to overcome and address these barriers to ensure that in designing its project, all can fully participate in the project and achieve high standards. Eligible recipients may use federal funds awarded to eliminate the barrier identified.

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

Program-Specific Requirements for Vocational Rehabilitation

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

_____

* Sec. 102(b)(D)(iii) of WIOA

a. Input of State Rehabilitation Council

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;

This report represents the review process of the Guam State Rehabilitation Council (SRC) in compiling input during the various planning sessions hosted by the SRC Council and during the SRC's quarter meetings. SRC cumulative discussions and recommendations include feedback gleaned by SRC Services standing committee. The committee and workgroup members continue to review reports and offer their input and endorsement.

SRC OVERARCHING Goal AREAS

SRC-VR GOAL 1. SERVICE DELIVERY

The Guam Division of Vocational Rehabilitation (DVR) will provide high quality services to all eligible individuals to assist them in obtaining employment consistent with their career goals and provide support and guidance through each step.

SRC-VR GOAL 2. Staff Development

Guam DVR will recruit, employ, retain, and train the most qualified and highly skilled rehabilitation staff.

SRC-VR GOAL 3. Coordinated Program delivery

Guam DVR will develop a program delivery system that is comprehensive, coordinated with stakeholders, effective, efficient and accountable.

Goals and Priorities Setting

Using the 2017 Comprehensive Statewide Needs Assessment (CSNA), the State Rehabilitation Council (SRC) and Guam Division of Vocational Rehabilitation (DVR) reviewed seven CSNA need areas and asked to rank those needs in terms of their top three priorities. Using color dots, each dot assigned a numerical value. Two ranking sessions allowed different groups to rank the need areas. The SRC and Guam DVR took

part in a mandatory state plan modification planning session to set vocational rehabilitation priorities for Guam. The second ranking session invited Guam Systems for Assistive Technology (GSAT) March 2, 2018 conference participants to rank the seven need areas.

SRC gOAL 1. SERVICE DELIVERY

The Guam DVR will provide high quality services to all eligible individuals to assist them in obtaining employment consistent with their career goals and provide support and guidance through each step.

SRC G1 ***Priority Areas*** *(SRCG1-PA):*

SRC-G1-PA-1 Transition services for youth with disabilities

SRC-G1-PA-2 Managing resources to stay off an order of selection

SRC-G1-PA-3 Improve transportation services

SRC-G1-PA-4 Enhance the VR service delivery system through the use of technology

SRC-G1-PA-5 Develop new CRPs and/or enhance delivery of CRP services

SRC-G1-PA-6 Meet or exceed federal performance standards

SRC-G1-PA-7 Assess service delivery system for individuals who are blind or visually impaired

The SRC introduced and adopted a Vocational Rehabilitation Work Area (VRWA) Classification System to capture the various information and work activities supporting all areas of the VR programs. This nomenclature reference serves as a classification guide for aligning all SRC Goal and VR work and strategy areas and related activities.

VR Classification System

VRWA 100 Administrative

VRWA 200 Fiscal

VRWA 300 Program Administration

VRWA 400 Capacity Building

VRWA 500 Membership

VRWA 600 Governance & Policies

VRWA 700 Collaboration & Partnerships

VRWA 800 New Initiatives

VRWA 900 Surveys and Studies

Provisions under ***SRC-VR Goal 1 Service Delivery*** *addresses all aspects of VR program areas. The Guam Division of Vocational Rehabilitation (DVR) will provide high quality services to all eligible individuals to assist them in obtaining employment consistent with their career goals and provide support and guidance through each step.*

SRCG1.1 Enhanced CRP Service Delivery

1.1.1 Training of VR program personnel and updating staff development training plan

SRCG1.2 Supported Employment

1.2.1 Training of VR program personnel

SRCG1.3 Increase use of Technology solutions to improve VR services and support (SRC-G1-PA-4)

1.3.1 Development of Guam VR technology Plan

1.3.1.1 VR Assistive Technology Plan

Continue collaboration and cooperation with AT programs and initiatives

SRCG1.4 Improve Transportation Services (SRC-G1-PA-3)

1.4.1 VR Unified Transportation System for VR clients

1.4.1.1 VR Transportation System Needs assessment and Monitoring

SRCG1.5 VR Research and Studies (SRC-G1-PA-7)

1.5.1 Program for Individuals who are blind or visually impaired

1.5.1.1 Blind or visually impaired Workgroup

1.5.2 Labor Market Analysis

SRCG1.6 Youth Transition Services Support (SRC-G1-PA-1)

1.6.1 Youth Transition Services Initiative

1.6.1.1 Youth in Transition Work Plan

SRC-VR gOAL 2. Staff Development

This goal area addresses the appropriate training opportunities to maintain training certifications and for general staff development and includes succession planning. Where appropriate, Guam DVR will recruit, employ, retain, and train the most qualified and highly skilled rehabilitation staff.

SRCG2.1 VR Capacity Building- Workshops, Seminars and Conferences

2.1.1 Training seminars offered to VR program staff and service providers.

Provide training to VR personnel to upgrade their technical and organizational knowledge in VR program requirements and service for VR competency.

2.1.1.1 WIOA Training for Staff and Partner cooperators

2.1.1.2 Supported Employment Program Training

The objective of this work area is to achieve inclusion in the workplace. This approach seeks to develop and deliver the most innovative and appropriate training for all VR stakeholders involved in VR program delivery and supportive services. This includes

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service provider staff and inclusive of all WIOA core programs and key partners at all levels of employment.

2.1.2 VR Counselor Support and training

2.1.3 VR and AJC and HIRE Guam Interoperability Training

2.1.4 VR Succession Planning

SRCG2.2 VR Organizational Capacity Building

2.2.1 Strengthening the skills of public and private organizations involved in VR services and programs

2.2.2 Supporting joint VR program strategies and actions for implementation

2.2.3 VR and AJC and HIRE Guam Interoperability Training

2.2.4 Continue to support capacity and training needs of the State Rehabilitation Council (SRC)

2.2.4.1 SRC Council Training and Leadership and member Development initiatives

SRCG2.3 VR Training activities for teachers and students affiliated with VR programs and services

This work area addresses the need to provide outreach activities for teachers, students and their family members on VR services. The need to address a VR pipeline educational strategy builds and increase awareness of the VR services and opportunities for educational institutions providing related VR supportive services. This includes exploring the use of training grants to provide the necessary training support.

2.3.1 Educational Institutions Training and development initiative

2.3.1.1 Pre-Employment Transition Services to School Districts (Haya, Kattan, Lagu and Luchan)

2.3.2 Educator VR Academy

SRC-VR gOAL 3. Coordinated Program delivery

Promoting coordinated program delivery approaches and actions for effective and timely VR services. The major interest of this goal area is to enhance cooperation and networking between all key program deliveries providers on all sides of the VR system. This includes all VR recognized councils, non-government organizations.

DVR will develop a program delivery system that is comprehensive, coordinated with stakeholders, effective, efficient and accountable.

SRC-VR Goal 3 **Priority Areas** (SRC-VR G3-PA):

SRC-VR G3-PA- 1 Update Case Services Manual

SRC-VR G3-PA-2 Develop and refine planning strategies and program outcome measures

SRC-VR G3-PA-3 Develop and implement a case file review system

SRC-VR G3-PA-4 Develop program quality assurances measures

SRC-VR G3-PA-5 Develop a streamlined vocational evaluation system

Provisions under **SRC-VR Goal 3 Coordinated Program Delivery** addresses all aspects of VR program areas.

SRCG3.1 Leverage the HIRE GUAM System & American Job Center (AJC) Program

The anticipated expansion and improvement of the Guam AJC infrastructure, which links all the WIOA tittles, provide the core support for aligning program and service delivery specific to disabilities plans of work and initiatives. Expanding of program services and improvement of platform systems enables and delivers the interest and intended VR goal areas. Leveraging and increased use of the Guam American Job Center and HIRE GUAM system

3.1.1 Supporting joint VR program strategies and actions for implementation

3.1.2 Providing easy access to information for all VR stakeholders, AJC Partners, and collaborators/cooperators.

3.1.3 VR Employment Initiative

3.1.3.1 Self Employment Support

3.1.3.2 Work Experience Opportunities

3.1.4 Supported Employment Initiatives

3.1.4.1 Equitable Access Initiative

SRCG3.2 VR Performance and Accountability Measures and Governance (SRC-VR G3-PA-5)

3.2.2 Updated Service Manual

3.2.3 Develop and refine planning strategies and program outcome measurements

3.2.3 Develop program quality assurances measures and refine planning strategies and program outcome measurements

3.2.4 Develop a streamlined vocational evaluation system

3.2.5 Establish a VR Targets and Common Performance Measures Workgroup

SRCG3.3 Strengthen and Support Industry Collaboration Initiative

A key objective of SRC-VR Goal 3 includes raising the awareness and increasing support of the VR programs and services related to the opportunities for disability employment and knowledge of VR best practices available for businesses. This includes developing training materials for public officials and department and agencies with VR program oversight and enforcement. During the input session, building relations and services and VR's system capacity to meet the needs of businesses in Guam received high programming support.

3.3.1 VR Coalition and Industry Partnership Building

3.3.2 Strengthening partnerships with Guam business community

3.3.2.1 VR training seminars and workshops

3.3.2.2 Promotion of innovative VR programs and services

SRCG3.4 An Updated and Improved VR Information System for Reporting /Sharing of activities and actions

Providing easy access to information for all VR stakeholders, AJC Partners, and collaborators/cooperators. This will provide the necessary monitoring and evaluating approaches for VR strategies and initiatives.

3.4.1 VR Case Management System aligned with the AJC and HIRE Guam required data elements

3.4.2 VR Monograph platform that provide information for planning support for government and organizational planning needs.

SRCG3.5 Periodic updates to all VR Governance Policies and Procedures aligned with WIOA mandates

3.5.1 VR and WIOA Monitoring Workgroup

2. the Designated State unit's response to the Council's input and recommendations; and

Guam DVR supports the recommended goals and priorities that are listed above which are consistent with the recommendations that were identified earlier and will continue to collaborate with the SRC in implementing these goals, priorities, and work areas.

3. the designated State unit's explanations for rejecting any of the Council's input or recommendations.

• Not Applicable

b. Request for Waiver of Statewideness

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

• No Waiver of Statewideness will be requested by Guam DVR.

2. the designated State unit will approve each proposed service before it is put into effect; and

Not Applicable

3. All State plan requirements will apply

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

Not applicable

c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System.

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. Federal, State, and local agencies and programs;

• Federal Entities: A. Dept. of Defense Education Administration (DODEA): Collaborative outreach presentations to School Principals and Program Administrators and discussions on establishment of formal linkage agreement B. Joint Region Marianas: Diversity Presentations and Outreach to Military Officials and Civilian Personnel C. Office of Civilian Personnel Offices: Outreach presentations to promote the Schedule-A Hiring Authority and to comply with Section 501 of the Rehab Act D. Office of Federal Contract Compliance: Participation in Employer Network and Outreach with Federal Contractors in compliance with Section 503 of the Rehab Act and in preparation of the Military Build Up within the local Military Bases

• State Entities: A. Guam Dept. of Education (DOE): Assignment and participation of DVR Staff in IEP/Transition Services meetings including membership in the Guam Advisory Panel for Students with Disabilities (GAPSD) B. Guam Dept. of Administration (DOA) Human Resources Office: Development of SOPs for the compliance and implementation of the 2% law regarding the hiring of Individuals with significant disabilities within the Government of Guam C. Guam Behavioral Health & Wellness Center: Two way referrals for mental health counseling services and employment services D. Department of Public Health and Social Services (DPHSS) - Bureau of Management Support - Works Program Section: Development of a Memorandum of Agreement/Understanding to allow mutual clientele to develop work skills and work experiences

• Local Entities and NPOs: A. Guam Trades Academy: Referrals for Vocational Training Services especially in the Construction Trades B. Oasis Empowerment, Inc.: Referrals for Job Coaching/Employment Training Services C. Flame Tree Freedom Center: Referrals for Job Exploration, Job Training and Job Placement Services D. I-CAN and PARE Inc.: Referrals for Job Training and Placement in the Military installations under the Ability One Program E. Catholic Social Services (CSS): Referrals for Community Habilitation Program Services and Emergency Housing Assistance F. Discover Abilities: Referrals for Job Coaching Services G. EDR Enterprise, Inc.: Referrals for Job Coaching, Work Exploration, On-The-Job Training, Job Placement H. AmeriCorps Program: Disability Awareness and Emergency/Natural Disaster Preparedness Trainings I. Veterans Affairs Office: Referrals for Training and Employment Services J. WestCare Inc.: Information & Referral for Housing Assistance and Counseling Services

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2. State programs carried out under section 4 of the Assistive Technology Act of 1998;

• University of Guam (UOG) Guam System for Assistive Technology (GSAT): Referrals for Client AT Assessments, Training, Demonstrations, AT Lending Library, Recycling and Equipment Exchange, and Alternative Financing • DISID/DVR currently serves as an active member of the GSAT Advisory Board and participates in the planning and implementation of the Annual AT Conference and Resource Fair • DISID/DVR participates as a Co-sponsor and program presenter during the Annual Assistive Technology Conference and Resource Fair • The Annual AT Conference and Fair provides an opportunity for the community to experience and become greater aware of AT devices that could be utilized to overcome barriers and challenges within the work environment and at home.

Guam DVR recently served as a co-sponsor of the 24th Annual GSAT Conference and Fair which was held at the Westin Resort Hotel Guam and the Hagatna Shopping Center. Staff attended and conducted a workshop presentation during the Conference and set up a resource outreach table display during the Fair.

3. Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;

Guam DVR has collaborated with our local Department of Agriculture and the Farm to Table NPO to provide training and placement services for our VR Clients. Guam DVR has provided technical assistance support to ensure that the local Dept. of Agriculture Office complies with the Programmatic Access requirements under the ADA and that physical barrier are eliminated. Renovations have recently been completed with two accessible parking stalls provided, lowered customer service counters, accessible route of travel, accessible toilet facilities and provision of levered door handles. The Dept. of Agriculture has also provided OJT and hired a former transition student with autism that was certified by Guam DVR under the 2% GovGuam recruitment and hiring law

Guam DVR Staff has collaborated with the Guam Department of Education-Special Education Division to schedule and provide autism awareness training for all the employees and newly hired staff at the Guam Department of Agriculture.

4. Noneducational agencies serving out-of-school youth; and

Guam DVR is collaborating with the Guam Dept. of Youth Affairs (DYA) to conduct Outreach and provide transition services to out of school youth. Guam DVR is currently an active member of the Youth Affairs Subcommittee under the Guam Workforce Development Board. Guam DVR 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). Guam DVR 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, ages 5-21) under the Guam Behavioral Health & Wellness Center (GBHWC) for children with behavioral disorders.

5. State use contracting programs.

The Flame Tree Freedom Center, a local NPO, has collaborated with NEXGEN and ADZTECH to submit a contractual bid proposal with the Government of Guam for the design/development, redesign and support of websites and mobile apps. Flame Tree has collaborated with Guam DVR to identify Clients that would be interested in participating in a Work Exploration, On-the-Job Training, and Job Placement Opportunity with their company as a result of this State Contracting Program which requires that the majority of the work be done by qualified individuals with disabilities.

Flame Tree Freedom Center has re-designed and updated the Guam DVR website to ensure compliance with Section 508 accessibility requirements.

d. Coordination with Education Officials

Describe:

1. DSU's plans

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

Formal Interagency Linkage Agreements have been established in the past to define roles and responsibilities and scope of services that would be provided by Guam DVR and DOE/SpEd, however, these agreements need to be updated especially with the passage of the WIOA and the emphasis on Transition Services to include the provision of pre-employment services for students.

A Program Coordinator is currently being recruited to work on updating the linkage agreements with DOE/SpEd.

A meeting has been planned for May 2018 with Guam DOE SpEd Administrators, CRTs, and Transition Coordinators to review and update the existing linkage agreement and to coordinate the procedures for the provision and funding of transition/pre—employment services and the timely development and approval of the individualized plans for employment for the students.

Educational brochures regarding the provision of Guam DVR’s Transition/Pre—employment Services will be developed and disseminated to students with disabilities, parents, school officials, and during community outreach events.

Guam DVR Counseling Staff are assigned to each of the Public Schools to serve as a liaison to Education Officials and to conduct VR Program Orientation presentations to

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Students, Teachers, and their Parents and participate in regularly scheduled IEP Meetings.

Guam DVR Staff will continue to serve as an active member of the Guam Advisory Panel for Students with Disabilities (GAPSD).

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

A. consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

• Planning meetings will be held quarterly with Guam DOE/SpED Staff to discuss and clarify any concerns regarding the transition of students with disabilities

B. transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

• VR Counselors are assigned to each of the local High Schools and collaboratively participates in providing input towards the development and implementation of the student's IEP

C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

It is mutually understood that Guam DOE/SpEd will be responsible for covering the financial costs of the educational and pre-employment related services identified in the IEP for the student until they graduate out of High School. In the best interest of the student, all known assistive technology device(s) provided for the student's use by Guam DOE during the student's senior year shall be considered as a possible AT need essential for employment outcome. Once the student is declared eligible for VR services and existing AT device is determined essential by the VRC for an employment outcome, Guam DVR shall purchase the AT device(s) so that when the student exits Guam DOE, the Guam DVR purchased AT device(s) can be retained and continually utilized by the student.

Should the Guam DVR purchased device not arrive by the student's graduation date, Guam DOE will loan the student the AT device(s) until arrival, provided that Guam DVR 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, Guam DVR will purchase the equipment at a reasonable used price. Qualified personnel responsible for Transition Services may include team members involved in the development and implementation of the Individualized Education Plan (IEP) such as the School Principal, Consulting Resource Teacher, School Transition Teacher (Certified Education Teachers at each school who monitors and coordinate the implementation of the transition plan) Occupational Therapist, Physical Therapist, Speech and Language Therapist, Psycho-Educational Evaluators, Job Coaches, Regular Education Teacher, School Counselor, VR Counselor,

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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.

Guam DVR pays for all VR related employment services such as Assistive Technology, Job Coaching service pre-employment skills training, and DOE pays for all related educational costs.

The PC-IV takes the lead for the development and monitoring of the MOU linkage agreements.

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

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

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

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

D. procedures for outreach to and identification of students with disabilities who need transition services.

Guam DVR will make information available annually to parents, teachers, and students at the high schools regarding Guam DVR services and the application process. The orientation presentation will also be provided to other Guam DOE staff that are responsible for referrals to Guam DVR for VR services.

Guam DVR 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.

Guam DVR will designate a Vocational Rehabilitation Counselor (VRC) to become part of the transition team at each high school.

The VRCs will attend monthly meetings with the Transition Team to identify potential students for which their presence in the Individualized Education Plan (IEP) is determined beneficial.

Students not identified for a VRCs presence in the IEP may request their presence. VRCs will participate in the IEPs for the identified students. Guam DVR will accept referrals from parents, students, desiring VR services after their attendance at a DVR orientation presentation.

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Guam DVR will schedule referred students for an appointment for an initial interview at which they may apply for VR Services.

Guam DVR 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.

Guam DVR 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.

Guam DVR will create an Individualized Plan for Employment (IPE) based on the ITP and provide VR services upon approval of the IPE.

During provision of services or during the eligibility process, should a VRC determine a student's need for Guam Behavioral Health & Wellness Center's Child/Adolescent Services Division (CADS) and/or DISID's/DSS program services, a referral will be forwarded to the appropriate Department/Division.

The above activities have been articulated in the Formal Linkage Agreements that have been established in the past with DOE/SpEd but a scheduled meeting is planned for the Summer of 2016 to update the agreements and to conform with the requirements under WIOA.

Two new VR Counselors have been hired at Guam DVR and are assigned to relieve VR Counselors that have been serving as liaisons for two high schools. The planned meeting with DOE/SpEd Staff did not occur in 2016 and is being rescheduled for this coming May 2018 before the school summer break.

e. Cooperative Agreements with Private Nonprofit Organizations

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

Outreach presentations have been conducted with various local NPOs that are members of the "Puyuta" Umbrella NPO organization on Guam to solicit their collaborative assistance in providing fee proposals for various VR related services to our Clients.

Cooperative agreements have been established with Faith-based organizations such as Oasis Empowerment Center for Job Coaching Services, with Veterans services providers such as WestCare Inc., FlameTree Freedom Center for OJT and Web Page Design Trainings.

Guam DVR has established agreements with Community Rehabilitation Programs (CRPs) to provide specific vocational rehabilitation services.

Discussions between Guam DVR, 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.

Guam DVR 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.

Guam DVR currently has agreements in place with the following CRPs: Oasis Empowerment Center, Farm To Table, Flame Tree Inc., Ican Resources, Discover Abilities, Nene and Me, Sewing Bee, SMC Security, WestCare of the Pacific, Pacific Ability Resource Incorporation (PARI).

Other Cooperative Service agreements that have been established with Guam DVR include: The Ayuda Foundation/Island Girl Power Program for work experience and vocational training in thrift store customer service and merchandising, inventory control, ground maintenance and landscaping, and housekeeping; The Helen Keller National Center for Deaf Blind Youths and Adults for Assessments and Summer Youth Vocational Training Program.

f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

DISID's Division of Vocational Rehabilitation (DVR) has collaborated with its sister unit-the Division of Support Services (DSS) to identify and make arrangements for the provision of supported employment services and extended services with local Government of Guam agencies such as Guam Housing & Urban Renewal (GHURA), Dept. of Agriculture, 33rd Guam Legislature, and NPOs within the community.

g. Coordination with Employers

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR services; and

Guam DVR will work collaboratively with the Employer Services Unit of the AJC to identify Private Employers, Federal Contractors, Federal Agencies, Government of Guam Agencies, and NPOs to identify competitive integrated employment and career exploration opportunities through their Virtual One Stop System (VOSS).

Guam DVR will also participate in the Society of Human Resources Managers (SHRM) briefing meetings and foster relationships with member employers to identify competitive integrated employment and career exploration opportunities.

Guam DVR will collaboratively work with Federal Civilian Personnel Office Human Resources Representatives to recruit qualified VR Clients with Disabilities especially in utilizing the Schedule-A Hiring Authority.

Guam DVR will work with DOLS' Office of Federal Contract Compliance to identify Employers that are seeking federal contracts with the Military bases on Guam especially with the upcoming Military Build Up of Marines and other Support Staff relocating to Guam from Okinawa in the next several years.

2. transition services, including pre-employment transition services, for students and youth with disabilities.

Guam DVR will work with Guam DOE to foster relationships with existing employers that participate in the Community-Based Education (CBE) Placement Programs.

Guam DVR will work with local Federal Agencies such as U.S.D.A, U.S.E.P.A. and SSA to establish Internships on Guam.

Guam DVR will collaborate with these employers to develop pre-employment trainings opportunities for students with disabilities. DISID/DVR will collaboratively work with the DOL/AJC to establish pre-employment transition training services for youth with disabilities.

Guam DVR is working collaboratively with one of the local CRPs - Pacific Human Resources Services(PHRS) to conduct outreach efforts to students and youth with disabilities in the High Schools and at the Guam Community College (GCC). Workshop presentations focus on pre-employment transition services and a greater awareness of the principles outlined in Stephen R. Covey's influential book regarding the Seven Habits of Highly Effective People. Also, Guam DVR partnered with Parents Empowering Parents (PEP) Organization to co-sponsor the 4th Annual Island-Wide Conference on Disabilities Promoting Successful Post-Secondary Transition to Training, Employment, and Post-Secondary Education. Guam DVR staff had been requested to conduct a presentation regarding VR Pre-Employment Transition Services for Students and Youth with Disabilities during the Conference.

h. Interagency Cooperation

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. the State Medicaid plan under title XIX of the Social Security Act;

Guam DVR 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.

Guam DVR is currently working with DPHSS and other key Government of Guam agency stakeholders in the establishment of the "No Wrong Door" Long Term Services and Support (LTSS) System for Guam.

Guam DVR is also providing training and technical assistance support to the State Medicaid Office in their efforts to recruit and hire qualified individuals with significant disabilities under the local 2% law.

Guam DVR Staff have participated in an On-line Person Centered Counseling Training that was composed of 10 modules which was organized by the Department of Public Health and Social Services through the "No Wrong Door Initiative".

2. the State agency responsible for providing services for individuals with developmental disabilities; and

DISID serves as the single point of entry State agency that is responsible for coordinating and providing services for all individuals with disabilities to include those with developmental disabilities.

Unfortunately, there is no Division or Program Unit within DISID that is dedicated to specifically address the needs of Individuals with Developmental Disabilities and program funds are quite limited.

DISID is currently a member of the Guam Developmental Disabilities Council (GDDC) and collaboratively participates in the development of systems change strategies to promote the independence, integration and inclusion of people with developmental disabilities within the community by conducting community awareness activities and public forums to help address access to employment, transportation, housing, recreation, and education issues that impact on individuals with developmental disabilities.

Guam DVR also works collaboratively with the Guam DD Council to promote and implement the local 2% law pertaining to the hiring of individuals with significant disabilities within the Government of Guam.

3. the State agency responsible for providing mental health services.

Guam DVR works collaboratively with the Guam Behavioral Health & Wellness Center (GBHWC) and is represented in the Mental Health Planning Council. Client referrals for employment services are often received from staff at the GBHWC.

Referrals for Mental Health services are sent to GBHWC by DISID's DVR and DSS program staff.

DISID participates as an active member of GBHWC's I'Fuma Guonta (our children) Systems of Care Council to address issues affecting children with behavioral disorders.

DISID provides opportunities for GBHWC Clients to access and utilize the DSS Assistive Technology Computer lab to conduct job search activities and to learn how to use MS Word to develop and update their resumes.

Guam DVR staff have been participating as an official member of the Guam Mental Health Planning Council (GMHPC). The organization has been actively meeting and is focusing on updating their bylaws and establishing new committees. Guam DVR has encouraged the Chairperson of the GMHPC to apply as an official member of the State Rehabilitation Council (SRC) and the Statewide Independent Living Council (SILC) so

that there is greater representation of individuals with mental health conditions within these two councils

i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. Data System on Personnel and Personnel Development

A. Qualified Personnel Needs.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;
In FY 2017, Guam DVR served 571 individuals with disabilities with the following (15) Full time VR employees:

One (1) Acting VR Administrator, Two (2) VR Counselor-III, Four (4) VR Counselor-I, One (1) VR Counselor-II, Two (2) VR Workers, Two (2) VR Support Staff, Two (2) Fiscal & Administrative Staff

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

One (1) Permanent VR Administrator, One (1) VR Counselor Supervisor, Two (2) VR Counselor-II, One (1) Program Coordinator-IV (Fiscal & Admin Svs), One (1) Program Coordinator-III, Two (2) Program Coordinator-I, Two (2) Fiscal Admin Support Staff.

iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

Two (2) VR Counselor-III, One (1) VR Worker, One (1) Secretary

B. Personnel Development

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;
Guam does not have an institution of higher education that offers a rehabilitation counseling program leading to a Master’s degree.

Staff who do not currently meet CSPD requirements apply and enroll in distance education programs that are offered throughout the country.

The Guam Community College offers programs in Human Services, Allied Health, ASL Interpreting Courses.

The University of Guam offers programs in Counseling, Sociology, Psychology, Health Sciences, Social Work, Pre Medical, Nursing.

Guam DVR Staff also have access to the on-line Rehabilitation Counseling Program at San Diego State University's Interwork Institute.

ii. the number of students enrolled at each of those institutions, broken down by type of program; and

N/A

However, two Guam DVR Staff participated in the SDSU Distance Education Program leading towards a Master of Science Degree in in Vocational Rehabilitation Counseling.

iii. the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Two (2) Guam DVR Staff have completed their Masters Level program at SDSU Interwork Institute.

One (1) Guam DVR Staff had passed and earned their Certification in Rehabilitation Counseling.

One (1) Guam DVR Staff is planning on taking the CRC exam within the upcoming year.

The oneGuam DVR's Staff cited above has not yet taken the CRC exam, but plans on taking it during FY 2018-2019 due to family priorities and commits. One other Guam DVR staff who has earned a degree in Psychology is planning on taking a Counseling Course at the University of Guam.

All Guam DVR Staff have been offered an opportunity to register and attend Quarterly course offerings through the Department of Administration (DOA) Training and Development Branch that includes: Customer Service, Systems of Care, Compliance of the 2% Hiring Law for people with Severe Disabilities, Sexual Harassment Awareness and Sensitivity, Employee Grievance and Adverse Action Procedures, Work Planning and Performance Evaluations, Stress Management Training, E.EO. Training, Time Management, and Procurement Training, to mention a few.

2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified,

including personnel from minority backgrounds and personnel who are individuals with disabilities.

Guam DVR evaluates its personnel needs annually as part of our strategic planning process. The recruitment of qualified personnel has been historically challenging in Guam due to the lack of rehabilitation counseling programs in Guam. Out-of-state recruitment is also challenging, however after unsuccessful on island recruitments, off-island recruitments are an option consideration.

Guam DVR utilizes several recruitment strategies in addition to the preferential points offered for people with disabilities. One of the more successful strategies is to hire entry or journey level rehabilitation counselors who are highly supervised and have limited authority and assist them in obtaining the education and certification required to become a qualified rehabilitation counselor.

Guam relies upon educational institutions that deliver their curriculum via distance education. Relationships with educational institutions change based upon staff enrollment.

Guam DVR has a strong working relationship with San Diego State University (SDSU) and we are cultivating working relationships with other educational institutions in our recruitment efforts.

Two staff had participated in the SDSU program. Staff recruitment is conducted in accordance with the provisions of Title I of the Americans with Disabilities Act.

The Territory of Guam does not require licensure requirements for Rehabilitation Counselors; however, Guam DVR has adopted the Commission on Rehabilitation Counselor Certification (CRCC) academic requirements as the standard.

The Comprehensive System of Personnel Development (CSPD) requires Guam DVR to establish personnel standards that assure personnel are adequately prepared and trained. Strategies in development by Guam DVR to ensure the training, recruiting and hiring of personnel include: Attendance at local job/career fairs; Formation of an in-house training and staff development team; Offering graduate internship opportunities; Supporting rehabilitation counseling as an employment goal for clients; Supporting staff to obtain the academic requirements by CRC; Providing CRC accredited training to maintain CRC recertification and to provide for general staff development by utilizing in-house and web based training whenever possible; Utilizing the training resources and support of the Technical Assistance and Continuing Education Center (TACE); Presentations to graduate level counseling students at local university; and the development of a career advancement system that integrates educational and credentialing required and measures knowledge and skills in hiring and promotional consideration. This system is consistent with the national certification of rehabilitation counselors.

Guam DVR will continue to implement a change to counselor position descriptions for those who currently do not meet the divisions CSPD personnel standard. Staff who do not meet the CSPD standard require additional supervision and review of all non-delegable functions including eligibility determination, plan and plan amendment approval, and determination of successful employment outcome. In addition, Guam DVR expects that

newly hired personnel who do not meet the CRC academic requirements will do so within five years of employment if employed as a VRC-I and within three years if hired as a VRC-II. During this time period, employees are closely supervised by CRCs. At a minimum, newly hired personnel must have a Bachelor's degree, with the goal of a Master's degree whenever possible. As part of Guam DVRs strategic planning process, an annual evaluation of the effectiveness of the Division's recruitment and training practices will be completed. Strategies to improve recruitment and training are to be identified and incorporated in both the strategic and state planning process.

3. Personnel Standards

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and

Guam DVR considers it a priority to hire and retain personnel who meet national standards for Rehabilitation Counseling. The Commission on Rehabilitation Counselor Certification education and work experience standards has been adopted as the qualified staff standard for rehabilitation professional.

All VR Counselors, Supervisor, and VR Administrator are expected to meet the staff standards by becoming qualified and eligible to sit for the Certified Rehabilitation Counselor (CRC) exam within five years of their initial hire date.

Personnel not meeting the requirements upon hire will be required to review and sign an Employee Education Agreement indicating their intention to meet qualified staff standards within five years of hire.

B. the establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

Guam DVR will coordinate with other core partners to develop employment criteria and strategies that will assist all staff in obtaining a 21st century understanding of the labor work force. This area of staff development will continue to be addressed as the WIOA is implemented

Guam DVR collaboratively works with the Guam Dept. of Administration Human Resources Office to ensure that the required staff education and experience criteria are up to date and conform to local and federal qualification standards as it applies to the recruitment, retention and evaluation of Guam DVR Staff.

The weekly assignment of Guam DVR Staff to the AJC will help to provide the experience that is needed to provide a greater understanding of the evolving labor workforce and connecting VR staff to the Employer Network resources that are available

at the AJC to help meet the needs of individuals with disabilities that are seeking employment related service.

4. Staff Development

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. System of staff development

a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

Each of the Guam DVR Professional and Para Professional Staff have developed their CSPD plan in consultation with the VR Administrator.

These plans are updated each year when performance evaluations are conducted and the training needs of the VR Counseling Staff are discussed.

On-island training opportunities are offered and provided to Guam DVR Staff to include attendance in conferences such as ADA (in collaboration with the Guam DOL, the Regional Equal Employment Opportunity Commission Office and SHRM), Assistive Technology (in collaboration with the Guam System for Assistive Technology), AJC Work Experience Program and Virtual One Stop System (in collaboration with the Guam DOL), Self-Employment and Entrepreneuralship Conference (in collaboration with the UOG Guam Small Business Development Center (SBDC).

Off island Training: National Leadership Rehabilitation Institute (NRLI), Council of State Administrators of Vocational Rehabilitation (CSAVR), etc. Technical Assistance Training in vocational counseling, assessment, and job development strategies which were provided by the San Diego State University Interwork Institute.

Guam DVR has provided support for staff to attend a WIOA Workshop Training for Island VR Programs that was conducted by the Workforce Innovation and Technical Assistance Center (WINTAC) in Hawaii from March 13-17, 2017. Training topics focused on the background on WIOA, purpose, important changes, youth services in WIOA, pre-employment transition services, required and authorized services, allowable costs, potentially eligible youth, challenges and opportunities experienced by VR programs, subminimum wage employment and Section 511 of the Rehab Act, supported employment, customized employment, integration of VR in the Workforce Development System, and the common performance measures.

B. Acquisition and dissemination of significant knowledge

procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

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Guam does not have an institution of higher education that offers rehabilitation counseling program leading to a Master's degree. Staff who do not currently meet CSPD requirements apply and enroll in distance education programs that are offered throughout the country. Guam DVR will continue to support staff in these distance education programs and plan to coordinate with the Guam Community College (GCC) and the University of Guam (UOG) to develop curriculum options to help meet our staff's certification requirements locally through their institutions

Guam DVR Professionals and Para professional Staff will be afforded an opportunity to participate in webinars and other technical assistance trainings that are available through the various newly established technical assistance centers such as the Job-Driven Vocational Rehabilitation Technical Assistance Center (JDVRTAC), Workforce Innovation and Technical Assistance Center (WINTAC), Vocational Rehabilitation Technical Assistance Center Targeted Communities (VRTAC-TC), National Technical Assistance Center in Improving Transition to Postsecondary Education and Employment for Students with Disabilities (NTACT)

Guam DVR staff will be provided an opportunity to be cross trained with the Guam DOL Workforce Development System staff on the Foundations of Workforce Development Professional Certification

Guam DVR professionals and paraprofessionals are provided guidance information from the RSA Technical Assistance Circulars and encouraged to review research data from the RRTC website and other national research resource websites.

5. Personnel to Address Individual Communication Needs

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

Guam DVR maintains or obtains the services of individuals who are able to communicate in the native languages of individuals who have limited English speaking ability or modes of communication of the individual, applicant, and consumer.

Guam DVR have staff who are able to speak the various languages of the South Pacific islanders as well as interpreters for the deaf. There are also requirements concerning knowledge of cultural issues that may impact services to these groups.

Guam DVR requires the use of Guam certified interpreters for the deaf when sign language interpreter services are required in the provision of VR services.

Guam DVR also supports staff who would like to gain skills in ASL.

Guam DVR participated in the Language Equality Access Forum to address language access barriers for those who work in Education, Public Health, and the Legal System on Guam and also attends the Culture, Language Access Service Partners (CLASP) strategic planning meetings.

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6. Coordination of Personnel Development Under the Individuals with Disabilities Education Act

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

Guam DVR collaborates with the Guam Department of Education on coordinating service delivery to eligible individuals. Guam DVR Staff will be cross trained and afforded personnel development opportunities in collaborative partnership with the Guam DOE/SpEd Program through the formal linkage agreement that will be updated.

j. Statewide Assessment

(Formerly known as Attachment 4.11(a)).

1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

A. with the most significant disabilities, including their need for supported employment services;

There is a great need for Autism Specialist on Guam to help with early identification, assessments, treatment, and education regarding the need for adequate supported employment services and extended services for this targeted population.

There is also a great need for Clinical Psychologist to assist Individuals with Mental Health conditions to cope with the stress and anxieties in the workplace.

A new Non-Profit Organization (Hunter’s Speak) has been established on Guam with a mission of establishing a Comprehensive Autism Center which could provide early diagnostic assessments, therapeutic treatment, support, and training for parents and family members. The organization has conducted numerous fundraising activities to provide scholarships for individuals on Guam that wish to be trained as an Applied Behavioral Analyst and the organization has already identified a temporary facility to operate from.

B. who are minorities;

As a result of the Compact of Free Association agreement that was signed by the U.S. Government and the Federated States of Micronesia, immigrants from the islands of Chuuk, Pohnpei, Yap, Kosrae, the Republic of Palau, the Republic of the Marshall Islands currently reside on Guam and are considered minorities that have been unserved or underserved by the VR Program.

Guam is a very diverse community and there are other minorities that have migrated to Guam from Asia to include individuals from Japan, Korea, China, and Vietnam and due to the cultural and language communication challenges, these individuals have been unserved or underserved by the VR Program but have accessed other components of the workforce development system.

C. who have been unserved or underserved by the VR program;

Again, a number of the minorities listed earlier have been unserved or underserved due to cultural and language challenges that they face.

Those with Severe Developmental Disabilities that may have dual diagnosis and those with transportation issues are also included in this population.

Those that have recently been released from incarceration and have challenges in seeking jobs due to their conviction record which may have not been expunged.

D. who have been served through other components of the statewide workforce development system; and

Out-of-school youth and youth activities programs.

Displaced or dislocated workers.

Those requiring vocational education training or post-secondary education.

Those in need of Work-Experience Program.

Those participating in the Senior Community Services Employment Program (SCSEP)

Those in apprenticeship programs.

Those requiring adult education and training programs.

Those in worker retraining programs

Students are referred to the Classroom to Career Programs at the AJC or Work Experience Program (WEP) to gain work experience and learn job responsibilities and to develop work behaviors in the worksite. VR services that supplement work experience include the provision of Assistive Technology, and job coaching services.

VR Counselors have also referred Clients to the Guam Trades Academy and provided adaptive equipment and strategies to help improve the learning outcomes.

E. who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

Guam DVR works collaboratively with the Child Adolescent Services Division at the Guam Behavioral Health & Wellness Center that administers the I'Famagu'on-ta Program which provides integrated, community-based outpatient services for adolescents youth who are high risk and those with serious emotional disturbances (SED).

Services include care-coordination (wrap around), individual, group, and family counseling, training and support, home-based services, 24-hr crisis hotline, transition-placement services, and education and awareness outreach for early identification, prevention, and intervention services.

Youth with disabilities could include those that are in or out of school and may exceed the age of 21.

Students with disabilities could include those that are still in school and are under age 21.

Other youth with disabilities include those that have been placed at the Department of Youth Affairs Facility due to uncontrollable behavioral issues or having committed a crime.

2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

There is a need to establish community rehabilitation programs on Guam due to the lack of existing programs and specialist such as Occupational Therapist, Physical Therapist, Speech and Language Pathologist, Autism Specialist, etc. It is very difficult to recruit these Specialist due to the competitive salaries that exist in the mainland and the high cost of living on Guam.

The lack of training for local CRPs is a critical factor and Guam DVR is currently working with the Guam Community College and the University of Guam to develop new curriculum programs and certificates to help build the capacity of the local CRPs.

To work with CRPS to establish CARF standards and to access and utilize the various Technical Assistance Centers

The review process of the Guam State Rehabilitation Council (SRC) in compiling input during the various planning sessions hosted by the SRC Council and during the SRC's quarter meetings. SRC cumulative discussions and recommendations include feedback gleaned by SRC Services standing committee. The committee and workgroup members continue to review reports and offer their input and endorsement.

Guided by the VR state plan goals: Goal 1-Service Delivery, Goal 2- Staff Development and Goal 3 — A Coordinated and Accountable Program Delivery System, addresses the need to develop and improve community rehabilitation programs. The SRC identified priorities listed under the SRC input incorporates the areas for necessary training and education in support of the VR CRP programs.

Develop new CRPs and/or enhance delivery of CRP services and programs

Recruit and retain qualified staff

Provide on-going training opportunities

Support leadership development and workplace planning (succession planning)

3. Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act.

There is still a need to further improve the transition career services and pre-employment transition services within the Guam DOE/SpEd program. Guam DVR is finding that there are a number of students with disabilities that are graduating from high school that have a need to take remedial courses in English, Reading and Math as they pursue higher educational opportunities or to pursue competitive job market.

Though the Community-based education program (CBE) provides opportunities for work exploration, employers still have a need to receive training on how to effectively communicate and provide reasonable accommodations or AT for individuals with disabilities.

Guam DVR will be working collaboratively with Guam DOE/SpEd to address these concerns and to incorporate pre-employment transition services within the IEP and transition process.

Guam DVR will also be working collaboratively with the Guam DOL-AJC to develop apprenticeship and internship programs for transition age youth in the high schools

k. Annual Estimates

Describe:

1. The number of individuals in the State who are eligible for services;

650-700 Individuals with Disabilities are eligible for services on Guam.

2. The number of eligible individuals who will receive services under:

A. The VR Program;

575-625 Eligible Individuals will receive services from Guam DVR

B. The Supported Employment Program; and

10-15 Individuals are eligible for the Supported Employment Program on Guam

C. each priority category, if under an order of selection;

(NOT APPLICABLE)

3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

(NOT APPLICABLE)

4. The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

Average costs for services could be estimated around $8,000-$9,000 per Client for an expected employment outcome

In FY 2017 Guam DVR served 571 individuals. DVR is not operating under an Order of Selection (OOS), and has not operated under OOS at any time in the last five fiscal years. There is adequate funding and Guam DVR is working on CSPD requirements to ensure that we are staffed with qualified rehabilitation counselors and adequate support staff.

Guam DVR will continue to closely monitor expenditures and obligations as well as staffing patterns in relation to the number of applicants, and those receiving services.

Guam DVR will also continue monitoring the number of IPEs and the relative cost of each throughout the year to ensure our ability to serve all eligible clients.

l. State Goals and Priorities

The designated State unit must:

1. Identify if the goals and priorities were jointly developed

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

Using the 2017 Comprehensive Statewide Needs Assessment (CSNA), the State Rehabilitation Council (SRC) and Guam Division of Vocational Rehabilitation (DVR) reviewed seven CSNA need areas and asked to rank those needs in terms of their top three priorities. Using color dots, each dot assigned a numerical value. Two ranking sessions allowed different groups to rank the need areas. The SRC and Guam DVR took part in a mandatory state plan modification planning session to set vocational rehabilitation priorities for Guam. The second ranking session invited Guam Systems for Assistive Technology (GSAT) March 2, 2018 conference participants to rank the seven need areas.

SRC GOAL 1. SERVICE DELIVERY: The Guam DVR will provide high quality services to all eligible individuals to assist them in obtaining employment consistent with their career goals and provide support and guidance through each step

PA-1 Transition services for youth with disabilities

PA-2 Managing resources to stay off an order of selectio

PA-3 Improve transportation services

PA-4 Enhance the VR service delivery system through the use of technology

PA-5 Develop new CRPs and/or enhance delivery of CRP services

PA-6 Meet or exceed federal performance standards

PA-7 Assess service delivery system for individuals who are blind or visually impaired

SRC-VR gOAL 2. Staff Development: This goal area addresses the appropriate training opportunities to maintain training certifications and for general staff development and includes succession planning. Where appropriate, Guam DVR will recruit, employ, retain, and train the most qualified and highly skilled rehabilitation staff.

PA-1 Recruit and retain qualified staff

PA-2 Provide on-going training opportunities

PA-3 Support leadership development and succession planning

SRC-VR gOAL 3. Coordinated Program delivery: Promoting coordinated program delivery approaches and actions for effective and timely VR services. The major interest of this goal area is to enhance cooperation and networking between all key program

deliveries providers on all sides of the VR system. This includes all VR recognized councils, non-government organizations.

PA- 1 Update Case Services Manual

PA-2 Develop and refine planning strategies and program outcome measures

PA-3 Develop and implement a case file review system

PA-4 Develop program quality assurances measures

PA-5 Develop a streamlined vocational evaluation system.

2. Identify the goals and priorities in carrying out the VR and Supported Employment programs.

Goals for Supported Employment (SE)

Goal 1- Increase the supported employment services provided to SE clients.

Goal 2- Increase the number of vendors providing supported employment services.

Goal 3- Work with stakeholders to develop increased capacity for the provision of extended services

Priorities:

To pursue supported employment outcomes for individuals with disabilities, especially those with significant disabilities, that achieve competitive integrated employment.

To ensure that subminimum wage is not utilized for VR Clients that are provided with supported employment services.

To collaborate with Guam DOE/SpEd in identifying transition age students and youth with disabilities that require and may be eligible for supported employment services.

To identify new extended program service providers and to also utilize Guam DVR VR services funds if needed

3. Ensure that the goals and priorities are based on an analysis of the following areas:

Lack of extended Providers

Lack of Vendors and community rehabilitation providers

Lack of awareness and understanding of the Supported Employment process by employers

A. The most recent comprehensive statewide assessment, including any updates;

The most recent Comprehensive Statewide Needs Assessment (CSNA) was completed in 2017 through a service contract that was awarded to SDSU Interwork Institute.

The Guam DVR will continue to work in partnership with the SRC to assure that future goals and priorities are based out of the CSNA findings.

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There are plans to conduct and update the CSNA in FY 2019 utilizing a service contract with the University of Guam.

B. the State's performance under the performance accountability measures of section 116 of WIOA; and

Guam DVR's strategic planning process is developing into a comprehensive process and includes defining the agency's mission, guiding principles, goals, strategies and outcome measurements.

Input for the development of guiding principles, goals, strategies and outcome measurements, will come from the CSNA, public comment input from the SRC quarterly meetings, ongoing client satisfaction surveys, and other program evaluation activities including the development of an annual case file review process, MIS reports, monitoring activities and administrative contribution.

Guam /DVR is developing a system to continually monitor the progress towards meeting the standards and indicators and make necessary adjustments to priorities and strategies as required.

Baseline data will be utilized to meet the performance standards and indicators requirements.

Guam DVR will collaboratively work with the core partners of the AJC to improve the performance accountability measures under Section 116 of WIOA.

C. other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

Guam DVR staff will continue to work with the SRC to improve the operation and effectiveness of the VR program on Guam.

Consumer Satisfaction Surveys that are conducted during each phase of the VR Process from Intake and application, IPE Development and implementation and closure are reviewed by the SRC.

Feedback from Public Forums are also very beneficial.

Review of Client Assistance Program Reports

m. Order of Selection

Describe:

1. Whether the designated State unit will implement and order of selection. If so, describe:

A. The order to be followed in selecting eligible individuals to be provided VR services.

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Guam DVR has elected not to exercise the discretion of utilizing the Order of Selection Criteria for Applicants of VR Services since we do not have any individuals on a waiting list

B. The justification for the order.

(Not Applicable)

C. The service and outcome goals.

(Not Applicable)

D. The time within which these goals may be achieved for individuals in each priority category within the order.

(Not Applicable)

E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and

(Not Applicable)

2. If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

(Not Applicable)

n. Goals and Plans for Distribution of title VI Funds.

1. Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.

To pursue supported employment outcomes for individuals with disabilities, especially those with significant disabilities, that achieve competitive integrated employment.

To ensure that subminimum wage is not utilized for VR Clients that are provided with supported employment services

To collaborate with Guam DOE/SpEd in identifying transition age students and youth with disabilities that require and may be eligible for supported employment services.

To identify new extended program service providers and to also utilize Guam DVR services funds if needed

2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

A. the provision of extended services for a period not to exceed 4 years; and

Guam /DVR will provide the extended services for the youth with significant disabilities up to 4 years. After the 4th year, Guam DVR will access the Division of Support Services to provide the extended services for youth with the most significant disabilities.

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B. how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

Guam DVR will work collaboratively with the American Job Center (AJC) and Guam DOE/SpEd to identify employers and organizations that would provide extended services and expanded supported employment opportunities for youth with the most significant disabilities.

Half of Guam DVR's allotted supported employment program funds would be reserved for supported employment services to youth with the most significant disabilities.

Guam DVR will utilize VR program services resources and leverage other resources from Government of Guam agencies and NPOs to provide extended services for youth with the most significant disabilities.

o. State's Strategies

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. The methods to be used to expand and improve services to individuals with disabilities.

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

Self-Employment opportunities will be promoted for VR Clients with Disabilities.

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

Internship and apprenticeship programs will be established for our VR Clients.

Staff development opportunities will be afforded to our VR Staff.

Public Transportation issues will be addressed.

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

Self-Advocacy and Independent Living Trainings will be provided for VR Clients.

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

Identification and establishment of new Community Rehab Providers will be provided for VR Clients.

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

2. How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.

Guam DVR will work collaboratively with the Guam System for Assistive Technology (GSAT) to assess the client's AT needs in the employment environment and to provide training in the use of these technologies.

Adaptive software and hardware will be provided to the DOL/AJC for use by Clients with disabilities.

Effective communication strategies will be utilized for Clients that are deaf or hard of hearing or are blind or have vison loss through the uses of qualified ASL Interpreters, off-site real time captioning and interpreting services, provision of alternative formatted materials, and the provision of other auxiliary aids and services at the VR office and the AJC.

3. The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.

Guam DVR has developed an aggressive multi marketing campaign to conduct community outreach and promote the VR services through the local KUAM TV station. •

Guam DVR has participated in community outreach events such as the AT Fair, Veterans Events, Homeless Coalition Events, Autism and Down Syndrome Conferences and have set up table display at the Mall and Hotels.

Guam DVR has conducted outreach presentations for various ethnic community based organizations and through the school districts. •

Guam DVR is currently updating the organization's website and will be posting a link of the DOL/AJC HireGuam site.

Guam DVR will be working collaboratively with the various disability organizations on Guam such as SiNA, Down Syndrome Society, Parents Empowering Parents, Autism Community Together, New Vision Guam, Faith based organizations, the Consul Generals from the Philippines and FSM to conduct outreach and identify individuals that could be served

4. The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).

Guam DVR will be updating their formal linkage agreement with Guam DOE/SpEd and will articulate the process for the coordination of services.

If a student is in a transition plan and prior to transitioning to VR services, the team involved in the student's IEP and transition plan will ensure that services that had been identified by Guam's DOE/SpEd are provided to the fullest extent possible and to allow the student to have utmost informed choice in their employment goals based on their skills, abilities, and interest.

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

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

5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.

Under the Goal 1- Service Delivery: The Guam Division of Vocational Rehabilitation (DVR) will provide high quality services to all eligible individuals to assist them in obtaining employment consistent with their career goals and provide support and guidance through each step.

Strategies to Improve VR service delivery include leveraging and increased use of the Guam American Job Center and HIRE GUAM system.

Enhance and improve the efficiency and effectives of the VR service delivery system.

Develop new CRPs and/or enhance delivery of CRP service.

Increase supported employment services to clients and increase CRP vendors service providers Guam is currently lacking local capacity for specialized positions, such as Occupational Therapist, Physical Therapist, Speech and Language Pathologist, Autism Specialist, etc.

Those individuals that hold the aforementioned certifications typically hold positions in the local hospitals and perform additional duties on a part-time basis. Furthermore, the University of Guam and Guam Community College do not hold degree programs in these specialties. Guam often has to rely on off-island recruitment; however, competitive and comparable salaries are below national levels, especially when you take into account relocation costs and the high standard of living. Local certification programs within UOG and GCC are necessary to fill the gap until educational program are developed. Furthermore, most community rehabilitation programs do not adhere to national standards, such as The Joint Commission or Commission on Accreditation of Residential Facilities. Local mandated standards require a thorough review and overhaul. Better accountability is required to improve overall services. The GCC is embarking on certified social programs to ensure proper training is provided and minimal acceptable standards for certain healthcare related positions.

Guam DVR's preference is for local community rehabilitation programs to be certified through a national or local entity. At the moment, there are no local standards for the

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community rehabilitation programs, so local programs/providers are encouraged to seek accreditation through the Commission on Accreditation of Rehabilitation programs.

Guam DVR plans to conduct seminars to include collaborating with CARF to develop a long range plan to have accredited facilities within five (5) years, at which time government of Guam contractors will have preference for funding accredited programs.

6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

The Guam DVR program acknowledges that it would be subject to the common performance accountability measures, established in section 116 of WIOA, applicable to core programs of the workforce development system.

The VR system requires a joint management, ownership, and responsibility between the VR and the SRC for actions and results. This includes continuous input from stakeholders and investments in electronic record/case management system to improve accessibility, effectiveness of the VR services to consumers, community partners and case management.

In line with Goal area 3, Guam DVR will develop a program delivery system that is comprehensive, coordinated with our stakeholders, effective, efficient and accountable.

Priority areas include:

• Complete an updated Case Services Manual • Continue to develop and refine planning strategies and program outcome measurements • Develop and implement a case file review system • Continue development program quality assurances measures • Develop a streamlined vocational evaluation system

Adoption of the Vocational Rehabilitation Work Area Classification Series Establishment and adoption of a Vocational Rehabilitation Work Area (VRWA) Classification System to capture the various information and work activities supporting all areas of the VR programs. This is intended as a planning guide to classify the various work areas making up Guam's VR programs and the related activities and interest areas of the SRC. This is intended to be a flexible and evolving classification system to help both the VR and SRC document its efforts and program activities.

VRWA 100 Administrative VRWA 200 Fiscal VRWA 300 Program Administrations VRWA 400 Capacity Building VRWA 500 Memberships VRWA 600 Governance & Policies VRWA 700 Collaboration & Partnerships VRWA 800 New Initiatives VRWA 900 Surveys and Studies Note: These VRWA categories is intended to align with the WIOA Combined state plan work area classification.

Baseline data will be utilized to meet the performance standards and indicators requirements.

Guam DVR will collaboratively work with the core partners of the AJC to improve the performance accountability measures under Section 116 of WIOA

7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.

Guam DVR will assign and station VR Counselors to the American Job Center to provide information to prospective applicants that may be interested in applying and receiving VR services at the Center.

As a Core Partner, Guam DVR will contribute towards the resource sharing cost at the AJC for the use of office space, internet access, utilities, utilization of vocational assessment software such as the Work Keys, and to access to the online "Hire Guam VOS" web resource for job seekers and employers.

Guam DVR will work collaboratively with the Guam DOL/AJC to provide staff with disability awareness training and technical assistance to comply with the Section 188 equal access and reasonable accommodations requirements under WIOA.

Guam DVR will work towards assisting the components of the statewide workforce development system to become greater aware of accommodations strategies that could be utilized in the work environment and to promote the use of the Job Accommodation Network website resources

8. How the agency's strategies will be used to:

A. achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

Guam DVR will work collaboratively with the US Attorney's Office Workforce Development Initiative to address issues regarding the challenges of having the public transit access the military base because our Clients that use the paratransit services can only be dropped off at the front gate entrance and the distance to the work site can be several miles. Agreements will be established with Ability One Programs to assist in providing transportation services within the base.

Guam DVR will work towards addressing the need for AT vendors to assess, provide and train individuals with disabilities on various AT equipment and communication devices

Guam VR will work towards addressing the needs of individuals that are deaf that are experiencing difficulty in accessing services due to the lack of qualified ASL Interpreters.
•

Guam DVR had advocated and consulted with HR Staff from Guam DOE to establish an ASL Interpreter classification position because ASL Interpreters were being hired as classroom aids and were not fairly compensated. The DOE Board approved the newly established positions and a number of classroom aids had applied and are now employed as ASL Interpreters.

There was a need to identify an AT vendor to repair wheelchairs on Guam and Guam DVR is working towards identifying Clients that would be interested in establishing a wheelchair repair business in the development of their IPE goal.

B. support innovation and expansion activities; and

Guam DVR will work collaboratively with Community Service Providers (CSPs) to take advantage of a local procurement law that provides NPOs that train and hire people with disabilities priority consideration in being rewarded government service contracts to

perform needed services. A new innovation and expansion initiative has been established with CRP FlameTree Freedom Center to train and hire VR Clients to design accessible websites for the Government of Guam. Flame Tree Freedom Center has hired and utilized the Clients to update the DISID DVR website. Various Government of Guam Agencies that procure these contractual services would be credited with complying with the 2% law regarding the hiring of individuals with significant disabilities within the Government of Guam.

C. overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

Guam DVR will work collaboratively with the Guam Department of Labor (DOL) American Job Center (AJC) Staff to address the transportation challenges that are faced by many individuals with disabilities who are seeking employment. An MOU will be developed between the Guam Regional Transit Authority (GRTA), Veterans Affairs Office (VAO), and DOL to maximize the use of existing GRTA accessible minivans and to identify funding support to operate and maintain these vans and individuals that are interested in receiving training to transport clients with disabilities to and from work. There is a lack of qualified Job Coaches on Guam and Guam /DVR plans on providing formal Job Coaching Training for the community. There is also a lack of qualified Personal Care Assistants on Guam so Guam /DVR plans on collaborating with the local Care Provider Association and Guam CEDDERS to coordinate a formal training program for the community.

p. Evaluation and Reports of Progress: VR and Supported Employment Goals

Describe:

1. An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

A. Identify the strategies that contributed to the achievement of the goals.

SRC's Proactive Leadership and knowledge of Rehab Act requirements.

Support and commitment of DSA and DSU to implement goals and priorities that have been established by the SRC.

Establishment and adoption of a Vocational Rehabilitation Work Area (VRWA) Classification System to capture the various information and work activities supporting all areas of the VR programs.

DSA support in the development and implementation of CSPDs for all DSU VR Staff

B. Describe the factors that impeded the achievement of the goals and priorities.

Project Planning factors include:

- Performance objectives not specified, lack measures and absent support work plans.

- Project plans not well-documented and prioritized.
- GovGuam administrative bureaucracies and inefficiencies
- Project Execution and Delivery
- Project amendments not fully documented
- Management processes lack appropriate standard operating procedures and guidelines
- Human Factors:
- VR Administrator recruitment difficulty
- Ad-hoc management team organization (limited manpower and expertise) Personnel resources overly committed.
- Resources not consistently committed to objectives and proposals
- Resource Plan and Fund Utilization.
- Work plans not aligned to fund allocation and priorities
- Client needs and requirements not clearly defined and supported with resources
- Need for a comprehensive VR and SRC Scorecard-Evaluation and Reports of Progress

2. An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

A. Identify the strategies that contributed to the achievement of the goals.

- Guam DVR worked with existing employers to provide the needed extended services for VR Clients with significant disabilities
- Guam DVR ensured that subminimum wage is not utilized for VR Clients that were placed under supported employment
- Collaboration with DISID/DSS in the provision of any extended services for VR Clients

B. Describe the factors that impeded the achievement of the goals and priorities.

Limited use of the Supported Employment Program services due to funding constraints

3. The VR program's performance on the performance accountability indicators under section 116 of WIOA.

The Guam DVR program acknowledges that it would be subject to the common performance accountability measures, established in section 116 of WIOA, applicable to core programs of the workforce development system.

The VR system requires a joint management, ownership, and responsibility between the VR and the SRC for actions and results. This includes continuous input from stakeholders and investments in electronic record/case management system to improve accessibility, effectiveness of the VR services to consumers, community partners and case management.

In line with Goal area 3, Guam DVR will develop a program delivery system that is comprehensive, coordinated with our stakeholders, effective, efficient and accountable.

Priority areas include:

• Complete an updated Case Services Manual • Continue to develop and refine planning strategies and program outcome measurements • Develop and implement a case file review system • Continue development program quality assurances measures • Develop a streamlined vocational evaluation system

Adoption of the Vocational Rehabilitation Work Area Classification Series Establishment and adoption of a Vocational Rehabilitation Work Area (VRWA) Classification System to capture the various information and work activities supporting all areas of the VR programs. This is intended as a planning guide to classify the various work areas making up Guam's VR programs and the related activities and interest areas of the SRC. This is intended to be a flexible and evolving classification system to help both the VR and SRC document its efforts and program activities.

VRWA 100 Administrative VRWA 200 Fiscal VRWA 300 Program Administrations VRWA 400 Capacity Building VRWA 500 Memberships VRWA 600 Governance & Policies VRWA 700 Collaboration & Partnerships VRWA 800 New Initiatives VRWA 900 Surveys and Studies Note: These VRWA categories is intended to align with the WIOA Combined state plan work area classification.

4. How the funds reserved for innovation and expansion (I&E) activities were utilized.

(Not Applicable)

q. Quality, Scope, and Extent of Supported Employment Services.

Include the following:

1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.

Guam DVR will work with Guam DOE/SpEd to identify individuals and youth with the most significant disabilities through the IEP and transition process

The quality, scope, and extent of supported employment services will be based on the Client's informed choice and specific need for certain services such as Job Coaching, Personal Care Assistance, Mobility Orientation Training, etc.

Guam DVR will also conduct a thorough assessment of the need for AT and other services

2. The timing of transition to extended services.

The timing of transition to extended services is handle on a case by case basis but generally would occur after the individual or youth with disabilities exceeds the 18 month period of receiving supported employment services Under the VRWA 600 Governance & Policies, the Guam VR and SRC will jointly review and update the existing policies as needed and will update the current case services manual.

This process will include incorporating the specific provisions for supported employment and revising our 18 month extended services policy to increase it to 24 months for adults and up to 4 years for youth with the most significant disabilities. Guam DVR will also work collaboratively with the core partners at the AJC to utilize the Virtual One Stop (VOS) hireguam.com online website case management system to collect data on the number of adults and students that are receiving extended services.

Certifications

Name of designated State agency or designated State unit, as appropriate **Division of Vocational Rehabilitation (DVR)**

Name of designated State agency **Department of Integrated Services for Individuals with Disabilities (DISID)**

Full Name of Authorized Representative: **Benito S. Servino**

Title of Authorized Representative: **Director, DISID/DVR**

States must provide written and signed certifications that:

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** Yes

2. 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 listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; Yes

3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan*, the Rehabilitation Act, and all applicable regulations, 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;** Yes

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4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement; Yes

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes

7. The **Authorized Representative listed above** 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; Yes

8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; Yes

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. Yes

Footnotes

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Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

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

** No funds under title 1 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.

*** 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 3485; and the State VR Services Program regulations.

Certification 3 Footnotes

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in

accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

Additional Comments on the Certifications from the State

I was informed that there was an omission discovered in the Assurance section of the VR portion of the State Plan. Under Assurance 4.c, the VR agency must indicate whether it is able to serve all eligible individuals (OOS) and I submit "Yes" as my response.

Certification Regarding Lobbying — Vocational Rehabilitation

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31,

U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization **Department of Integrated Services for Individuals with Disabilities, Division of Vocational Rehabilitation**

Full Name of Authorized Representative: **Benito S. Servino**

Title of Authorized Representative: **Director, DISID/DVR**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

Certification Regarding Lobbying — Supported Employment

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the

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undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization **Department of Integrated Services for Individuals with Disabilities, Division of Vocational Rehabilitation**

Full Name of Authorized Representative: **Benito S. Servino**

Title of Authorized Representative: **Director, DISID/DVR**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html).

Assurances

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

1. Public Comment on Policies and Procedures:

The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.

2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement:

The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

3. 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:

a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.

b. the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.

The designated State agency or designated State unit, as applicable (B) has established a State Rehabilitation Council

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.

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).

e. the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.

The designated State agency allows for the local administration of VR funds Yes

f. the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.

The designated State agency allows for the shared funding and administration of joint programs: Yes

g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan. No

h. the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.

i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act .

j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.

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.

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.

m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.

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4. Administration of the Provision of VR Services:

The designated State agency, or designated State unit, as appropriate, assures that it will:

a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.

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.

c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act?

Agency will provide the full range of services described above **Yes**

d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.

e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.

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.

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.

h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14)of the Rehabilitation Act.

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

j. with respect to students with disabilities, the State,

i. has developed and will implement,
    a. strategies to address the needs identified in the assessments; and
    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

ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).

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5. Program Administration for the Supported Employment Title VI Supplement:

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.

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.

c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.

6. Financial Administration of the Supported Employment Program:

a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.

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:

a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.

b. The designated State agency assures that:

i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act
ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act , which is developed and updated with title I

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funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.

Additional Comments on the Assurances from the State

VII. Program-Specific Requirements For Combined State Plan Partner Programs

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program— and also submit relevant information for any of the eleven partner programs it includes in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program.* If included, Combined State Plan partner programs are subject to the "common planning elements" in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on www.regulations.gov for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at http://www.regulations.gov by selecting Docket ID number ETA-2015-0006.

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* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

Jobs for Veterans' State Grants

The Jobs for Veterans' State Grants (JVSG) are mandatory, formula-based staffing grants to (including DC, PR, VI and Guam). The JVSG is funded annually in accordance with a funding formula defined in the statute (38 U.S.C. 4102A (c) (2) (B) and regulation and operates on a fiscal year (not program year) basis, however, performance metrics are collected and reported (VETS-200 Series Reports) quarterly (using four "rolling quarters") on a Program Year basis (as with the ETA-9002 Series). Currently, VETS JVSG operates on a five-year (FY 2015-2019), multi-year grant approval cycle modified and funded annually.

In accordance with 38 U.S.C. § 4102A(b)(5) and § 4102A(c), the Assistant Secretary for Veterans' Employment and Training (ASVET) makes grant funds available for use in each State to support Disabled Veterans' Outreach Program (DVOP) specialists and Local Veterans' Employment Representatives (LVER) staff. As a condition to receive funding, 38 U.S.C. § 4102A(c)(2) requires States to submit an application for a grant that contains a State Plan narrative, which includes:

a. How the State intends to provide employment, training and job placement services to veterans and eligible persons under the JVSG

The AJC will utilize the employer pool from the Wagner-Peyser Program and look for untapped labor pools amongst the following Industries: Art, entertainment, and recreation, accommodation and food service; Educational services; Health care and social assistance; Retail Trade; and construction. The AJC is postured in the community as a pipeline for employer recruitment.

Veteran hiring will be promoted using OJT opportunities, new VEVRRA requirements for federal contractors, internships, and federal agency direct hiring authority. The AJC will become proactive in working with employers on behalf of veterans and the will designate employment services in Wagner-Peyser programs to promote veteran employment. This designee will work closely with the local community and business development entities to ensure that new employers become aware of the services provided by the AJC. The AJC will advocate on behalf of veterans with business and industry and develop such programs as the newly expanded Work Opportunity Tax Credit (WOTC) that provides tax credits to employers who hire eligible veterans, including many of our target populations. The newly expanded WOTC is just one of the ways that the AJC intends to promote the hiring and retention of veterans.

Veteran training will be promoted through the following programs: apprenticeship training programs, partnerships with community colleges, VA programs like Compensated Work Therapy (CWT) and Veterans Rehabilitation and Employment (VR&E), and all WIOA programs.

Veteran job retention with employers will be promoted through the following programs: the state of Guam uses contracts with employers to retain employees for a minimum of twelve months if training funds have been expended.

Targeting Services to Veterans with Significant Barriers to Employment (SBE)

Guam’s eligible veterans and spouses most in need of intensive services will be determined if they self- identify as meeting one or more of the Significant Barriers to Employment (SBE) criteria outlined in the U.S. Department of Labor’s Veterans Employment and Training Services’ Veterans Program Letter 03-14 and 04-14, dated April 10, 2014.

The DVOP will provide outreach activities to these targeted veteran groups by working with the Guam Probation Office, the Guam Department of Corrections, the VA VR&E program, homeless shelters, the Guam Veterans Clinic, Guam Office of Veterans Affairs, the Salvation Army, and other non- profit organizations. Additionally, the DVOP will be

integrated into the AJC operations and will work with the staff to raise their awareness of the specialized services that the DVOP can offer.

The AJC will use a pre-assessment tool for self-disclosure to determine eligibility for veterans with significant barriers to employment and this will improve accessibility for these veteran clients.

GDOL has implemented strategies to coordinate with all partners to optimize employment outcomes for these targeted veterans. Guam has a Virtual One Stop (VOS) system that allows all AJC services to be online and automated. As a result, Guam has seen a huge influx of employers who want to tap into this system. These are new untapped labor opportunities that we now use and these will provide greater employment opportunities to our veterans who have priority for these jobs. Guam civilian employers overwhelmingly support the hiring of veterans and this system should increase employability.

Additionally, all job postings are pushed out to our veterans first and veterans have 24 hours to apply for the positions before the opening is made available to non-veteran job seekers. The DVOP will provide flyers on AJC services to each of the partner organizations as well as providing periodic visits to the external agencies for coordination. Clients who meet qualifications will be assessed and individual employment plans developed. Additionally, the DVOP is integrated into the AJC and provides education on veteran programs to staff members and ensures DVOP clients have access to all AJC programs on a priority basis.

b. The duties assigned to DVOP specialists and LVER staff by the State; specifically implementing DVOP and LVER duties or roles and responsibilities as outlined in 38 U.S.C. § 4103A and 4104. These duties must be consistent with current guidance;

GDOL has deployed JVSG funded staff to AJC for managing functions and performance of DVOP specialists and to support the full integration of veterans' services. This staffing strategy will allow us to focus on DVOPs providing intensive services to veterans and eligible spouses with serious barriers to employment, while AJC staff members will be able to serve the majority of veterans who are not part of the targeted veteran group.

DVOP Specialists will also be assigned to facilitate the provision of services at the following locations:

- VA VR&E Offices
- Warriors in Transition Units
- VA and other Treatment Facilities
- Homeless shelters
- Post incarceration programs
- Guam Probation Office
- Guam Department of Correction
- Health and Human Services
- Guam Veterans Clinic
- Guam Office of Veterans Affairs
- The Salvation Army

- Other non-profit organizations

All DVOP Specialists will attend mandated training provided through the National Veterans Training Institute within 18 months of assignment to the position. This will be monitored by the AJC to ensure all DVOPs are trained.

DVOP specialists are part of the staff at the American Job Center. They are fully integrated into the staff and will provide intensive services and facilitate employment placements to meet the needs of eligible veterans and eligible spouses with a significant barrier to employment (SBE).

In the event that a DVOP does not have a full case-load of eligible veterans and eligible spouses who meet the criteria of an SBE, the DVOP may perform additional activities in the order specified below:

1. Review all open case files of current participants and perform case management duties
2. Conduct relationship building, outreach and recruitment activities with other service providers in the local area for the purpose of enrolling priority veterans in an AJC. Outreach at US Department of Veteran Affairs facilities specifically for Chapter 31 VR&E participants, Community Based Outpatient Clinics (CBOCs), Military Treatment Facilities (MTF), Warrior Transition Units (WTU), Homeless Program grantee locations, and Incarcerated Program grantee locations.

A formal MOU is being developed to expand the service area of Guam's DVOPs to include American Samoa and the Commonwealth of the Northern Mariana Islands. The MOU will define partner responsibilities and service delivery processes/expectations.

c. The manner in which DVOP specialists and LVER staff are integrated into the State's employment service delivery system or one-stop delivery system partner network;

DVOP specialists are fully integrated into the island's functionally aligned AJC. The AJC staff will do the initial assessment of all clients applying for employment services at the AJC. The intake staff will refer clients to the DVOP based on the initial assessment. The DVOP will only see veterans with serious barriers to employment as defined in other sections of this plan.

The AJC identifies priority of service as providing service to veterans who have a discharge other than under dishonorable conditions. These individuals receive access to programs or services either earlier in time or instead of persons who are not eligible for priority of service.

The department is committed to working with and supporting community organizations to deliver coordinated and accessible services that support all veterans to meet their employment needs. Whether one is looking for a job, facing a career transition, seeking new skills, or just wants a new start, the AJC offers the following additional services:

- Focus on helping working-age youth and low-income, low-skilled populations obtain jobs and develop their skills to become economically self-sufficient.
- Align in-demand training with the expectation that the AJC will develop the skills in Guam to meet industry needs and replace its aging workforce with fewer H-2 Alien Workers.
- Provide a more effective, consistent, and efficient approach to delivering employer and job-seeker services.
- Serve customers jointly through the integration of services delivered by the Virtual One-Stop (VOS) System and Guam Workforce System, and other AJC partners.
- Training to provide individuals who will make them more valuable to current and future employers. As more employers are able to access customized and OJT training, it will impact the provision of training services to more adults and dislocated workers eligible for services under WIA. In particular, WIA eligible individuals with multiple barriers to employment, low basic skills, and low English language proficiency often benefit the most from customized and OJT training opportunities that can be designed to meet unique business and worker needs.
- Provide industry-recognized training and certification in high-wage, high-demand occupations for, leading to an increased number of eligible youth entering employment, receiving a credential, and being retained in employment.
- Rapid Response Services for Employers laying off workers and plant closings by quickly coordinating services and providing immediate aid to companies and their affected workers.
- Strive to provide employers with a skilled labor force.

The AJC is linked to many community partners. Included are:

- Guam Department of Labor
- Department of Integrated Services for Individuals with Disabilities/Division of Vocational Rehabilitation (DISID/DVR) and Division of Support Services
- Guam Housing & Urban Renewal Authority (GHURA)
- Guam Community College (GCC)
- Department of Public Health & Social Services (DPHSS)
- Guam Department of Education (GDOE)
- VA VR&E Program
- Other VA programs such as CWT and internships

These partnerships are leveraged through memorandums of understanding. The AJC staff and the DVOP work with these programs to ensure clients receive the services they require. For services provided in support of the VA/VR&E Program, a formal MOU will be put in place that defines partner responsibilities and service delivery processes/expectations.

AJC will conduct activities that promote job training and employment opportunities for veterans, working with partner agencies including Career and Job Fairs, Veteran Information Fairs, and Inter-agency Roundtable Events, as well as services that are

delivered through partner agencies. AJC also works closely with other agencies such as Guam Veterans Affairs Office and the U.S. Department of Veterans Affairs (VA) Guam Vet Center, to ensure that all staff serving veterans are aware of the myriad of resources available to veterans.

Demand driven industries are engaged through the Guam Workforce Development Board (GWDB) to determine types of jobs required by the private sector and the training resources available to provide training and assist veterans in preparing for these careers. GDOL negotiates with eligible training providers to be responsive to the training demands of the economy and will leverage the training resources made available through WIOA programs.

Outreach Strategies to inform veterans of services available through the employment delivery system include providing partner links on web sites and joint informational programs targeted to veterans and veteran service providers. AJC signage communicating Priority of Service and the AJC Hire Guam website provides links to a variety of employment and training opportunities available to veterans, including federal, state, and local jobs; working with Hero to Hired, Keep Your Guard Up and West Care Pacific islands. The AJC uses a variety of outreach methods. Forums are done with community and employer groups on services available. There is also participation in radio programs, job fairs, and other outreach activities including coordination with Transition Program Managers on the active duty bases, the VBA staff, and other veteran service organizations.

The AJC staff will promote the development of education and job driven training opportunities for veterans within the education community through the AJC partnership with training and educational providers. Particular emphasis is placed on training for demand occupations and on educational programs offered at the Guam Trades Academy, Guam Community College (GCC) and the University of Guam (UOG).

There are established employer relations for job development and have regular contacts with employers to develop employment and training opportunities for veterans.

The GWDB will provide projections for job growth and the GDOL will work with employers in that sector to earmark positions for AJC clients including training opportunities for placement. Innovative methods to provide credentialing in the trades will be explored and used to the maximum extent possible. In addition, GDOL meets with employers and develop apprenticeship and OJT opportunities with specific employers for individual clients.

d. The Incentive Award program implemented using the 1% grant allocation set aside for this purpose, as applicable;

Guam will be submitting its request for incentive awards with its next Annual Grant Modification.

e. The populations of veterans to be served, including any additional populations designated by the Secretary as eligible for services, and any additional populations specifically targeted by the State Workforce Agency for services from one-stop

delivery system partners (e.g., Native American veterans; veterans in remote rural counties or parishes);

- A special disabled or disabled veteran, as those terms defined in 38 U.S.C. §4211(1) and (3); special disabled and disabled veterans are those: Who are entitled to compensation (or who, but for the receipt of military retired pay, would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs; or, Were discharged or released from active duty because of a service-connected disability
- A homeless person, as defined in Section 103(a) and (b) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11302(a) and (b)), as amended;
- A recently-separated service member, as defined in 38 U.S.C. § 4211(6), who has been unemployed for 27 or more weeks in the previous 12 months;
- An offender, as defined by WOA Section 3 (38), who is currently incarcerated or who has been released from incarceration;
- A veteran lacking a high school diploma or equivalent certificate; or
- A low-income individual (as defined by WIOA Section 3 (36))

f. How the State implements and monitors the administration of priority of service to covered persons;

The AJC has been a strong advocate of veterans' priority of service and uses USDOL/ETA released Training and employment Guidance letter TEGL 10-09 and VPL 07-09 "Implementing the Veterans Priority Provisions of the Jobs for Veterans Act" in September 16, 2003. In early 2009, Guam increased its focus on Veterans' priority of service as a direct result of the federal regulations that went into effect on January 19, 2009. This increased focus includes the implementation of strategies and policies designed to ensure veterans and eligible spouses receive the highest level of quality service within the framework of priority of service.

The AJC requires that all staff members provide priority of service to veterans and eligible spouses while DVOP Specialists focus their efforts on serving veterans with serious barriers to employment. The AJC must ensure that veterans and eligible spouses are served first and that this protocol is addressed in functional alignment plans and customer flow processes. In addition, all qualifying veterans and eligible spouses have priority for all US DOL funded employment programs. Priority of service is monitored quarterly by the AJC and by the GDOL. It is monitored by collecting data in the VOS system and then analyzing quarterly reports. It is expected that veterans will have an entered employment greater or equal the total client based served and that veteran's participation in training programs will be equal or greater than the participation rate of the total client base trained.

Priority of service is made available through the following process. Veterans who self-identify as a member of a targeted veteran population will be referred to DVOP Specialists for the provision of intensive and case management services and other services the veterans may require meeting their career goals. All other veterans receive priority of service through the AJC staff. To ensure the provisions of priority of service, as required by the Jobs to Veterans Act, the AJC staff is trained to screen and identify

potentially covered persons. The question, “Have you ever served in an active duty component of the military?” is asked of every job seeker upon initial contact with that job seeker. If the job seeker responds in the affirmative, he or she is then provided priority of service as follows: Ensures that the jobseeker’s registration to services reflects his or her status as a covered person. If the service the jobseeker is seeking from the AJC has limited, or restricted access, the job seeker is placed at the top of a waiting list for that service. If there is not a waiting list for that service, a waiting list is created with the job seeker at the top of the list. If the service the job seeker is seeking from the AJC is not limited, or restricted, the AJC staff provides the services or refers the job seeker to the appropriate internal or external, pathway to that service. The AJC job matching system automatically places all qualified covered persons at the top of an employer’s applicant list upon completing a job match request. This means that the covered person receives referrals to open job announcements prior to non- covered persons.

g. How the State provides or intends to provide and measure, through both the DVOP and one-stop delivery system partner staff:

1. job and job training individualized career services,

Job and job training individualized career services are provided through Guam’s American Job Center. Guam’s performance reporting information system (HireGuam.com) is utilized by AJC staff to collect, analyze, and report on workforce development services, customers receiving these services, and employment outcomes after receiving services.

Guam currently does not report performance measures, however, with the implementation of our Assertive Methods for Performance Measures (AMPM) monitoring system, Guam will soon be reporting on performance measures and outcomes.

GDOL developed the AMPM monitoring system to address performance by using a process that reviews activity during a specific reporting period. AMPM provides performance data that monitors AJC and its programs’ activity for an upcoming reporting period. This data is distributed on the first of every month after the current quarter is reported and on the first of every second month after the current quarter is reported. This allows GDOL to look into a reporting window ahead in time while addressing areas of improvement. GDOL identifies common performance issues that are addressed collectively throughout the year.

2. employment placement services, and

Employment placement services are provided through Guam’s American Job Center Virtual One-Stop System, HireGuam. HireGuam is utilized by AJC staff to collect, analyze, and report on workforce development services, customers receiving these services, and employment outcomes after receiving services.

Guam currently does not report performance measures, however, with the implementation of our Assertive Methods for Performance Measures (AMPM) monitoring system, Guam will soon be reporting on performance measures and outcomes.

GDOL developed the AMPM monitoring system to address performance by using a process that reviews activity during a specific reporting period. AMPM provides performance data that monitors AJC and its programs' activity for an upcoming reporting period. This data is distributed on the first of every month after the current quarter is reported and on the first of every second month after the current quarter is reported. This allows GDOL to look into a reporting window ahead in time while addressing areas of improvement. GDOL identifies common performance issues that are addressed collectively throughout the year.

3. job-driven training and subsequent placement service program for eligible veterans and eligible persons;

Job-driven training and subsequent placement service program for eligible veterans and eligible persons are provided through the American Job Center. HireGuam is utilized by AJC staff to collect, analyze, and report on workforce development services, customers receiving these services, and employment outcomes after receiving services.

Guam currently does not report performance measures, however, with the implementation of our Assertive Methods for Performance Measures (AMPM) monitoring system, Guam will soon be reporting on performance measures and outcomes.

GDOL developed the AMPM monitoring system to address performance by using a process that reviews activity during a specific reporting period. AMPM provides performance data that monitors AJC and its programs' activity for an upcoming reporting period. This data is distributed on the first of every month after the current quarter is reported and on the first of every second month after the current quarter is reported. This allows GDOL to look into a reporting window ahead in time while addressing areas of improvement. GDOL identifies common performance issues that are addressed collectively throughout the year.

h. The hire date along with mandatory training completion dates for all DVOP specialists and LVER staff; and

<u>DVOP Specialists:</u>

(1) Arnold Marcus

Hire Date: January 26, 2016

Mandatory Training Completion Date: June 15, 2015

(2) Francis Susuico

Hire Date: August 10, 2015

Mandatory Training Completion Date: November 6, 2015

NOTE: LVERs are not applicable to Guam at this time.

i. Such additional information as the Secretary may require.

No additional information is being submitted at this time.

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Senior Community Service Employment Program (SCSEP)

At minimum, in the SCSEP stand-alone submission and the SCSEP portion of the Combined State Plan, States should comprehensively cover the following elements.

a. Economic Projections and Impact

States must:

1. Discuss long-term projections for jobs in industries and occupations in the State that may provide employment opportunities for older workers. (20 CFR 641.302(d))(May alternatively be discussed in the economic analysis section of strategic plan.)

Based on the Guam Long—Term Industry Projections (2012—2022), some of the most potent industries that are projected to grow their employment include:

- Water Transportation — 216.67%
- Furniture and Home Furnishing Stores — 163.57%
- Professional, Scientific, and Technical Services — 115.85%
- Support Activities for Transportation — 100.00%
- Wholesale Trade — 82.96%
- Utilities — 74.19%
- Miscellaneous Store Retailers — 63.89%
- Heavy and Civil Engineering Construction — 50.00%
- Motor Vehicles and Parts Dealers — 41.10%
- Health Care and Social Assistance — 34.85%

Long—term Occupational Projections reflect the top five as:

- Office and Administrative Support Occupations
- Food Preparation and Serving Related Occupations
- Construction and Extraction Occupations
- Management Occupations
- Construction Trades

Based on these industry and occupational projections, the Guam Workforce Development Board (GWDB) will align funding among core programs to prepare for the increase of potential jobs in these industries/occupations. This alignment will include utilizing SCSEP participants to co—enroll with core programs to receive the necessary occupational training to meet the demands.

2. Discuss how the long-term job projections discussed in the economic analysis section of strategic plan relate to the types of unsubsidized jobs for which SCSEP participants will be trained and the types of skill training to be provided. (20 CFR 641.302(d))

Based on Guam's long-term job projections, the Guam Workforce Development Board will align funding among core programs to prepare for the increase of potential jobs in

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these occupations. This alignment will include utilizing SCSEP participants to co-enroll with core programs to receive the necessary occupational training to meet the demands

3. Discuss current and projected employment opportunities in the State (such as by providing information available under §15 of the Wagner-Peyser Act (29 U.S.C. 491-2) by occupation), and the types of skills possessed by eligible individuals. (20 CFR 641.325(c))

Based on the industry and occupational projections identified, the Guam Workforce Development Board will align funding among core programs to prepare for the increase of potential jobs in these industries/occupations. This alignment will include utilizing SCSEP participants to co-enroll with core programs to receive the necessary occupational training to meet the demands.

b. Service Delivery and Coordination

States must:

1. Provide a description of actions to coordinate SCSEP with other programs

This may alternatively be discussed in the State strategies section of the strategic plan, but regardless of placement in document, must include:

A. Actions to coordinate activities of SCSEP grantees with WIOA title I programs, including plans for using the WIOA one-stop delivery system and its partners to serve individuals aged 55 and older. (20 CFR 641.302(g), 641.325(e))

In order to achieve cross-programming standards, program partners began assessing the types of services currently offered, evaluated strengths and identified ways to better improve the delivery and quality workforce activities. During meetings held among partners, it was apparent that there needs to be clarity on what is offered and how responsibilities for customers are shared. As a result of these meetings, the AJC Team proposed to the Guam Workforce Development Board, the implementation of Guam's American Job Center Workforce Program Standards across core programs and combined partner programs. The standards will provide detailed dialogue and descriptions of the one-stop services and activities across core programs and partner programs.

The Workforce Innovation and Opportunity Act authorizes "career services" for adults and dislocated workers rather than "core" and "intensive" services as authorized under the Workforce Investment Act. There are three types of "career services": basic career services, individualized career services, and follow-up services. These services can be provided in any order as there is no sequence requirement for these services. Career services under this approach provide local areas and service providers with flexibility to target services to the needs of the customer.

B. Actions to coordinate activities of SCSEP grantees with the activities to be carried out in the State under the other titles of the OAA. (20 CFR 641.302(h))

The Guam Department of Labor has developed strong partnerships and relationships with entities authorized by the Older Americans Act (OAA) operating on Guam. The State SCSEP Office is located at the American Job Center and coordinates with core programs

authorized under the Workforce Innovation and Opportunity Act and other partner programs such as:

- ***Department of Public Health and Social Services, Division of Senior Citizens, State Office on Aging*** - in gathering and sharing of data on Guam's senior population necessary for program recruitment strategies;
- ***Mayors' Council of Guam*** - in building partnerships as host agencies in various Mayoral Offices on Guam (northern, central and southern villages) allows SCSEP participants in community engagement opportunities by working with youths and older workers;
- ***Various non-profit and community based organizations*** - in planning and coordinating employment and training programs for SCSEP Participants;
- ***Education partners such as the University of Guam (UOG) and the Guam Community College (GCC)*** - to coordinate education and training opportunities for seniors to ensure skills upgrades or post-secondary certificate or degree attainment are afforded to SCSEP

C. Actions to coordinate SCSEP with other private and public entities and programs that provide services to older Americans, such as community and faith-based organizations, transportation programs, and programs for those with special needs or disabilities. (20 CFR 641.302(i))

The involvement of the Guam Workforce Development Board provides expanded collaboration and involvement of various local and federally funded job training and vocational education programs. Board members, a majority of whom are business and industry leaders, look at Guam's employment trends and emerging occupations to ensure training resources are available to job seekers and that our workforce is prepared to meet the demands of high-growth industries. The board consists of business representatives from the private sector, other workforce organizations and government representatives including GDOL, which has immediate oversight of the Adult, Youth and Dislocated Worker Programs under Title I, Wagner-Peyser under Title III, SCSEP Program, public and vocational education, business and industry, faith and community-based organizations, supportive service organizations, and individuals with disabilities and the private sector. Incorporated with the SCSEP program is the goal of blending strategies focusing on service integration and a lifelong learning philosophy designed to ensure cross planning occurs among all workforce programs that support but are not limited to this core group.

D. Actions to coordinate SCSEP with other labor market and job training initiatives. (20 CFR 641.302(j))

In order to achieve cross-programming standards, program partners began assessing the types of services currently offered, evaluated strengths and identified ways to better improve the delivery and quality workforce activities. During meetings held among partners it was apparent that there needs to be clarity on what is offered, how responsibility for customers are shared. As a result of those meetings the AJC Team proposed to the Guam Workforce Development Board the implementation of Guam's American Job Center (AJC) Workforce Program Standards across core programs and

combined partner programs. The standards will provide detailed dialogue and description of the one-stop services and activities across core programs and partner programs.

The Workforce Innovation and Opportunity Act authorizes "career services" for adults and dislocated workers rather than "core" and "intensive" services as authorized under the Workforce Investment Act. There are three types of "career services": basic career services, individualized career services, and follow-up services. These services can be provided in any order as there is no sequence requirement for these services. Career services under this approach provide local areas and service providers with flexibility to target services to the needs of the customer. This section describes service delivery that is to be in place for all employment and training services and establishes the standards for each specific service provided.

As a standard of service for customers to make informed choices, AJC Staff will provide the following components when delivering initial services to our customers:

1. AJC Orientation
2. Career Services
3. Training Services
4. Business Services.

LMI will inform sector strategies, career planning, training decisions, business engagement and placement services. Staff will demonstrate use of quality data and LMI to make informed decisions and provision of core center services and activities. Staff will explain the uses and benefits of LMI-related resources, assist jobseekers in accessing and interpreting tools and data in order to make informed career and education decisions, and will use LMI to coach job seekers toward higher wages. Labor market information can be found at bls.guam.gov.

E. Actions the State will take to ensure that SCSEP is an active partner in the one-stop delivery system and the steps the State will take to encourage and improve coordination with the one-stop delivery system. (20 CFR 641.335)

The Guam Department of Labor has co-located all Employment and Training Programs funded by U.S. Department of Labor, Employment and Training Administration at the American Job Center. SCSEP's activities are coordinated among the core programs of WIOA and other partner programs. SCSEP is included in the Memorandum of Understanding with the Guam Workforce Development Board that demonstrates the alignment of programs.

F. Efforts the State will make to work with local economic development offices in rural locations.

The Guam Department of Labor administers programs funded by U.S. Department of Labor, Bureau of Labor Statistics and has partnered with our local economic development office and the Bureau of Statistics and Plans to coordinate activities in areas identified as rural locations on Guam.

2. Describe the long-term strategy for engaging employers to develop and promote opportunities for the placement of SCSEP participants in unsubsidized

employment. (20 CFR 641.302(e)) (Alternately, the State may discuss this in the State strategies section of strategic plan if submitting a Combined Plan.)

Sector Strategies

The terms used in industry sector or cluster strategies are often used interchangeably. Industry cluster typically describes the entire value chain of a broadly defined industry from suppliers to end products. Sector is a term more widely used in workforce development, defining an industry primarily by common workforce needs and occupations. The Guam Workforce Development Board will identify targeted sectors as part of the planning process and develop service priorities and dedicate resources based on local plans and investment strategies as demonstrated in the following link: http://dol.guam.gov/wp-content/uploads/Sector-Strategies-Flow-Chart.pdf

Increasing Participant Placement in Unsubsidized Employment and Employer Outreach

As a partner to the American Job Center, SCSEP has come up with several strategies for increasing placement in unsubsidized employment. The new Guam Combined State Plan addresses a continuum of workforce development and training opportunities supporting an increase in a skilled and competitive workforce.

Additionally, some strategies for employer outreach are as follows:

- Building partnerships with Guam Hotel and Restaurant Association (GHRA) and expanding the list of host agencies to include GHRA membership in hotel, hospitality business establishments and restaurants. The partnership will enhance job placement opportunities for SCSEP participants in Food Preparation and Service Related Occupations such as cooks, fast food workers, restaurant counter attendants, customer wait staff, dining and cafeteria attendants, etc.
- Building partnerships with the Guam Contractors Association (GCA) and GCA Trades Academy (GCATA) to expand the list of host agencies to include federal contractors and other general contractors. The partnerships will enhance job placement opportunities for SCSEP participants in building/group cleaning and maintenance occupations such as grounds keeping workers, custodians and cleaners, domestic housekeeping cleaning workers, etc.
- Attending general membership meetings to develop and maintain close working relationships and establish linkages with various organizations such as GHRA, GCA, Federal government, civilian employment with Human Resources Groups, Society for Human Resources Management (SHRM), and to include human resources divisions with numerous employers in other industries and other government entities.

3. Describe the long-term strategy for serving minorities under SCSEP. (20 CFR 641.302 (c))

Services to minorities under SCSEP will be measured annually by the Guam Department of Labor. The current Minorities Data Report will help guide efforts to engage diverse low income seniors in job training activities. Guam's SCSEP will engage with local

organizations and village leaders to help recruit seniors who experience limited English proficiencies as a barrier to employment. This may open up opportunities to using OJEs to engage businesses who may specialize in multi-language job opportunities. Guam's SCSEP will address the employment needs of the community and enroll the underserved population by:

- Establishing a roadmap for diverse cultural services
- Developing links with host agencies that welcome diverse people into the community
- Referring participants to business resources, technical assistance and training offered in their language
- Marketing SCSEP to diverse organizations within the community via the media, other service providers and direct referrals
- Ensuring that recruitment/marketing efforts include specific targeted groups including veterans, persons with disabilities and diverse cultures

4. List needed community services and the exact places where these services are most needed. Specifically, the plan must address the needs and location(s) of those individuals most in need of community services and the groups working to meet their needs. (20 CFR 641.330)

The provision of community service is a key component of SCSEP. Community Service positions are available for low income seniors to earn the minimum wage of $8.25 per hour in exchange for learning marketable skills. The participant trains in a host agency (non-profit agency or organization, local government office, or municipalities) for twenty (20) hours a week.

SCSEP Grantee must engage the leadership of no-for-profit entities as partners to identify competitive job and career opportunities and skills needed to perform such jobs, in order to provide practical training experiences. Host agencies are valuable partners in providing training in realistic work settings in order to prepare individuals for employment and career advancement in the competitive market. The Guam SCSEP Administrators delegates the task of identifying the types of community services that is needed and the places where the services are most needed to local SCSEP service provider where there is better understanding of each community's unique needs.

The following reflects needed community services and places where these services are most needed:

Community Services Needed	Places where these services are most needed
Office Support	American Job Center, Guam Department of Labor, Guam Visitors Bureau, Bureau of Budget and Management Research, Civil Service Commission, Department of Administration, Department of Chamorro Affairs, Guam Ancestral Lands Commission, Department of Revenue and Taxation, Guam Power Authority, and Hurao, Inc.
Maintenance/Janitorial	Guam Housing Corporation, Guam Housing and Urban Renewal Authority and the Guam National Olympic Committee
Community and Social Services	Department of Public Health and Social Services, Mayors' Council of Guam, Department of Youth Affairs, Guma' Mami, Inc. PAN/GCAP,

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Community Services Needed	Places where these services are most needed
	Catholic Social Services, Department of Integrated Services for Individuals with Disabilities/Division of Vocational Rehabilitation
Farming/Agricultural and Parks	Department of Agriculture and Department of Parks and Recreation
Health Care	Guam Behavioral and Wellness Center and the Guam Memorial Hospital Authority
Education	Guam Department of Education Offices, Public Schools, University of Guam and Guam Community College
Transportation	Department of Public Works
Energy/Environmental	Guam Energy Office and Guam Environmental Protection Agency
Media/Broadcasting	PBS, Guam and Good News Broadcasting Corporation

5. Describe the long-term strategy to improve SCSEP services, including planned long-term changes to the design of the program within the State, and planned changes in the use of SCSEP grantees and program operators to better achieve the goals of the program. This may include recommendations to the Department as appropriate. (20 CFR 641.302(k))

Strategies to improve SCSEP services include:

1. Strengthening relationships with businesses to determine local workforce skill needs and pair job ready participants with those businesses
2. Educating partners and stakeholders on older worker issues
3. Exploring the development of a team of Title V organizations and other interested stakeholders to increase public awareness of the needs of older workers
4. Participating in Regional Workforce Board meetings, conferences and workshops
5. Developing marketing materials to promote hiring of older workers
6. Encouraging past and present SCSEP participants to participate in Workforce Board Meetings as well as seek board positions
7. Conducting outreach and recruitment of diverse older workers and older individuals seeking employment, including those with barriers

6. Describe a strategy for continuous improvement in the level of performance for SCSEP participants' entry into unsubsidized employment, and to achieve, at a minimum, the levels specified in OAA Section 513(a)(2)(E)(ii). (20 CFR 641.302(f))

To ensure continuous improvement in the level of performance for SCSEP participants entry into unsubsidized employment, the GWDB has identified the following certification training for all staff working in core programs to participate and complete.

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

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In addition, SCSEP's co-location in the Guam American Job Center has strengthened relationships and collaboration with partners at the AJC. This has promoted dual enrollments, ongoing referrals, identified training and employment opportunities. Guam's strategy for continuous improvement in the level of performance for SCSEP participants' entry into subsidized employment include:

- Partnering with the AJC Business Services Representatives to capitalize on their employer network and placement skills;
- Increasing and strengthening relationships with private sector groups, including the Guam Chamber of Commerce, Guam Contractors Association, Society for Human Resources Management and the Guam Hotel Restaurant Association, to promote the benefits of hiring older workers and identify potential placement opportunities;
- Participation in the NAWDP approved Workforce Development Specialist training to improve case management services;
- Increasing activities with the Division of Senior Citizens to promote programs and services for senior population;
- Continuous cross-training with AJC staff on how to achieve performance goals;
- Increased participation in community job fairs;
- Increased outreach efforts in the general community to build awareness of SCSEP program and value of older workers (to include poster displays, radio guest speaker, etc.);

Training Services are developed resulting from Business Services assessment of needs, including GWDB direction (ex: LMI analysis, business stakeholder feedback, etc.). Partners are aware of the Eligible Training Providers are vetted through the GWDB policies, informed by Business Services as they analyze and inform on employment and training needs. This ensures a better fit between clients' interests and skills and business hiring needs. Individuals determined to be in need of training to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment may be eligible to receive Training Services. The GWDB may also prioritize training connected to sectors and target populations as part of the local plan, and will create opportunities for remediation.

The workforce system is expected to increase investment in certifications that help people get jobs, and support the development and documentation of functional skills. AJC staff is expected to build these types of tools into the menus of available training services and activities.

An IEP is required for all customers accessing Training Services. The IEP will be used to inform training needs, as well as to verify whether or not customers have the skills to be successful in training prior to enrollment into the training program.

c. Location and Population Served, including Equitable Distribution

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States must:

1. Describe the localities and populations for which projects of the type authorized by title V are most needed. (20 CFR 641.325 (d))

Guam Department of Labor oversees and administers the Senior Community Service Employment Program (SCSEP) for the following Villages:

1. Agana Heights
2. Agat
3. Asan, Maina
4. Barrigada
5. Chalan Pago-Ordot
6. Dededo
7. Hagatna
8. Inarajan
9. Mangilao
10. Merizo
11. Mongmong-Toto-Maite
12. Piti
13. Santa Rita
14. Sinajana
15. Talofofo
16. Tamuning-Tumon-Harmon
17. Umatac
18. Yigo
19. Yona

2. List the cities and counties where the SCSEP project will take place. Include the number of SCSEP authorized positions and indicate if and where the positions changed from the prior year.

Village	Assigned to Host Agencies	PY17 Modified Positions
Agana Heights	0	1
Hagatna/Anigua	13	0
Agat	1	5
Asan	0	0
Barrigada	4	3
Chalan Pago/Ordot	1	3
Dededo/Harmon	9	17
Inarajan	0	1
Mangilao	4	8
Maina	0	0
Merizo	0	1
MongMong/Toto/Maite	0	2
Piti	2	1
Santa Rita	1	1
Sinajana	4	2
Talofofo	1	0
Tamuning/Tumon	10	6

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Village	Assigned to Host Agencies	PY17 Modified Positions
Umatac	4	3
Yigo	1	1
Yona	0	0
Total	55	55
Total Allocated: 92		

3. Describe any current slot imbalances and proposed steps to correct inequities to achieve equitable distribution.

Slot imbalances are dependent on participant enrollment, pending village certification and request of assignment of participants from various areas.

4. Explain the State's long-term strategy for achieving an equitable distribution of SCSEP positions within the State that:

A. moves positions from over-served to underserved locations within the State in compliance with 20 CFR 641.365.

Because Guam is considered a rural residential area, equitable distribution of SCSEP positions is made islandwide.

B. equitably serves both rural and urban areas.

Because Guam is considered a rural residential area, equitable distribution of SCSEP positions is made islandwide.

C. serves individuals afforded priority for service under 20 CFR 641.520. (20 CFR 641.302(a), 641.365, 641.520)

Because Guam is considered a rural residential area, equitable distribution of SCSEP positions is made islandwide.

5. Provide the ratio of eligible individuals in each service area to the total eligible population in the State. (20 CFR 641.325(a))

As of the 2010 Census, there are 12,803 individuals who are 55 years or older. This represents 8% of Guam's total population that are 55 and older.

The Guam SCSEP is authorized to enroll 92 individuals which is .01%, a ratio of eligible individuals in each service area to the total eligible population.

6. Provide the relative distribution of eligible individuals who:

Provide the relative distribution of eligible individuals who:

A. Reside in urban and rural areas within the State

Because Guam is considered a rural residential area, the distribution of eligible individuals do not apply.

B. Have the greatest economic need

Because Guam is considered a rural residential area, the distribution of eligible individuals do not apply.

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C. Are minorities

Because Guam is considered a rural residential area, the distribution of eligible individuals do not apply.

D. Are limited English proficient.

Because Guam is considered a rural residential area, the distribution of eligible individuals do not apply.

E. Have the greatest social need. (20 CFR 641.325(b))

Because Guam is considered a rural residential area, the distribution of eligible individuals do not apply.

7. Describe the steps taken to avoid disruptions to service for participants to the greatest extent possible, when positions are redistributed, as provided in 20 CFR 641.365; when new Census or other reliable data becomes available; or when there is over-enrollment for any other reason. (20 CFR 641.325(i), 641.302(b))

Census data is used to determine equitable distribution. The population shifts each year causing some areas to be over-served and some to be under-served even though the numbers meet at the census figure. Guam SCSEP will adhere to any recommendation from the U.S. Department of Labor whenever new census data indicates shifts in locations and will ensure it is in compliance with the Older Americans Act time limit.

SCSEP Assurances

The State Plan must include assurances that where SCSEP is included in the Combined Workforce Plan, the State has established a written policy and procedure to obtain advice and recommendations on the State Plan from:

Representatives of the State and area agencies on aging; Yes

State and local boards under WIOA; Yes

Public and private nonprofit agencies and organizations providing employment services, including each grantee operating a SCSEP project within the State, except as provided under section 506(a)(3) of OAA and 20 CFR 641.320(b); Yes

Social service organizations providing services to older individuals; Yes

Grantees under Title III of OAA; Yes

Affected Communities; Yes

Unemployed older individuals; Yes

Community-based organizations serving older individuals; Yes

Business organizations; and Yes

Labor organizations. Yes

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State Comments on SCSEP Assurances

Appendix 1. Performance Goals for the Core Programs

Each State submitting a Unified or Combined Plan is required to identify expected levels of performance for each of the primary indicators of performance for the two years covered by the plan. The State is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education on state adjusted levels of performance for the indicators for each of the two years of the plan. States will only have one year of data available under the performance accountability system in Section 116 of the WIOA; therefore, the Departments will continue to use the transition authority under WIOA sec. 503(a) to designate certain primary indicators of performance as "baseline" indicators in the first plan submission. A "baseline" indicator is one for which States will not propose an expected level of performance in the plan submission and will not come to agreement with the Departments on negotiated levels of performance. "Baseline" indicators will not be used in the end of the year performance calculations and will not be used to determine failure to achieve adjusted levels of performance for purposes of sanctions. The selection of primary indicators for the designation as a baseline indicator is made based on the likelihood of a state having adequate data on which to make a reasonable determination of an expected level of performance and such a designation will vary across core programs.

States are expected to collect and report on all indicators, including those that that have been designated as "baseline". The actual performance data reported by States for indicators designated as "baseline" in the first two years of the Unified or Combined Plan will serve as baseline data in future years.

Each core program must submit an expected level of performance for each indicator, except for those indicators that are listed as "baseline" indicators below.

For this Plan, the Departments will work with States during the negotiation process to establish the negotiated levels of performance for each of the primary indicators for the core programs.

Baseline Indicators for the First Two Years of the Plan

Title I programs (Adult, Dislocated Workers, and Youth):

- Measurable Skill Gains
- Effectiveness in Serving Employers

Title II programs (Adult Education):

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Effectiveness in Serving Employers

Title III programs (Wagner-Peyser):

- Effectiveness in Serving Employers

Title IV programs (Vocational Rehabilitation):

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Measurable Skill Gains
- Effectiveness in Serving Employers

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

Table 1. Employment (Second Quarter after Exit)

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	30.00	30.00	30.00	33.00
Dislocated Workers	30.00	35.00	30.00	38.00
Youth	50.00	40.00	50.00	43.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	53.00	53.00	53.00	56.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 2. Employment (Fourth Quarter after Exit)

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	70.00	60.00	70.00	63.00
Dislocated Workers	70.00	60.00	70.00	63.00
Youth	60.00	60.00	60.00	63.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	76.00	63.00	76.00	66.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 3. Median Earnings (Second Quarter after Exit)

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	Baseline	4,000.00	Baseline	4,300.00
Dislocated Workers	Baseline	4,000.00	Baseline	4,300.00
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	Baseline	4,000.00	Baseline	4,300.00
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

*Guam's Department of Revenue and Taxation is designated as the State Wage and Information Collection Agency (SWICA), however, current information is not available for the exchange of wage data systematically. Guam is working with the Social Security Administration to possibly develop a data sharing process or agreement in order to obtain necessary wage records. Gam currently relies on the manual collection of wage data (i.e. Verification of Employment).

Table 4. Credential Attainment Rate

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	56.00	56.00	56.00	59.00
Dislocated Workers	56.00	56.00	56.00	59.00
Youth	56.00	56.00	56.00	59.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 5. Measureable Skill Gains

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

Table 6. Effectiveness in Serving Employers

Measure	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
Line 1 (enter the measure information in the comments below)				
Line 2				
Line 3				
Line 4				
Line 5				
Line 6				

Table 7. Additional Indicators of Performance

Measure	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level

Appendix 2. Other State Attachments (Optional)

Guam American Job Center Workforce Program Standards: dol.guam.gov/wp-content/uploads/American-Job-Center-Workforce-Program-Standards.pdf

Sector Strategy Flow Chart: dol.guam.gov/wp-content/uploads/Sector-Strategies-Flow-Chart.pdf

Overarching Strategy - Learning Continuum: dol.guam.gov/wp-content/uploads/Overarching-Strategy-Learning-Continuum.jpg

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