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Guam's WIOA Territorial Combined State Plan

Martha Rubic <martha.rubic@dol.guam.gov>

Wed, Feb 3, 2021 at 4:04 PM

To: Doris Perez <doris.perez@guamcc.edu>

Cc: Julie Ulloa-Heath <julie.ulloaheath@guamcc.edu>, Rosemarie Aquinde <rosemarie.aquinde@guamcc.edu>

Hi Doris,

Attached, please find the latest WIOA Plan in Federal Review as we have yet to get final full approval and the plan has not yet been signed off by U.S. DOL ETA.

I'm so sorry if I misunderstood your email request earlier, I hope this suffices your request.

Thank you,
Mart

On Mon, Feb 1, 2021 at 3:20 PM Doris Perez <doris.perez@guamcc.edu> wrote:

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WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)

GUAM'S COMBINED STATE PLAN

PYS 2020-2023

DRAFT PLAN

GUAM PYS 2020-2023

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OVERVIEW

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

OPTIONS FOR SUBMITTING A STATE PLAN

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

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

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

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

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families program (42 U.S.C. 601 et seq.)
- Employment and Training programs under the Supplemental Nutrition Assistance Program (programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et seq.)
- Unemployment Insurance programs (programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment program (programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) ¹
- Reintegration of Ex-Offenders program (programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

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

HOW STATE PLAN REQUIREMENTS ARE ORGANIZED

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

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

analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.

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

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

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

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

I. WIOA STATE PLAN TYPE AND EXECUTIVE SUMMARY

A. WIOA STATE PLAN TYPE

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

Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

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

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

This is a combined plan

COMBINED PLAN PARTNER PROGRAM(S)

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

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

No

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

No

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

Yes

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

No

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

No

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

Yes

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

No

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

Yes

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

No

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

No

B. PLAN INTRODUCTION OR EXECUTIVE SUMMARY

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

Executive Summary

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

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

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

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

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

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

affected by the COVID-19 pandemic. A further extension of the shutdown might be extended according to the Governor and slowly lift restrictions for the Guam economy to begin recovery.

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

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

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

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

As of Friday May 8, 2020, the Guam Department of Labor (GDOL) signed the unemployment agreement with U.S. DOL. Now the Federal government needs to approve the GDOL's budget request of \$924 million dollars and its unemployment program implementation plan and disburse the funds for deposit with the government of Guam for the PUA and the FPUC.

"The implementation plan, now accepted by the regional federal labor department, has been forwarded to Washington. This is a major piece (U.S. Department of Labor) requires. (U.S. Department of Labor) is also reviewing the Guam budget request for Pandemic Unemployment Assistance and Federal Pandemic Unemployment Compensation," said David Dell'Isola, Director of the Guam Department of Labor. (Excerpt from the PDN May 8, 2020)

Employers are continuously encouraged to register on HireGuam, the department's (Virtual One Stop) VOS center.

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

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

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

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

II. STRATEGIC ELEMENTS

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

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

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

1. ECONOMIC AND WORKFORCE ANALYSIS

A. ECONOMIC ANALYSIS

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

I. EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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

II. EMERGING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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

III. EMPLOYERS' EMPLOYMENT NEEDS

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

II. a. 1. A. Economic Analysis

i. Existing Demand Industry Sectors and Occupations

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

FORECAST FOR GUAM'S ECONOMY IN 2020

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

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

FEBRUARY 3, 2020

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

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

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

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

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

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

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

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

Now the state of Guam's tourism, and the 21,000 workers who depend on it, is at best unknown. The economic climate is really something elected officials should focus on.

Elected officials know they need to do something. Making sure our private sector employers have the government support to sustain jobs, along with keeping our community safe, getting rid of the drug menace, fixing our problematic and costly health care system, providing good educational foundation for our kids and providing a safe and humane environment for our homeless and less fortunate should always be among our elected officials' priorities.

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

NOTE: MEDIA NEWS ARTICLES WERE USED AS REFERENCES.

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

i. Existing Demand Industry Sectors and Occupations

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

(From Economic Outlook 2021 report by Gary Hiles, Chief Economist, GDOL)

While the momentum for growth is building, it must be recognized that there is a myriad of possible global health, economic, political uncertainties, as well as potential natural disasters

that could impair the anticipated continued growth scenario. The most immediate risk of impairment of the growth in tourism and the economy at large is the fear and spread of the Wuhan coronavirus.

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

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

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

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

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

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

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

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

The fear of spreading Wuhan coronavirus is currently impairing tourism globally, with Guam's economy taking a severe hit as tourism is one of the top economic drivers. As of Feb. 27, 2020, the Guam Visitors Bureau reported a total of 31,366 tourist cancelations. The reduced visitor numbers are forcing local restaurants and other businesses to adjust as they try to cushion the

impact. Statistics for February 2020 showed almost a 30% decrease in tourist arrivals from Korea compared to the same month last year.

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

Tourism

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

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

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

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

Construction

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

The number of H-2B workers in construction has increased from zero (0) in May 2018 to 1,230 as of December 31, 2019, of just over 2,100 positions approved for entry by the U.S. Citizenship and Immigration Services (USCIS). Employment in construction has increased over the year

from 5,800 employees as of March 2018, up to 6,760 in March 2019. Construction activity is expected to see additional increases over-the-year in the neighborhood of ten to twenty percent. Since construction accounts for approximately ten percent of total civilian employment, a ten percent increase in construction alone should increase total civilian economic activity and employment by about one percent and a little more if indirect effects are considered.

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

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

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

The District Court of Guam granted class-action status to the lawsuit and 11 other plaintiffs. The case remains in litigation. The National Defense Authorization Act for FY 2018 provided an exemption to the “temporary need” requirement and authorized up to 4,000 H-2 workers annually for certain health care workers on Guam and in the CNMI, as well as for workers directly connected to, or directly associated with, the planned military realignment of U.S. Marines from Okinawa, Japan, to Guam. The FY 2019 National Defense Authorization Act (NDAA) also eliminated the annual cap of 4,000 H-2B workers. Two significant federal policy actions have recently occurred. This includes the possible use of Guam DoD project funding for border barrier projects and a ban on admission of workers under the H-2B category for Philippine citizens. On February 15, 2019, President Donald J. Trump declared a national emergency that requires the use of the armed forces and authorized the use of title 10, U.S. Code, section 2808.

According to a DoD fact sheet in regards to identifying the potential pool of sources of military construction funds, DoD will apply the following criteria: No military construction projects that already have been awarded and no military construction projects with FY 2019 award dates will be impacted. No military housing, barracks, or dormitory projects will be impacted. As the pool of projects that could possibly be used for section 2808 projects exceeds the needed amount, the appearance of any project in the pool does not mean that the project will be used as a funding source. The fact sheet lists \$348.6 million in Guam projects that could potentially be

affected. However, since most of the construction that will occur in FY 2020 has already been contracted in previous years, the possible use of these funds will not have a significant effect in the upcoming fiscal year. The fact sheet notes that decisions have not yet been made concerning which border barrier projects will be funded through section 2808 authority and if the Department's 2020 budget is enacted on time as requested, no military construction project used to source section 2808 projects would be delayed or canceled.

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

A number of major civilian projects are ongoing. These include: Tsubaki Hotel, which is being constructed by P.H.R. Micronesia, Ken Corp. It is to be a 26 story 340 room, five-star hotel offering luxury accommodations. The site is adjacent to the Hotel Nikko Guam with a total investment of about \$180 million. The groundbreaking was March 2016. Completion was initially scheduled for October 2018. The completion date has been delayed and a 2019 completion was previously provided, but the grand but grand opening is now tentatively set for April 2020. It is expected to employ 290 people. Guam International Airport Authority (GIAA) commenced construction in July 2017 on a new International Arrivals Corridor. The new Corridor will add a third level to the airport terminal. It is designed to separate arriving from departing passengers. The project was initially contracted at \$97 million but is now projected to cost \$117.8 million. The original completion date of September 2019 has been moved to July 2020.

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

Summer Towers formerly known as Emerald Oceanview Park, a \$100 million four-tower development with plans for 260 luxury condominium units is on the cliff line next to Guam Memorial Hospital. The project was previously planned for completion in 2010 but encountered

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

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

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

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

MARINE CORPS RELOCATION

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

They are now expected to begin arriving around 2025, relocating slowly through 2027. The plan is summarized in an August 18, 2017 Pacific Daily News article. It includes "a Marine base on military property at Naval Computer and Telecommunications Station; housing Marine families

in homes to be built within the fence at Andersen; developing a live-fire training range complex on 338 acres of land at Andersen, adjacent to the wildlife refuge at Ritidian; and developing a hand-grenade training facility at Andersen, South.” It also includes a number of off-base infrastructure capital improvements. These include civilian water and wastewater projects, port projects, road improvements for Route 1, 3 and 11 and Agana bridge projects.

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

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

Purpose

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

Data Resources

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

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

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

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

Methodology

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

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

The second component of the Covid19 employment impact is due to business closure or operational reductions due to essential product sales restrictions. By reviewing the employment by industry detail with the required closures, it is estimated that an additional reduction in the range of 25,000 employees have been placed out of work at the current time. This component represents about 50 percent of the private sector workforce and 38 percent of total employment. The combination of these two factors represents about 38,800 employees or about 78 percent of the private sector currently out of work. There may be a substantial number of additional employees out of work due to Covid19 related business closures for health reasons or business loss due to that stay at home practices and reduced consumer disposable income. A limited number of employees in some industries are working at home.

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

The Guam Chamber of Commerce has a recovery plan that considers lifting restrictions – beginning with allowing sales of nonessential items such as rice cookers and children's clothing – gradually but with the goal of reopening the island for business over the next few months.

“Getting back to work means returning to a life that we are familiar with: the ability to gather as family and friends. To interact in communal activities and fellowship. To engage in commerce and activities that help us improve and increase our livelihood,” Chamber officials write in their summary. “As a great number of us sit at the edge of our seat waiting for the ‘go’ signal to return to work, we all recognize that the decision is based on the health and safety of the community by public health experts.”

The governor has said that with the recent low numbers of new COVID-19 patients, she will lift restrictions after May 5. She warned that the entire process must be done “gradually” to help prevent new cases that could flare as interactions between people will likely increase.

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

The Chamber hopes the recovery panel will consider the phase-in proposal which was developed independently of the governor’s advisory group. The Guam Chamber of Commerce is offering their plan, which makes incremental steps and goes beyond June 22 to a phase four that assumes local and global recovery from the pandemic.

Businesses deemed “nonessential” have been closed since March 20 under the governor’s executive order, which was twice extended.

The Chamber based the plan on recommendations from the White House, the U.S. Chamber of Commerce and a committee of members from various industries.

The proposal also takes into consideration sanitation and social distancing guidelines from the U.S. Centers for Disease Control and Prevention and Department of Health and Human Services.

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

Jobless Benefits in May

Some 1,715 employers with displaced workers have so far registered online to help their employees apply for federal unemployment benefits.

By the time funds are received and checks are cut by late May, many people would have been out of a job for two to three months.

The Pandemic Unemployment Assistance Program and Federal Pandemic Unemployment Compensation Program cover employees who are now jobless, furloughed, or getting pay cuts because of the coronavirus pandemic. Gov. Lou Leon Guerrero on Tuesday said the application period for federal unemployment benefits may begin in the second or third week of May.

As of Tuesday, 1,715 employers have so far registered on the Guam Department of Labor’s virtual one-stop system, hireguam.com, based on preliminary department data.

This number still needs to be refined, because GDOL has been getting an influx of employees registering as employers. On Tuesday, GDOL issued updated guidance from the U.S. Department

of Labor, stating that those who are self-employed or self-contracted do not need to register as employers on hireguam.com.

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

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

Dual Verification

Employers and business owners must register their organization if they are experiencing business shutdowns, layoffs, furloughs or reduced hours caused by COVID-19. The registration requirement allows GDOL to have a dual verification process for when employees apply for federal unemployment assistance.

"The new module is being set up, but I am working hard to be able to get applications into the hands of our displaced workers and those who have had their hours reduced so they may receive benefits as quickly as possible during this global health crisis," GDOL Director David Dell'Isola said in a statement.

The governor said GDOL is in the process of hiring 50 people who will be able to work the program. The employee application process will be done online, but there will also be a manual application process for those who do not have online access.

Dell'Isola had said the unemployment programs could cost as much as \$900 million, which would be the single largest federal unemployment aid for Guam. Some 38,000 individuals on Guam are expected to apply for the federal unemployment aid programs.

More information about the COVID-19 and Unemployment Assistance is available online at the department's website at dol.guam.gov.

ii. Emerging Demand Industry Sectors and Occupations

Telecom

A connectivity gap exists in the Pacific Islands, leaving millions without access to mobile data. This connectivity gap would limit island residents' "ability to participate in the digital economy and take advantage of the opportunities it can offer," according to a GSMA Intelligence report, the definitive source of mobile operator data, analysis and forecasts, delivering the most accurate and complete set of industry metrics available.

There has been a shift to mobile broadband from wired internet, which, according to the report, reflects an increase in smartphones. GSMA Intelligence attributes this shift to the declines in smartphone prices and the emergence of new, low-cost smartphone vendors.

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

Industries and businesses will be built around this new technology. We will also need more high speed broadband fiber as this technology grows to assist in backhauling data to various network centers. According to GSMA, most Pacific Islands lack “properly developed innovation ecosystems due to the limited size of the individual markets, the complexity of developing sound infrastructure between the archipelagos and the significant leverage of larger regional hubs in Asia Pacific.

Guam, for instance, hosts a dozen or so undersea cables that carry terabytes of data between Asia, the United States and Australia. Smartphones make up 30 percent of total connections and are forecasted to skyrocket to 65 percent by 2025. Marines from Okinawa would begin arriving on Guam “in the first half of the 2020s.” This is the advent of a new era. This population surge will also increase the island’s telecom needs.

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

iii. Employers’ Employment Needs

Guam has been implementing the six (6) core programs co-located at the American Job Center (AJC) for workforce development with both employers and employees of the public and private sectors. The six (6) core programs are:

Under Title I of WIOA

1. the Adult program
2. the Dislocated Worker Program
3. the Youth Program (Title I),

Under Title II

1. the Adult Education and Family Literacy Act Program

Under Title III

1. the Wagner-Peyser Act Employment Service (ES) Program and

Under Title IV

1. the Vocational Rehabilitation program (authorized under Title I of the Rehabilitation Act of 1973, as amended by Title IV).

The COVID-19 pandemic changed the face of the economy. Due to the COVID-19 pandemic, Rapid Response (RR) services were also readily made available to Guam workers who lost their jobs and were laid off, had reduced hours of work or furloughed and needed unemployment assistance. Guam does not have unemployment coverage but was allowed by the U.S. Department of Labor to implement programs under guidelines for processing from the CARES Act with the Pandemic Unemployment Assistance (PUA) program and the Federal Pandemic Unemployment Compensation (FPUC) program to cover employees who are jobless. A lot of private sector jobs were interrupted by the COVID-19 situation.

Now more than ever, the Guam Department of Labor (GDOL) along with its core partners, Guam Community College (GCC), and Department of Integrated Services for Individuals with Disabilities (DISID) with the Division of Vocational Rehabilitation (DVR) are working to make collaborative efforts and improvements to continue assisting job seekers left jobless from the COVID-19 pandemic. With the core programs and partner programs outlined in the new Guam 2020 Combined State Plan as well as innovative ways and means to provide available programs and services, these unemployed individuals will once again be gainfully employed.

Guam's 2020 Combined State Plan has history with the WIOA programs. It has seen the changes that needed to be made to meet the needs and requirements of the programs and services from our Federal partners. The responsibilities of the department go far beyond what's going on in the day to day of business but that WIOA emphasizes career pathways and upskilling, reskilling of job seekers to be more resilient in securing better paying jobs, upward mobility, and earn more in their employment and standard of living. That includes apprenticeship programs and training, even PARPI. There are numerous types of apprenticeship programs with sponsors available at the AJC:

- PARPI
- GRAP
- Apprenticeship Expansion Grant

The Guam Department of Labor Director announced that the first increment of unemployment compensation for both the PUA and the FPUC will be received by May 15, 2020.

The latest development with the Guam Department of Labor is that it plans to install two laptop computers in every village so residents who are unemployed because of the pandemic can use them to apply for federal unemployment assistance payments. A pandemic unemployment assistance center also will be created at the Guam Community College campus, in Mangilao, with dozens of laptops on site, and at government public health centers. The government of Guam expects to receive some of the federal unemployment funding but the completion of the online application process must first be created and completed for Guam. Altogether, at least 75 new laptops will be installed in government related facilities islandwide, and outlines the GDOL federal grant application, projected budget and implementation plan for federal unemployment assistance.

There are numerous sections in Guam's 2020 Combined State Plan and also has an Executive Summary. These sections present the Overview of the WIOA State Plan Required Elements and include Wagner-Peyser.

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 WIOA⁴. This population must include individuals with disabilities among other groups⁵ in the State and across regions identified by the State. This includes—

[4] Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless

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

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

I. EMPLOYMENT AND UNEMPLOYMENT

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

II. LABOR MARKET TRENDS

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

III. EDUCATION AND SKILL LEVELS OF THE WORKFORCE

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

IV. SKILL GAPS

Describe apparent 'skill gaps'.

II. a. 1. B. Workforce Analysis

State Workforce Analysis

According to Worldometer, Guam's population has grown from 158,647 in 2019 to 168,775. The Guam Bureau of Labor Statistics Current Employment Statistics Report as of March 2019, shows the number of jobs on Guam increased by 110 from the prior quarter of December 2019 and 340 over the latest one year period since 2018.

There are over 49,920 individuals employed in the private sector. The Services Industry is the largest employer with over 19,340 individuals employed followed by Retail Trade with 12,930 employees, Construction with over 6,760 employees, Transportation and Public Utilities at 4,370 followed by Finance, Insurance and Real Estate at 2,530 Wholesale Trade at 2,300 and Manufacturing at 1,340.

The public sector, which includes both the Federal and Local Governments have over 15,300 employees with the local government at 11,520 employees and the federal government at 3,780 employees.

Workforce totals show over 35,760 males and 29,460 females employed as of March 2019.

The Unemployment Situation of Guam Report as of September 2019 indicates that the Unemployment rate in Guam was 3.6 percent, a decrease of 1.0 percentage points from the June 2019 figure of 4.6 percent and unchanged from the September 2018 figure one year earlier.

Table 2, Employment Situation and Job Desire of Persons Outside the Civilian Labor Force and Reason Not Seeking Work, September 2019, show a tot of 52,710 individuals not in the

workforce. Of that number 51,420 did not want a job during the survey period. 1,290 wanted jobs during the survey period but did not look for work. Some of the reasons given were:

- Believe no job available
- Cannot find work
- School attendance
- Family responsibility
- Cannot arrange child care
- Others

The Operational Planning Elements include:

- State Strategy Implementation –
 - o State Board Functions;
 - o Implementation of State Strategy:
 - Core Program Activities to Implement the State’s Strategy
 - Alignment with Activities outside the Plan
 - Coordination, Alignment and Provision of Services to Individuals
 - Coordination, Alignment and Provision of Services to Employers
 - Partner Engagement with Educational Institutions
 - Partner Engagement with Other Education and Training Providers
 - Leveraging Resources to Increase Educational Access
 - Improving Access to Postsecondary Credentials
 - Coordinating with Economic Development Strategies

State Operating Systems and Policies include:

1. State operating systems that will support the implementation of the State’s strategies, to include:

(A) (e.g., labor market information systems, data systems, communication systems, case management systems, job banks, etc.).

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

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

3. State Program and State Board Overview:

(A) State Agency Organization

(B) State Board. Provide a description of the State Board, including-

(i) Membership Roster. Provide a membership roster for the State Board, including members' organizational affiliations.

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

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

5. Data Alignment and Integration is also included in the State Plan to describe the responsibilities of the administrative aspects of the core programs, along with the GWDB board to align and integrate available resources such as workforce and education data systems.

6. Priority of Service for Veterans is also featured in the State Plan. Guam's new State Plan will show the continuous implementation and monitoring of 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. Guam also describes how veterans are assisted at the American Job Center especially the referral process for veterans determined to have a significant barrier to employment (SBE) to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialists.

7. The Senior Community Service Employment Program (SCSEP) is also found in the new State Plan.

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 customer-centered delivery system that is designed to meet WIOA implementation. All programs at the American Job Center (AJC) with the GDOL are located within the capital of Guam and 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 which offers integration of services among partner agencies as well as renewed collaboration; improved access provided for services to adults, youth and dislocated workers programs; the use of Individual Training Accounts (ITAs) for training services, as well as other services more readily available in light of the current economic conditions dealing with COVID-19.

Business Services Unit

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

research labor market data using our Labor Market Information (LMI); assist employers with information on hiring practices, employment laws, and access to local labor organizations.

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

The Business Services Unit is also looking into conducting virtual labor clinics and training for employers and their employee representatives starting in June 2020 when the government of Guam goes into Pandemic Condition of Readiness 3 (PCOR3). The first labor clinics will be from GDOL's Fair Employment office and OSHA's On-site Consultation program.

i. Employment and Unemployment

EMPLOYMENT

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

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

Labor Force Participation (or Non-Participation)

Continuing with a theme from last year's economic report, which discussed another economic measure known as the "Labor Force Non-Participation Rate" or the percent of those individuals who COULD enter the labor force and look for work but CHOOSE not to enter or participate in the labor force. A simple correlation analysis using Guam BLS data on unemployment rate and labor force non-participation rate between December 1988 and June 2019 (CHART 3) confirms that these measures have low to no correlation (+0.028). In non-statistical terms, this means they have little relation to each other. Hence, even if the unemployment rate has been low or decreased, which usually reflects the strength of the economy and the ease of finding employment, it does not encourage individuals to enter the labor force and look for work.

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

The Coronavirus pandemic affected most especially those employed from the private sector and a lot of businesses and employers as Guam was placed in shutdown by the Governor in March 2020. Federal unemployment assistance is being prepared by the Guam Department of Labor to process the federal funds received to help provide economic relief and support to those who are unemployed due to the COVID-19 pandemic. The Guam Department of Labor (GDOL) will be receiving the unemployment funds in increments as was recently approved with an initial amount of \$276 million toward the Pandemic Unemployment Assistance (PUA) and Federal Pandemic Unemployment Compensation (FPUC) Programs. The U.S. Department of Labor (USDOL) accepted Guam's unemployment document for both of these programs, the PUA and FPUC Programs.

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

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

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

Industrial Classification

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

UNEMPLOYMENT

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

As of Wednesday, May 20, 2020, 999 employers/businesses on Guam have registered on HireGuam and filed over 18,950 employee separation notices for their displaced employees. As

a direct result from COVID-19, these numbers will continue to grow until our economy is revitalized.

ii. Labor Market Trends

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

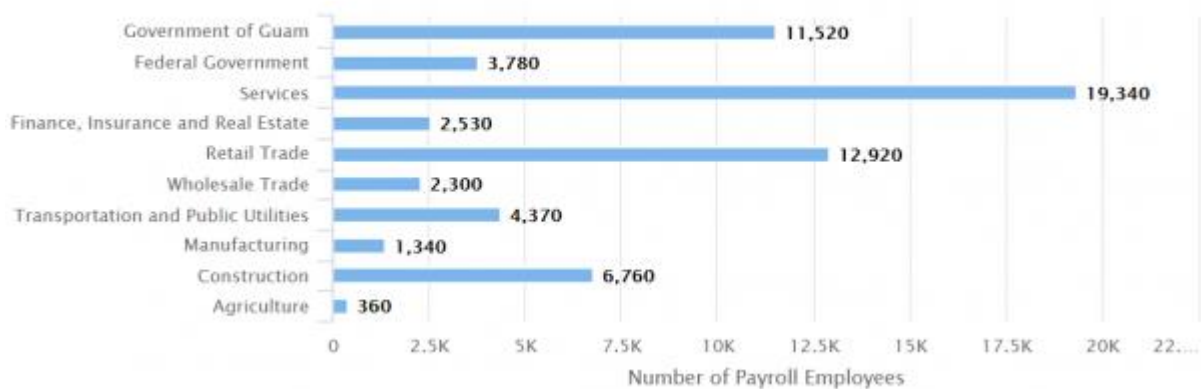
As of March 9, 2020, the Guam Department of Labor posted about 1,278 job vacancies. According to the HireGuam database, there are about 2,187 potential candidates registered in the current workforce system looking for work. As of April 28, 2020, current HireGuam data shows that the number of job vacancies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

March 2019 preliminary statistics show the total number of jobs increased by 110 from the prior quarter of December 2018 and 340 over the latest one year period since March 2018. For the latest quarter, the Construction industry showed the greatest increase of 260 jobs, followed by an increase of 160 jobs in Services. Over the year, private sector employment increased by 720 jobs whereas Federal and Government of Guam employment in the Executive branch decreased. Over the year, Construction employment jumped by 960 jobs. In comparison to the previous year, private average hourly earnings increased from \$13.80 to \$14.22, average weekly hours paid increased from 36.8 to 36.9 resulting in an increase in the average weekly earnings figure from \$496.28 to \$525.12.

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

Labor Market Trends at a glance:

Current Employment Statistics–March 2019



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

iii. Education and Skill Levels of the Workforce

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

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

Homelessness

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

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

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

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

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

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

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

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

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

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

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

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

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

iv. Skill Gaps

The implementation of the Workforce Innovation and Opportunity Act (WIOA) initiatives include continuous robust engagement with employers and work sponsors, to address skill gaps. Comprehensive work-based training with programs such as pre-apprenticeship, apprenticeship, and other training were considered to encourage employers and job seekers to register with HireGuam.com. All this is available at the American Job Center (AJC) and all are informed about career pathways and priority of service to individuals utilizing our services both online with HireGuam.com and walk-ins for those who come to the AJC seeking assistance for employment and training services.

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

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

As of March 2019, data shows that Guam employs about 65,220 residents with 3,120 seeking jobs. Then there are the 51,460 working age residents who are not active in the labor force. Within this non-working group, 95 percent indicated not wanting a job and the other 5 percent

wanted a job but did not look for work for other reasons including: retirement, schooling, caring for children or elderly at home, according to the GDOL Bureau of Labor and Statistics' March 2019 report.

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

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

Construction Shortage

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

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

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



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

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

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

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

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

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



Regional Approach

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

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

Goals Related to Veterans

Provide employment and training services to veterans with significant barriers to employment and connect employers with work-ready veterans.

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

Strategic Goals:

1. Increase the earning capacity of Guam's workforce system customers by maximizing access to employment;
2. Increase the earning capacity of Guam's workforce system customers by maximizing access to and use of skills and credentialing;
3. Increase the earning capacity of Guam's workforce system customers by maximizing access to and use of life management skills;
4. Increase the earning capacity of Guam's workforce system customers by eliminating barriers to employment; and,
5. Strengthen and enhance the effectiveness and efficiency of Guam's workforce system.

The Guam Department of Labor (GDOL) receives Federal funds from the U.S. Department of Labor Employment and Training Administration (U.S. DOL ETA) for programs and services under Title I of the Workforce Innovation and Opportunity Act (WIOA), and Title III as amended, for those served by Wagner-Peyser employment services. WIOA ensures that adults, dislocated workers and youth who meet eligibility requirements may participate in a work experience pending available funding and determination that the activity aligns with the individual's plan of service.

The vision for the American Job Center (AJC) network in Guam is all about the ongoing hard work and dedication of workforce professionals who align a wide range of publicly or privately-funded education, employment, and training programs, while also providing high-quality customer-centered services to all job seekers, workers and businesses.

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.

In order to support individuals with barriers to employment, Guam has new strategic goals and is ready to assist and prepare Guam's residents be an educated and skilled workforce. These are individuals with barriers to employment including youth with disabilities, ex-offenders, low income individuals and long-term unemployed residents especially since the COVID-19 pandemic that hit Guam in March 2020. Therefore, the following objectives will have been implemented along with the five (5) new strategic goals.

1. Encourage online learning with information technology and upskill and reskill individuals with barriers to employment so that they become more efficient to meet employer expectations and perform new and improved skills for the employer and have a higher earning capacity with new and improved marketable skills.
2. Collaborate with workforce public and private partners to streamline services and minimize duplicate efforts to assist with education, training and employment so that workers can have skills to fill in-demand jobs.
3. Invest in training and education for jobs that help these individuals become successful so that they find gainful employment and earnings pass the entry level of income to support their families and be productive members of Guam's economy.
4. Ensure that Guam's performance measures are met with the current POST COVID-19 situation for economic recovery by having individuals with barriers to employment, including youth with disabilities, ex-offenders, and other individuals in this category, develop skills necessary to find unsubsidized employment through the programs offered under WIOA.

At the Guam American Job Center (AJC), we provide soft skills training, Work Experience (WE) training for WIOA program participants, and the case managers are also encouraged to use apprenticeship training models which uses On-the-Job Training (OJT) model including training through work experience and Classroom Training (CRT).

Career Pathways, work based learning, on-the-job training, incumbent worker training, apprenticeships), sector partnerships and promoting quality jobs are a few examples of how the Guam American Job Center (AJC) system can play a more strategic role in business engagement. AJC HireGuam, the Virtual One Stop (VOS) case management system is available to help build regional talent pipelines, address skill gaps, and create meaningful education and career pathways for a range of workers in key industries. This will demonstrate that ongoing

partnerships between business and workforce development offer sustainable solutions to workforce challenges.

There are those who have challenges following a traditional career path, those affected by poverty and those who exist in a failure to succeed condition. Individuals with high barriers, including those with a disability, homelessness, and/or criminal records, most often have the least amount of leverage when it comes to advocating for themselves within the service delivery system. This means their struggle to obtain, retain and maintain employment is compounded by all the complications encountered by the system. Not only are they responsible for overcoming accessibility and suitability of employment issues, but they face the daily challenges of poor health care, housing, transportation, and survival issues experienced by those in severe poverty. It is our responsibility as a system to actively acknowledge these additional barriers exist, and structure our workforce system to meet their needs.

WIOA recognizes the need for a new game plan and the need to strengthen existing workforce development to adults and youth with barriers to economic success. The law increases the focus on serving the most vulnerable workers—low-income adults, individuals with barriers to employment including youth who have limited skills, lack work experience, and face other barriers to economic success as well as aligns planning and accountability policies across core programs to support more unified approaches to serving low-income, low-skilled individuals. Skill gaps must also be addressed to create meaningful education and career pathways for job seekers in certain industries.

The WIOA Title IB Adult program provides workforce activities that increase, particularly for individuals with barriers to employment, the employment, retention, earnings, and attainment of recognized postsecondary credentials of adults age 18 and older, and as a result, improving the quality of the workforce, reducing dependency on public assistance, increasing economic self-sufficiency, and enhancing the productivity and competitiveness of the nation. The WIOA Title IB Dislocated Worker (DW) program provides services to individuals who have been terminated through no fault of their own, laid-off, or have received notice of termination or layoff, from employment generally due to plant closures or downsizing. Self-employed individuals who are unemployed due to general economic conditions and individuals who meet the WIOA definition of a displaced homemaker may also be eligible for services.

WORK EXPERIENCE COMPONENT

For Adults and Dislocated Workers, work experience is an individualized career service within the Career Services and is defined as a planned, structured learning experience that takes place in the workplace for a limited period of time. The Work Experience may be paid or unpaid, as appropriate and consistent with other laws, such as the Fair Labor Standards Act. Work experience may be arranged within the private sector, the non-profit sector, or the public sector. Labor standards apply in any work experience setting where an employee/employer relationship exists, as defined by the Fair Labor Standards Act.

For the Youth program, work experience is similarly defined with the additional requirement that paid and unpaid work experience must include academic and occupational education. WIOA places a priority on providing youth with occupational learning priorities and requires local areas spend at least 20 percent of their WIOA youth formula allocation on work

experience, which may include wages and staffing costs for the development and management of work experience.

Work experience is designed to promote the development of good work habits and basic work skills for individuals who have never worked, have very limited occupational exposure or have been out of the labor force for an extended period of time. Work experience is not designed to replace an existing employee or position and wages are paid directly to the employee and not the Work experience employer. Labor standards apply in any work experience component where an employee/employer relationship exists, as defined by the Fair Labor Standards Act. Work experience activity shall be linked to careers.

WORK EXPERIENCE PROCESS

(a) Eligibility Requirements

All work experience participants must meet WIOA program eligibility requirements, be enrolled into the respective WIOA program, and have received an assessment resulting in the development of an Individual Employment Plan (IEP) or Individual Service Strategy (ISS) that documents the individual's need and benefit for the work experience activity.

(b) Employer Eligibility

The Business Services Unit (BSU) is responsible for verifying that all contract requirements have been met and shall approve all work sponsors who are the work experience employers, and also conduct worksite visits before participants begin training. This must be documented in the VOS system.

(c) Durational and Funding Limits

Participation in the work experience is based on the participant's need and skill sets. The duration of the work experience activity should be based on the following factors:

- (i) Objectives of the work experience;
- (ii) Length of time necessary for the participant to learn the skills identified;
- (iii) Quality and quantity of meaningful work activities;
- (iv) Work experience budget.

The work experience is subject to a maximum funding limit of \$4,522 and a durational limit of 480 hours. Extensions must be requested to, and approved by the Director of the Guam Department of Labor or the designee. All approved work experience extensions shall be thoroughly documented by the case manager in the VOS system.

(d) Compensation

Participants enrolled in a paid work experience shall be compensated at an hourly wage not less than Guam's minimum wage. Participants shall only be paid for the hours worked during the work experience and documented on the participant's timesheet. Work experience participants are not authorized to work overtime, or compensated for vacation time.

(e) Career Planning and Counseling

The Guam American Job Center (AJC) case managers shall ensure regular and ongoing contact and oversight of the work experience participants. Oversight and contact may include onsite visits, telephone and email communication with the employer/trainer and the participant to review the participant's progress in meeting the training plan objectives.

WIOA is also designed to help eligible youth meet career and educational goals through Guam's year round program that provides:

- An individualized service strategy for each participant that identifies educational and employment goals and objectives with services and support for positive outcomes
- Opportunities to improve educational and skill competencies, employability, and life skills
- Postsecondary educational and training opportunities that lead to the attainment of career readiness and credentials for in-demand occupations
- Effective connections to employers that provide career exploration, job shadowing, work-based learning, work experience, and youth employment opportunities
- Opportunities related to leadership development such as teamwork, decision-making, community service, and civic and social responsibility
- Financial literacy education and development of entrepreneurial skills

WIOA seeks to expand youth services to reach more out-of-school youth that meet one or more of the following conditions and are between 16-24 years old who are not attending any school:

- A school dropout
- Within the age of compulsory school attendance but has not attended school for at least the most recent complete school year calendar quarter
- A recipient of a secondary school diploma or its recognized equivalent who is low income and 1) Basic skills deficient 2) an English language learner
- An individual who is subject to the juvenile or adult justice system
- A homeless individual, a runaway, in foster care or aged out of foster care system
- An individual who is pregnant or parenting
- An individual with a disability
- A low-income individual who requires additional assistance to enter or complete an educational program or to secure and hold employment.

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

The Guam Department of Labor (GDOL) JVSG staff provides services to eligible Veterans who may have a Significant Barrier to Employment (SBE) and other needs to perform their roles and responsibilities as JVSG staff. The DVOP Specialists are located at the American Job Center (AJC) and are fully integrated into the workforce development system with other programs at the AJC

to include Wagner-Peyser Employment Services, Title 1 programs under the Workforce Innovation and Opportunity Act (WIOA), and other local employment and training partner programs.

The DVOP Specialists serve as the universal contact point to employment opportunities for eligible transitioning service members, veterans, eligible spouses, through a consortium of partner program resources that are co-located within the AJC.

Guam's Disabled Veterans' Outreach Program (DVOP) specialists function within the AJC, serving as a catalyst for assisting eligible veterans and eligible spouses who have significant barriers to employment and are most in need of individualized career services to become gainfully employed.

Intensive Veterans services provided by the DVOPs are:

- Assessment
- Career guidance
- DVOP IEP
- DVOP interview prep
- DVOP résumé prep
- Referred to WIOA services
- Referred to WIOA services manual
- Referred to other services • Workshop—Career & Skills Assessment
- Workshop—Career Advancement and Enhancement
- Workshop—Educational and Personal Skills Upgrade and
- Veterans Workshops

Priority of Service to Veterans with Significant Barriers to Employment (SBE)

GDOL has implemented strategies with different partner organizations such as the Guam Probation Office, the Guam Department of Corrections, the Guam Homeless Coalition, Guam Veterans Clinic, and the Guam Office of Veterans Affairs including other non-profit organizations. The strategy is to optimize employment outcomes for these targeted veterans.

Guam has a Virtual One Stop (VOS) system, hireguam.com, 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. The VOS provides greater employment opportunities to veterans because those Veterans with SBEs have first priority when it comes to new job postings on the VOS.

There is a tremendous amount of Veterans on Guam who have served in the armed forces and who are not necessarily looking for a job, considering they're either semi-retired or retired and just want to be recognized for the services they gave their country, the U.S. They basically fulfill requirements for Veteran-related services available on island such as services from WestCare, a service provider or other healthcare service providers so that they receive the benefits from having served in the military.

The Disabled Veterans' Outreach Program (DVOP) Specialists directly assist veterans and eligible individuals who have significant barriers to employment (SBEs), as outlined in 38 U.S.C. 4103A(a). The DVOP Specialists at the Guam American Job Center (AJC) provide services called individualized career services which include, but are not limited to:

- Comprehensive and specialized assessments (diagnostic testing, assessment tools, in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals)
- Development of an Individual Employment Plan (IEP)
- Career Planning and Case Management
- Group and/or Individual counseling and mentoring
- Labor Market Information (LMI)
- Basic staff-assisted career services

The DVOP Specialists will ensure that Veterans with significant barriers to employment (SBEs) are getting the assistance they need with finding jobs. Guam provides services to eligible veterans to help them achieve their employment goals by engaging with veterans and marketing the JVSG program.

Purpose

The Department of Veterans Affairs, Vocation Rehabilitation and Employment (VR&E) Service, the Department of Labor, Veterans' Employment & Training Service, and the Guam Department of Labor mutually agree that the successful integration of disabled veterans into the civilian workforce is a mutual concern and responsibility. Set forth is a Standard Operating Procedure (SOP) on how VR&E clients will be referred to the State Agency (SA) to receive Employment Assistance (EA).

Referral for Employment Assistance

- VA counselors will make EA referrals to the SA through the Intensive Service Coordinator (ISC) via email using the attached referral letter with a requested completion date and attach the veteran's Job ready assessment worksheet, resume, IWRP and/or IEAP, and medical release for information.
- The ISC will assign a DVOP to provide service to the veteran.
- The DVOPs will call and send an initial email to the participant within 3 days to set up an appointment for services. If the call and email are unanswered after 7 days, the DVOP will send a letter via email and USPS informing the participant that their case will be closed if they do not contact the DVOP within 7 days. A copy of this letter will be emailed to the ISC and the VA counselor for their records/action.
- If the participant is a no-show for a scheduled appointment the DVOP will call and send an email (with email cc to: VRC and ISC) advising the participant that if they do not respond within 7 days their case will be closed and that their counselor will be notified.

- If a participant notifies the OVOP they can't meet because they are working, the DVOP will collect the employment Information from the participant and Immediately notify the VA counselor and ISC. The VA counselor will contact the participant and determine If the employment Is suitable and let the DVOP know.
- If It Is, the DVOP will follow up within one week of placement, then at 30 days, and again at 60 days. The results of the follow-up contacts with the participant will be documented and communicated to the VR&E staff.
- If the VA determines the employment Is not suitable employment, the DVOP will send an email to the participant Informing them that their employment Is not suitable and they are required to meet with the OVOP within 7 days for employment services. If they do not comply, follow the procedures below.
- Anytime the veteran is not complying with the program, the DVOP will send an email to the veteran. If the email Is unanswered after 7 days the OVOP will send a letter via USPS Informing the participant that their case will be closed If they do not contact the DVOP within 7 days. A copy of this letter will be emailed to the ISC and the VA counselor for their records/action.
- Should there be a valid reason to continue the participant, the VA counselor will let the ISC and OVOP know to keep the case open.
- If a referral Is closed because the veteran Is unresponsive, a new referral can be requested at a future date when the veteran Is ready to participate.
- DVOPS will maintain at least bi-weekly contact with veterans seeking employment. The contacts will provide job referrals; determine status of applications and Interviews to assist the veteran In finding employment. case notes will be maintained In the SA Information system.
- Once a veteran Is employed, the DVOPs will provide employment Information to the VA counselor and ISC. The VA will let the ISC and DVOP know If the employment Is suitable. A Chapter 31 Veteran who has entered and maintained suitable employment for at least 60 days Is considered Rehabilitated. Follow-up contact should be made by the assigned DVOP and/or AJC staff within one week of placement, then at 30 days, and again at 60 days. The results of the follow-up contacts with the participant will be documented and communicated to the VR&E staff.

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) above. This must include an analysis of—

A. THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES

Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required ⁶ and optional one-stop delivery system partners.⁷

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

[7] Workforce development activities may include a wide variety of programs and partners, including educational institutions, faith- and community-based organizations, and human services.

B. THE STRENGTHS AND WEAKNESSES OF WORKFORCE DEVELOPMENT ACTIVITIES

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

C. STATE WORKFORCE DEVELOPMENT CAPACITY

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

II. a. 2. Workforce Development, Education and Training Activities Analysis

A. The State's Workforce Development Activities

REQUIRED AJC PARTNERS AND PARTNER PROGRAMS

The new 2020 Combined State Plan includes the Adult Program, Dislocated Worker Program, Youth Program, all under Title I, WIOA; the Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program as well as one or more of the optional Combined State Plan partner programs identified.

The Combined State Plan Core programs are:

The Adult Program, Dislocated Worker Program, Youth Program, all under Title I, WIOA; The Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program as well as one or more of the optional Combined State Plan partner programs identified.

Partner program(s) include:

WIOA Section 103(a)(2) – Programs. The programs and activities referred to are as follows:

1. Career and technical education programs authorized under the Carl D. Perkins Act of 2006
2. Programs under Title IV of the Social Security Act (TANF)
3. The Food and Nutrition Act of 2008 (SNAP)
4. Work programs under the Food and Nutrition Act of 2008 (DPHSS)

5. Jobs for Veterans State Grant (JVSG) – Disabled Veterans Outreach Program (DVOP)
6. Older Americans Act – Senior Community Service Employment Program (SCSEP)
7. Housing and Urban Development Employment and Training Programs (HUD E&T) (GHURA)
8. Community Services Block Grant Employment and Training Programs (CSBG E&T)(DPHSS)
9. Second Chance Act (Re-entry)
10. Trade Adjustment Assistance (N/A)
11. Unemployment Insurance (N/A) - for further discussion for Guam - advent of another tax for businesses/employers and their employees.

Partnership with the Guam Community College and the Guam Department of Education

The education entity and core partner that administer Title II, the Adult Education and Family Literacy Act (AEFLA) as well as activities funded through the Carl D. Perkins Career and Technical Education Act of 2006 is the Guam Community College (GCC) which helps prepare graduating students with the Guam Department of Education (GDOE).

In collaboration with GDOE and GCC, both of these educational entities and partners prepare the students, with skills development and integrated workforce preparation with the WIOA programs at the American Job Center (AJC). This also includes Career and Technical Education (CTE). GCC offers career pathways and support with federal funding, programs, activities, and services that include workforce preparation, adult education, continuing education, certificates and credentials, literacy, and other aspects of education to ensure graduating students are ready to make career choices with the workplace training and education they have acquired.

GCC also assists adults with English language acquisition which is a basic skills instruction, including integrated career and college preparation for those who speak other languages and would like to learn the English language. These individuals will learn to be more competent in the English language and acquire the basic and more advanced skills needed to function effectively as adults and workers while they are part of the workforce system in Guam. Workforce development training is achieved through partnership with the GDOL and the WIOA programs located at the American Job Center (AJC). There is a GWDB board approved Eligible Training Providers List (ETPL) and it includes apprenticeship.

American Job Center Guam Activities

The American Job Center (AJC) is located in Hagatna, the capital of Guam, and is formerly known as the One-Stop Career Center. It provides a vast network of programs and services to address the human resource and employment needs of both jobseekers and businesses in Guam. The U.S. Employment and Training Administration provides funding for the AJC, which is operated by the Guam Department of Labor. At the AJC, the lead departments, educational institutions and other private businesses gather to have planning and meeting sessions to discuss renewed methods and strategies for the integration of services and workforce development training and opportunities. They are talking about ways to work towards meeting new challenges in light of

the COVID-19 pandemic. This includes certain youth programs that need re-visiting, reviving and renewed relations. Other populations may be affected too.

Employers are looking for skilled workers to fill positions needed for the businesses to succeed with changes that are to be made for the economy to once again be strong and healthy for Guam and its people. Possibilities include privatization of certain government agencies and areas needing revamping and rekindling for economic growth. The GWDB is set to discuss these issues upon such time that they reconvene again, social distancing in place, when it's safe to have meetings to review and revive workforce development with all partners public and private. Getting back to business is a priority for the board. There is a lot of business to revisit.

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

Recruitment and Screening:

- Recruiting, screening, and referring a variety of job seekers, ranging from entry level workers to highly-skilled professionals
- Recruiting full-time, part-time, and seasonal workers
- Hosting job fairs and providing office space for on-site screening and interviewing
- Providing access to human capital and untapped labor pools
- Offering workforce information about wages, employment trends, and national comparisons

Training and Education:

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

Retention and Up-Skilling:

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

Transitioning:

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

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

Solutions-Based Service Delivery

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

Data-Driven Career Guidance

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

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

Required One-stop partners in addition to Core Programs:

- WIOA Adult, Dislocated Worker and Youth
- Wagner-Peyser Employment Services
- State Unemployment Insurance
- Job Corps
- Youthbuild

- Trade Adjustment Assistance
- Senior Community Service Employment Program
- National Farmworker Jobs Program
- Indian and Native American Program
- Veteran's Workforce Investment Program
- Local Veterans' Employment Representative Program
- Disabled Veterans' Outreach Program
- Adult Education
- Postsecondary Vocational Education
- Vocational Rehabilitation
- Temporary Aid to Needy Families (TANF)
- Community Services Block Grant Employment and Training Programs

Other Partners:

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

Community Partners:

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

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

Work Sponsorship Activities

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

AJC Outreach Activities and Events

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

April 10, 2019: J.P. Torres Success Academy Career Day

The Guam Department of Labor along with JP Torres Success Academy held a job fair to help students build professional relationships and jump-start their careers. Attendees heard from island leaders, met with prospective employers and learned more about opportunities through the GDOL and the American Job Center. Students heard from island leaders including Lt. Governor Joshua Tenorio, GDOE Superintendent and the department's Deputy Director. Companies that participated included: Carolina

Conduit Systems; International Dining Concepts, which runs CPK Guam, Little Pika's and Beachin' Shrimp Guam; Cruz Benefits Consultants; Fiesta Resort Guam; Pacific Star Hotel; GFS, which runs Kings, Ruby Tuesdays and Chuck E. Cheese's; Guam Memorial Hospital; Dewitt; Hensel-Phelps; and Premium Art Photo.

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

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

Reentry Court Program, initiatives to assist those with criminal records and the formerly incarcerated obtain gainful employment.

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

Job Fairs:

- Guam Department of Education (GDOE) – Simon Sanchez High School Career Day – March 1, 2019

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

Industry Forums:

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

Other Related Events:

- Guam National Guard (GUNG) Award Ceremony & Briefings – July 7, 2018
- Guam National Guard Family Symposium – Sept. 22, 2018
- Veterans Affairs Benefits Workshop – Sept. 26, 2018
- NDEAM Employer’s Conference & Resource Fair – Oct. 27, 2018
- Typhoon Mangkhut Shelter Outreach – Sept. 20 & 25, 2018
- 2019 Guam Homeless Coalition (GHC) Point in Time Count Training – Jan. 15 and 25, 2019
- 2019 Martin Luther King, Jr. National Day of Service (Serve Guam) – Jan. 21, 2019
- Guam National Guard Pre-Deployment Yellow Ribbon Event – March 16 & 17, 2019
- Guam National Guard Citizen Soldier for Life Ceremony – April 13, 2019
- Guam National Guard Military Spouse Appreciation Event – May 18, 2019

Mass Recruitment

Mass recruitment practices included the participation of AJC/GDOL staff at numerous job fairs and employer events. We also assisted employers by coordinating the use of the AJC conference room for job hiring events and interview processing. Companies we’ve assisted are Hensel-Phelps Construction, Navy Exchange Guam, Guam Shipyard, Cabras Marine, and Guam Telephone Authority to name a few. Mass recruitment include Outreach events such as the UOG

Job Fair, JP Torres Job Fair, multiple Guam National Guard Employment events, Guam Contractors Association, Black Construction, Guam Trades Academy, Guam Community College, and Guam Department of Education. This is a coordinated service provided for new businesses, new construction projects, etc. Coordinated services are administered as needed and as agreed upon by employers. Services are available depending upon resources from the AJC BSU.

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

Offender Programs and Services

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

Out-of-School Youth

The department continues to work with the Guam Community College (GCC) to serve the Out-of-School youth population. This strategy allows for maximum resources to be utilized for out-of-school youth who have dropped out of high school and have demonstrated interest in obtaining a GED or a need for a high school diploma in order to become gainfully employed. Youths will be allowed to gain their High School Diploma or GED through the Adult Education and Family Literacy Act programs administered by the Guam Community College. The Out-of-School (OSY) funds are administered to the youth for training and work experience in career pathways they are interested in. Participants are given an Individual Employment Plan (IEP) prepared in collaboration with AJC Case Managers and GCC counselors working together.

As the governing body of workforce development, the Guam Workforce Development Board (GWDB) is particularly interested in innovative approaches that leverage WIOA dollars (to expand both services and numbers of youth served), connect youth to education and training opportunities leading to careers in the board's targeted

industry sectors, and support Career Pathway approaches. The Guam Workforce Development Board (GWDB) intends to procure qualified service providers for one year contracts, with the option to extend the agreement(s) for two additional year periods based on need, performance and funding availability. The initial period of performance begins in August for a full year round school program with the option to renew.

The purpose behind the HireGuam initiative is a concerted collaborative effort which aims to bring together workforce development service providers, public and private employers and investors, and job seekers and employers 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 once again give participating providers some opportunities for sharing resources such as manpower and funding, with set performance measures.

The proposed service delivery model for the AJC remains involved in three (3) 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 skill set, customized training, and other support services.
- Follow-up Services – After successful placement into a place of employment, AJC employees will conduct follow-ups with employers and provide additional support (e.g., training, technical assistance) to ensure better retention.

B. The Strengths and Weaknesses of Workforce Development Activities

Strengths

Individuals who need job training or education often had difficulty navigating across agency lines to assemble an effective training and employment plan prior to the enactment of WIOA, the AJC, and its core partners. Now with the AJC and its core partners, we improve the coordination between agencies so that workers and job seekers have simple access to a system of career services, education, and training through Guam's one-stop delivery system, the AJC Guam. The AJC also follows the WIOA Final Rules to ensure public reporting of the performance of Guam's education and training providers so that those seeking services can have access to provider performance information - this will help them make informed choices about which training or education programs to pursue.

Through the Business Services Unit and the GWDB, businesses inform and guide the AJC, ensuring that services are well aligned with their workforce needs. GWDB implements industry and sector partnerships that use high-quality worker training, including proven strategies such as apprenticeship and the work experience program to ensure businesses have a pipeline of skilled workers.

A key part of the WIOA vision is making government more efficient so that it effectively serves the public through a comprehensive, integrated, and streamlined system. The AJC implements that vision by streamlining programs across agencies and co-locating services with some of our core partners at the new AJC building in Guam's capital city of Hagatna. The agencies that will be co-located with the AJC are: Department of Integrated Services for Individuals with Disabilities, the Developmental Disabilities Council, and the Office of Veterans Affairs.

Through WIOA, the AJC improves access to education and workforce services for individuals with significant barriers to employment, some veterans, individuals with disabilities, and out-of-school and at-risk youth. The AJC strives to ensure that every individual has an opportunity to get a good job.

Meeting workforce needs is critical to economic growth through our core partnerships.

The AJC promotes alignment of workforce development programs with economic development strategies to meet the needs of a wide range of employers and to enhance community development for both job seekers and employers alike. Now that we are experiencing a global crisis as a direct result from COVID-19, the AJC is now placing a greater emphasis on reemployment and unemployment benefits, requiring rapid response activity, including layoff aversion activities to help employers better manage reductions in the workforce. GDOL has implemented a new employer module for employers to report their displaced workers on the VOS, hireguam.com. See below infographic for the new employer module.

HIRE GUAM **EMPLOYERS REPORT YOUR DISPLACED EMPLOYEES** TO HELP SUPPORT THEIR UNEMPLOYMENT CLAIMS

THE HIREGUAM EMPLOYER MODULE IS READY! FOLLOW THESE STEPS TO REPORT YOUR DISPLACED EMPLOYEES. DISPLACED EMPLOYEES DEFINED BY GDOL: FURLOUGHED, LAID OFF, OR REDUCED HOURS.

STEP 01 REGISTER ON HIREGUAM.COM

NOTE: AFTER YOU ARE REGISTERED/VERIFIED BY GDOL AND FOLLOW STEP 2, YOU WILL BE DIRECTED TO THE "PANDEMIC SEPARATION NOTICE" TAB.

STEP 02 CLICK ON "COVID-19 EMPLOYER LOGIN"

NOTE: YOU CAN FIND THE "COVID-19 EMPLOYER LOGIN" ON THE TOP RED BANNER OR UNDER THE PANDEMIC UNEMPLOYMENT ASSISTANCE BANNER.

STEP 03 TYPE IN EMPLOYEE INFORMATION & CLICK ON SAVE

NOTE: YOU MUST PRINT OR EMAIL THE SEPARATION NOTICE TO GIVE TO YOUR EMPLOYEES.

FOR THE RECALL DATE: IF YOU INTEND TO REHIRE YOUR FURLOUGHED WORKERS IN THE FUTURE, ENTER THE DATE. IF THE DATE IS UNKNOWN, LEAVE IT BLANK.

FOR MORE INFORMATION CALL 311 & DIAL 6 OR EMAIL VOSEMPLOYER@DOL.GUAM.GOV

Strengths at a glance:

- HireGuam VOS System (website and mobile app) - Guam's official job bank
- Leading the nation in apprenticeship
- Close proximity, close relationship, and co-location with core partners
- Close proximity to regional partners within the WIOA framework
- GWDB - board members are made up of multiple workforce industries
- Good relationship and backing of the Guam Executive branch and Guam legislature

- New building: opportunity to reinvent and rebrand the AJC with functionality and operations
- Strong rapid response team before and during the COVID-19 pandemic
- The Wagner-Peyser Guam Employment Services office is intact at the AJC
- New workforce development personnel were hired to manage the WIOA programs at AJC

Weaknesses

Although the Guam Department of Education has seen a decrease in the number of high school dropouts, there is a percentage of mandated WIOA funds for Guam's Youth allocation for out-of-school youth. Guam's out-of-school youth in many cases face additional challenges, including being low-income, homeless, young parents, in foster care or are juvenile delinquents involved in the justice system. These disconnected youth and young adults are likely to live in poverty, not have a high school diploma or its equivalent.

Strategies to reach and engage these vulnerable youth must be a priority. Now with the COVID-19 pandemic, it is a difficult time for the youth to see themselves in the workforce since the economy must be vibrant again for them to focus on career pathways. The GWDB is seeking successful workforce development strategies that will help out-of-school youth, and young participants in Youth programs with WIOA and core partners, obtain employment, re-engage in school, prepare for postsecondary education and/or connect to industry focused education and training programs.

Other difficulties and challenges include the general inadequate resources available for materials and services. 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 management requirements, including awareness and knowledge of the changes being created by WIOA.

Weaknesses at a glance:

- COVID-19 economic crisis - Guam will need to revitalize it's workforce
- Succession planning for trained staff at the AJC and core partners
- Unemployment rate is high due to COVID-19
- GWDB - hard time holding meetings/quorums because of conflict of schedules with board members
- Difficulty procuring materials for services needed due to strict Guam procurement laws

C. State Workforce Development Capacity

In the first step of the implementation of this second Combined State Plan, well within the COVID-19 pandemic, the Guam Workforce Development Board (GWDB) will reconvene and conduct a comprehensive assessment and evaluation of the workforce system capacity in

Guam. This evaluation will take place for the remainder of 2020 with all its partners and sponsors, the business community and stakeholders.

Guam has been implementing the six (6) core programs co-located at the American Job Center (AJC). The six core programs are:

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

Other additional partner programs include:

- The Senior Community Service Employment Program (SCSEP) under Title V of the Older American Act of 1965 – Guam Department of Labor
- The Jobs for Veterans State Grant program (JVSG) known as the Disabled Veterans Outreach Program (DVOP) – Guam Department of Labor
- The Registered Apprenticeship Program – PARPI, GRAP, Apprenticeship Expansion
- The Unemployment Insurance (UI) program – Tentative, for further discussion
- The Supplemental Nutrition Assistance Program, Employment and Training program
- (SNAP E&T) – managed by the Department of Public Health and Social Services (DPHSS)
- Temporary Assistance for Needy Families Program (TANF) – also managed by DPHSS

The Guam AJC workforce development core and partner programs have been operating on Guam for over a decade, and all these entities work collaboratively to provide the workforce development activities described in (A) above. The guidance provided by the U.S. Departments of Labor and Education, Section 103(a)(1) of WIOA permits States to submit a Combined State Plan that includes the six core programs and one or more programs identified in section 103(a)(2) and other Federally funded programs. At least two of those partner programs — the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education Act for the 21st Century Act (Perkins V), and the Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) — were recently reauthorized and encourage these two elements be included in strategic planning.

All AJC workforce development partners work to continue to strengthen and improve ways in helping youth and others with innovative, collaborative efforts for delivery of integrated services to job seekers and employers alike.

As a direct result from COVID-19, skills training and career assessments will be more important than ever due to the high unemployment rates and the downward trend of Guam's economy.

The Government of Guam must establish a community wide approach to develop its local workforce for the economy to get back up on its feet.

A comprehensive approach to tackle COVID-19 consequences is immediately required to transform the growth of the economy and to increase the quality and participation of local workers during this current crisis.

If not, businesses will continue to bear great expense to 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 the 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 ethics and pandemic training and understanding the demands of the modern workplace or the new “COVID-19 normal”, they will remain a second choice for 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 due to the pandemic. It is recommended that employees are trained, not only on job-specific duties and needed skills, but also oriented on the organizational structure, the industry that they will join, and the proper precautions on how to work during a pandemic.

The above training methods will assist in familiarizing the candidates/employees with the expectations of a business or company, values of the industries, work mission and business strategies, and its impact on this new economy.

B. STATE STRATEGIC VISION AND GOALS

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

1. VISION

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

2. GOALS

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

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment⁸ and other populations.⁹

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

[8] Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster

care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

[9] Veterans, unemployed workers, and youth and any other populations identified by the State.

3. PERFORMANCE GOALS

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

4. ASSESSMENT

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

II. b. State Strategic Vision and Goals

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

1. Vision

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

2. Goals

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment⁸ and other populations.⁹

The new 2020 State Plan goals are:

1. To increase employment and skill levels by implementing effective strategies that deliver high quality services to employers and those seeking employment to include up-

skilling and reskilling, as well as capacity building to recover from Guam's current economic state due to the COVID-19 pandemic.

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

1. Provide useful and timely data and reports that align with economic and workforce development. The HireGuam Virtual One Stop (VOS) is the current management system utilized to capture workforce data. HireGuam is a demand based service.
1. Provide an effective and integrated workforce learning environment or system to promote lifelong learning continuum and align regional economies.
1. Increase economic opportunities for Guam residents through partnerships, collaboration with businesses, local and federal government and non-government organizations (NGOs) as well as Community-based and Faith-based organizations.
1. Provide WIOA stakeholders with a workforce investment system that is easy to access, navigate and assess with the HireGuam.com Virtual One Stop (VOS) system to ensure efficiency and effectiveness in the delivery of services to both employers and job seekers

Contingency planning for the new state plan. Since the Guam economy needs to recover, in light of the Coronavirus pandemic, the new WIOA 2020 Combined State Plan has five (5) new strategic goals. These are accompanied by Nomenclature Classification of Work Areas that are relevant to the goals to be accomplished. The general public can access these WIOA work area goals on our GDOL website at the Guam WIOA and GWDB pages (dol.guam.gov):
<https://dol.guam.gov/wp-content/uploads/Work-Areas-PY2020-2023.pdf>

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

GDOL strategic goals that are recommended to take place include:

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

3. Performance Goals & 4. Assessment

In relation to the strategic vision and goals, Guam uses numerous strategies to assess the overall effectiveness of our workforce development system. This includes performance evaluations and continuous improvement strategies at all levels necessary to achieve workforce development.

Combined with board governance and policies, the staff and management at the AJC are committed to implement case management and document activities in case files and to conduct follow-up and monitoring on a quarterly basis to ensure that there is evaluation and feedback received from clients.

The HireGuam Virtual One Stop (VOS), case management system is utilized by the Guam Department of Labor (GDOL). At the American Job Center (AJC), post-pandemic period from the COVID-19, the same vendor that developed HireGuam is also responsible for developing the software module for the PUA and FPUC unemployment programs at the department. HireGuam is a centralized database system that processes shared information with workforce partnerships and continues to serve the Guam workforce community.

Requirements of the Guam Workforce Development Board (GWDB)

(Post COVID-19) - The workforce board is required to:

- The Guam Workforce Development Board (GWDB) is private-sector driven and acts as the advisor to the Governor and the legislature on the workforce development system, and provides direction, strategic leadership, and collaboration among partners and businesses to deliver a strong workforce for both job seekers and employers
- Evaluate the extent to which the state's workforce development programs emphasize education and training opportunities that align with employers' workforce needs and labor market information and statistics; that these findings are reported on an annual basis, similar to the Guam Economic Outlook analysis report prepared by the GDOL Chief Economist for the Governor's office
- Re-assess funding streams and conduct review of programs with current unemployment situation and collaborate with education, workforce partners and training providers to assist job seekers with career pathways, especially youth, with Career and Technical Education (CTE), improve adult education and strengthen workforce development programs with both education and training to include supportive services
- Adopt resolutions that conform to workforce development for the Guam economy to be vibrant and sustainable upon recovery from the COVID-19 pandemic; to adopt the STEAM initiative as adopted by the Regional Workforce Development Council (RWDC)

Goals related to Veterans:

Provide employment and training services to veterans with significant barriers to employment and connect employers with work-ready veterans.

Serve as a partner for veterans, ready with resources and expert guidance to assist them in transitioning from active duty service to civilian life, no matter when that transition occurred. GDOL AJC is committed to providing high quality services to Veterans. AJC staff is fully invested in supporting the success of this important population. Staff participate in ongoing professional

development, and maintain updated knowledge on businesses seeking Guam's veterans to fill open positions.

Strategic Goals:

1. Increase the earning capacity of Guam's workforce system customers by maximizing access to employment;
2. Increase the earning capacity of Guam's workforce system customers by maximizing access to and use of skills and credentialing;
3. Increase the earning capacity of Guam's workforce system customers by maximizing access to and use of life management skills;
4. Increase the earning capacity of Guam's workforce system customers by eliminating barriers to employment; and,
5. Strengthen and enhance the effectiveness and efficiency of Guam's workforce system.

C. STATE STRATEGY

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

1. DESCRIBE THE STRATEGIES THE STATE WILL IMPLEMENT, INCLUDING INDUSTRY OR SECTOR PARTNERSHIPS RELATED TO IN-DEMAND INDUSTRY SECTORS AND OCCUPATIONS AND CAREER PATHWAYS, AS REQUIRED BY WIOA SECTION 101(D)(3)(B), (D). "CAREER PATHWAY" IS DEFINED AT WIOA SECTION 3(7) AND INCLUDES REGISTERED APPRENTICESHIP. "IN-DEMAND INDUSTRY SECTOR OR OCCUPATION" IS DEFINED AT WIOA SECTION 3(23)

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE TO THE STATE TO ACHIEVE FULLY INTEGRATED CUSTOMER SERVICES CONSISTENT WITH THE STRATEGIC VISION AND GOALS DESCRIBED ABOVE. ALSO DESCRIBE STRATEGIES TO STRENGTHEN WORKFORCE DEVELOPMENT ACTIVITIES IN REGARD TO WEAKNESSES IDENTIFIED IN SECTION II(A)(2)

II. c. State Strategy

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

The "Guam Green Growth" Working Group" also known as G3

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

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

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

10+ Year Goals	FY20-21 Action Items
<ul style="list-style-type: none"> 3-5 Year "SMART" Objectives 	<ul style="list-style-type: none"> Metrics

10+ Year Goals

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

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

Good Health and Well-being: 1) UN SDG #3: Ensure healthy lives and promote well-being for all ages. 2) Decrease in substance use including narcotic drug abuse and harmful use of alcohol. 3) Decreased maternal mortality. 4) Decreased infant mortality. 5) Reduce premature death from NCDs. 6) Decreased road accident mortality. 7) Affordable access to quality essential health-care services.

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

Enterprise Facilitation Development Programs. 7) Promote and Support Regional Economies Development Initiatives.

3-5 Year "SMART" Objectives

No Poverty:

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

Zero Hunger:

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

Good Health and Well-being:

- Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.
- Reduce the maternal mortality ratio
- Reduce neonatal mortality ratio

- Reduce by one third premature mortality from non-communicable diseases through prevention and treatment to promote mental health and well-being.
- Halve the number of deaths based on any road accidents.
- Decrease the incidence of Tb,. Combat hepatitis, water-borne and communicable diseases.

Decent Work and Economic Growth:

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

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

FY20-21 Action Items

No Poverty

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

Zero Hunger

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

etc.) 3) Support farm planning and capacity building programs for food producers, growers, and manufacturers.

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

Good Health and Well-being

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

Decent Work and Economic Growth

- Build up current industries and create new ones such as agriculture and aquaculture.
- Businesses will play a central role in the development and implementation of workforce development programs. Businesses will have more input in shaping and driving training content to meet their requirements and to develop a workforce supply that aligns with what the market demands.
- Skills training and entrepreneurial training must be strengthened to address the growing and emerging economies, and to revitalize the industries that are weakening.
- Have a uniformed branding approach to hiring local with GVB, GDOL/AJC, Gov's office, GEDA, GDOE, GCC, & UOG.
- Raise the minimum wage to \$10.25 after March 2021 and then to \$11.25 after March 2022.
- Work in collaboration with the construction, healthcare, and education organizations to hire and train locals through a pre-apprenticeship or apprenticeship program.
- Work in collaboration with HSA, GVB, DPHSS, GDOL, GIAA, PAG, the Legislature, and the Executive branch to provide aggressive outreach and safety measures for the people of Guam.

- Ensure fair employment practices in the workplace by holding employers accountable if they have performed unfair practices and mistreated or discriminated against their employees. Start a business ethics campaign
- Start a "Know Your Rights" campaign as an employee.
- Promote the use and flow of timely workforce intelligence reports and infographics promoting workforce development best practices and initiatives.
- Promote and strengthen capacity building strategies and initiatives for all workforce programs involved in skills training and development and evaluation of programs.
- Leverage workforce system program resources and assets across all workforce training units and authorities.
- Support and strengthen made in/grown-in Guam initiatives and programs.
- Revisit the management and purpose of the Guam Micronesia Island Fair (MIF).
- Supporting the work of the Regional Workforce Development Council (RWDC) through the Guam Workforce Development Board and its planning structures.
- Update the RWDC Workforce Strategic Plan for the MIF.
- Support research and analysis of conditions for regional economic development within Micronesia.

No Poverty

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

Zero Hunger

- Number of public outreach conducted by organization and or entity; Number of backyard farmers apply at Department of Agriculture to be a certified farmer.
- Number of new farmers who become certified with the Dept. of Agriculture.
- Increase the number of registered farmers at DoAG Development Services

- Increase the number of fish aquaculture businesses from 2 to 4
- WIC, Food Stamp, Food banks/pantries (WIC beneficiary can avail the coupons at the the registered farmer)
- Number of programs implemented, research publications, reports and grants funded

Good Health and Well-being

- Coverage of treatment interventions (pharmacological, psychosocial and rehabilitation and aftercare services) for substance use disorders, harmful use of alcohol, narcotic drug abuse rates, and the misuse of prescription drugs.
- Maternal mortality ratio
- Neonatal mortality rate
- Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease, suicide
- Death rate due to road accidents
- Proportion of persons covered by insurance. Coverage of essential health services (defined as the average coverage of essential services based on tracer interventions that include reproductive, maternal, newborn and child health, infectious diseases, non-communicable diseases and service capacity and access, among the general and the most disadvantaged population.
- Tobacco use rates including adolescent tobacco use.

Decent Work and Economic Growth

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

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



The Guam Workforce Development Board (GWDB) follows the provisions of the WIOA P.L. 113-128 landmark legislation requiring jurisdictions who receive Federal funds to develop a combined four-year strategic plan folding service delivery points. This comes with the inclusion of the Wagner-Peyser Act provisions for employment services.

In-line with WIOA, the Guam Workforce Development Board's (GWDB) mission is to facilitate, advocate, and allocate resources for workforce solutions resulting in employer engagement and improved quality of life in Guam. The Board's Vision is one that thrives in a regional economy that is supported by diverse employment opportunities and a highly trained and sustainable workforce. Its strategy is to grow a strong network of business partners/local employers that look to Guam's One-Stop Delivery System and American Job Center as their first choice for employment and training services most especially as a result of the COVID-19 pandemic.

WIOA is designed to strengthen and improve the public workforce system and help job seekers, including youth, find quality jobs and careers.

The new WIOA Combined State Plan requires the GWDB to address the following areas:

- State Workforce Strategic elements
- State Operation elements and
- Workforce Plan Assurances as part of the most recent revised proposed planning guidance.

One of the most exciting aspects of the WIOA is the expansion and strengthening of strategies and approaches for workforce development. Guam has a strong, strategic business-led board,

the Guam Workforce Development Board (GWDB) with members from the private sector and government representatives as well. Areas of interest include:

- Regional planning/coordination
- Mature industry/sector work
- The GWDB is considered a community organizer
- Integrated service delivery among partners
- Extensive training strategies; e.g. apprenticeship, customized, OJT, collaboration with higher education curricula with GCC and GDOE
- ETPL and performance tracking for participants in WIOA programs
- Innovation in employer engagement and business services
- Business services
- Monitoring and follow-up services
- Incumbent worker and layoff aversion strategies
- Utilization of Labor Market Information (LMI) for planning and service delivery
- Renew established working relationships with the TANF, Adult Education and the Vocational Rehabilitation systems
- Revisit the One-Stop Operator procurement with infrastructure and cost-sharing strategies
- Information sharing agreements across partners, including UI system
- Long-term unemployed service strategies/approaches to address the COVID-19 pandemic
- Renew and strengthen Out-of-School (OSY) youth design services
- Focus on capacity building of the WIOA participants and programs

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

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

- DISID/DVR
- GCC

- GHURA
- DPHSS

Past board discussions included the procurement of a One Stop Operator for the American Job Center. The resolution was relative to the approval of the use of statewide funding allocation for the One Stop Operator. The One Stop Operator is to be located at Guam's comprehensive American Job Center (AJC) and shall be responsible for the day-to-day operations and management of the AJC for the delivery of workforce development services to job seekers, employers and business entities for the WIOA and Wagner-Peyser Employment Services (ES), Veteran Services, Vocational Rehabilitation Services, Adult Education and Family Literacy Programs and other programs and services. Approval was also granted for the updated Eligible Training Provider List (ETPL) for training providers pursuant to WIOA to make available training services to participants of the WIOA programs and included registered apprenticeship program sponsors and registered apprenticeship workforce intermediaries. Now more than ever, establishing workforce development programs has become a priority due to the COVID-19 pandemic. The Guam economy needs to recover and industries and sectors have been identified needing attention for workforce development.

This approach to reconvene board matters will include core program partners and partner programs with the AJC. The HireGuam service delivery system is being used as the case management system with the PUA and FPUC unemployment programs to assist workers affected by the COVID-19 pandemic. Employers are encouraged to register with HireGuam to assist unemployed individuals who were laid off, furloughed or lost their jobs due to the COVID-19 pandemic.

There are a multitude of businesses and organizations that partner with the AJC and the board keeps working with core partners such as Guam Community College (GCC) and private business partners with the American Job Center (AJC), namely Guam Contractors' Association, Guam Trades Academy and other entities who partner with the AJC to deliver workforce development services and opportunities.

The Guam Community College (GCC) has been busy offering innovative 'boot camps' training in conjunction with the Guam Department of Labor and other training providers such as the Cabras Marine Corporation, for Ship Repair Transportation boot camp training, trucking training for future commercial truck drivers, and construction boot camp to empower the workforce with these trainings and upon completion, receive recognized certificates and credentials for these courses and classes they participated in.

GCC and GDOL both have the ability to grow and tailor workforce needs in areas that are lacking. GCC has more than 1,000 participants in apprenticeship programs. GCC and GDOL have engaged in truck driving bootcamps, ship repair, and construction bootcamps that give participants nationally recognized certificates and licenses after successful completion of the program. And this is going to expand into other workforce areas. Some of the earned credentials include: C-class licenses, OSHA-10, CPR/Basic First Aid certificates, and National Career Readiness certifications. Successful participants are also offered job positions from local employers who have helped train-up the boot camp participants such as Cabras Marine Corp. and Angoco's Trucking. Under the program, participants will work during the day and continue fulfilling education requirements with GCC after working hours.

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 Four (4) Greatest Challenges in Rendering Implementation of WIOA in Guam:

1. Partner agencies, specifically the DISID/Division of Vocational Rehabilitation (DVR), need more support in how they integrate their services with the American Job Center (AJC). Preparing their case managers and finding highly qualified individuals in their field can be a challenge in Guam and the region and support is definitely needed.
2. Special consideration and understanding of the unique challenges of the diverse workforce development needs of Pacific Islanders is needed (i.e., can be likened to working with American Indian or tribal communities, etc.). Migration continues among and throughout the western Pacific, specifically from other islands into Guam (citizens from FSM, etc.) Socio-cultural and economic realities faced by Pacific island individuals and families need to be considered in how programs are developed and delivered. Guam does not participate in the Unemployment Insurance aspect as it is not applicable to Guam. Flexibility needed.
3. Regional location and Guam's remote/isolated conditions, compared to the Continental U.S. states, always need to be considered. This affects how the economy can be supported, as workforce and resources often need to be augmented from stateside or foreign states (Example: U.S. CIS denial of work visas for the huge percentage of foreign workers (H2Bs) needed to support construction industry and not just large 'inside the fence' military buildup (realignment) activities in the Pacific, including tourism and supportive industries).
4. How to revive the economy from the COVID-19 pandemic. Useful and timely data is needed to align economic revitalization of Guam's economy, to include new industries, privatization of some GovGuam agencies, re-introduce development of light manufacturing industries and increase economic growth and opportunities for Guam through marketing and destination development programs with the tourism industry.

ALIGNMENT TO THE STATE STRATEGIES

- Case Management and performance reporting training: support and provide for increased economic activities with demand driven industries
- Guam American Job Center (AJC) and Virtual One-Stop (VOS) outreach: Enhance AJC reporting system and data collection
- Eligible training provider list increased programming: Utilize and integrate workforce learning continuum as it applies across workforce spectrum of job training and career pathways
- Fund utilization prioritization and increased monitoring, evaluation and employment outcome
- Strengthen Guam's workforce investment governance – GWDB

The Platform for Service Delivery

The service delivery platform is based upon four elements:

1. Labor and economic data that is shared by all the partners, and represents the combined contributions of the information driving economic development from the Guam Economic Development Authority (GEDA), labor market data provided by the Bureau of Labor Statistics, and occupational cluster analyses reflecting business concerns regarding skill gaps and shortages provided by the Guam Community College;
1. 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;
1. 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 are a number of active programs, partners and stakeholders aiming to achieve WIOA-related objectives.

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

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

STRENGTHENING BUSINESS SERVICES: In response to meeting local business needs, a "single point of contact" approach via the AJC is adopted. The assigned Business Services Representative(s) will serve and inform businesses of AJC and partner resources to meet their workforce development needs. The goal is to increase business awareness of AJC services, and

reach out to their Business Services Representative to coordinate and improve the quality of the recruitment, placement and technical services provided by the AJC.

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

Business Services

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

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

Recruitment Services

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

readiness and quality of referrals from the AJC. The AJC will share the feedback with the GWDB and make adjustments to career and training services provided accordingly.

Customized Training

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

Incumbent Worker Training

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

Job Postings

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

Workforce Incentives

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

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

The Apprenticeship Program GRAP offers tax incentives for the apprentices they train.

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

Guam has one of the most successful apprenticeship programs in the region. Currently, more than 600 Guam workers across a broad spectrum of industries are employed as registered apprentices. The program pays employers up to 50% of the cost of participant wages, supervisor wages, and the cost of training in the form of tax credits against Business Privilege Tax assessments. The training curriculum must be certified and approved prior to allowing the incentive. It is important to recognize that the Guam Department of Labor has received the

extraordinary authority to grant apprenticeship program qualification which has dramatically decreased the amount of time required for businesses to obtain apprenticeship certification. BSRs at the AJC will work with employers to craft individualized incentive programs. These programs will be tied to specific employment commitments agreed to by employers to hire qualified candidates identified through the recruitment services offered by Guam's AJC. Feedback from the success and challenges encountered by businesses that enjoy these incentives will be used to continually improve the apprenticeship program.

State Apprenticeship Expansion Grant

In Guam, there are 4 In-demand industries:

1. Telecommunications
2. Construction
3. Healthcare (allied health) (NCLEX)
4. Hospitality

Well within the last six months, in collaboration with the Guam Department of Labor and the University of Guam School Nursing Assistant Education Program, eighteen (18) participants received their certified nursing assistant certificates with the program. For the Healthcare (Allied Health) industry, Guam is seeing a demand for Certified Nursing Assistants (CNAs) and the timing is right, since the onslaught of the COVID-19 pandemic. The demand is growing for this kind of training and this cohort, and Guam has raised the number of CNAs on island, and we are glad to have assisted to find a solution that addresses the certification needs and up-skilling for allied health professionals. Funding covers the students' tuition, uniforms, books, clearances and physical exams as part of the program. Completion of the required number of classroom hours and courses to obtain certification are part of the training. Programs like this, the CNA Registered Apprenticeship program help develop job seekers with marketable skills and up-skilling in partnership with UoG. The State Apprenticeship Expansion Grant funded this program.

Certified Nurse Assistant Registered Apprenticeship program started Cohort II in June 2019, with 20 incumbent workers from Catholic Social Service and Health Services of The Pacific. Academic training component continued into the new program year.

Construction Pre-Apprenticeship – Cohorts with GCA Trades Academy launched in March 2019 with 15 participants. The pre-apprenticeship cohorts continued monthly culminating with a total of 75 participants.

Since the insertion of the grant, GDOL has had approximately 370 participants in pre-apprenticeship. Other apprenticeship highlights from the SAE Grant include programs with the following industries:

Pre-apprenticeship industries:

- Construction
- Tourism
- Ship Repair

Apprenticeship in Allied Health

- Nursing Assistant, Certified
- Biomedical Technician

Apprenticeship in Construction (including ship repair)

- Carpenters
- Construction Craft Laborer
- Construction Equipment Mechanic
- Diesel Mechanic
- Electrician
- Electronics Systems Technician
- Heating & Air Conditioning Installer/Service
- Machinist
- Machinist, Marine Machinery
- Machinist, Outside
- Painter
- Refrigeration Mechanic
- Welder, Combo

Apprenticeship in Telecommunications

- Computer Programmer
- Computer Systems Analyst
- IT Generalist
- Telecommunications Technician

Apprenticeship in Tourism

- Baker
- Cook, Hotel & Restaurant
- Cook, Pastry

Apprenticeship, General

- Customer Service Representative
- Graphic Designer

Apprenticeship, Utilities

- Line Installer Repairer

AJC Career Services and Training

Key values provided to jobseekers through provision of Career Services at the American Job Center (AJC) 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. Career Services are those services that assess a person's readiness to work and provide employment statistics information to inform career goals and opportunities for advancement in occupations.

The following flowchart is used as guidance for determination of eligibility to receive assistance at the AJC from the following available programs:

- 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
- o Job Search
 - o Placement Assistance
 - o Career Planning and Counseling
 - o Information on In-demand industry Sectors and occupations
 - Referral to Partner Programs
 - Workforce/Labor Market employment information
 - o Job Vacancies in labor market areas
 - o Job skills necessary to obtain jobs
 - o 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:
 - o Child care/DPHSS Block Grant
 - o Child support/Office of the Attorney General

- o Medical or child health assistance through Medicaid or CMIP / DPHSS
- o SNAP/DPHSS Nutritional Assistance
- o EITC/Department of Revenue & Taxation
- o HUD/Guam Housing & Urban Renewal
- o TANF/DPHSS Welfare Program
- o Other programs supportive services and transportation assistance

Individualized Career Services – WIOA

- Comprehensive and specialized assessments of skill levels and service needs of adults and dislocated workers
- o Diagnostic testing and use of other assessment tools; and
- o In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals
 - Develop an individual employment plan identifying:
 - o Goals
 - o Objectives and
 - o 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.

Follow-Up Services

Follow-up Services: As appropriate for participants who are placed in unsubsidized employment

- Follow up services for up to 12 months after the first day of employment
- Counseling about workplace

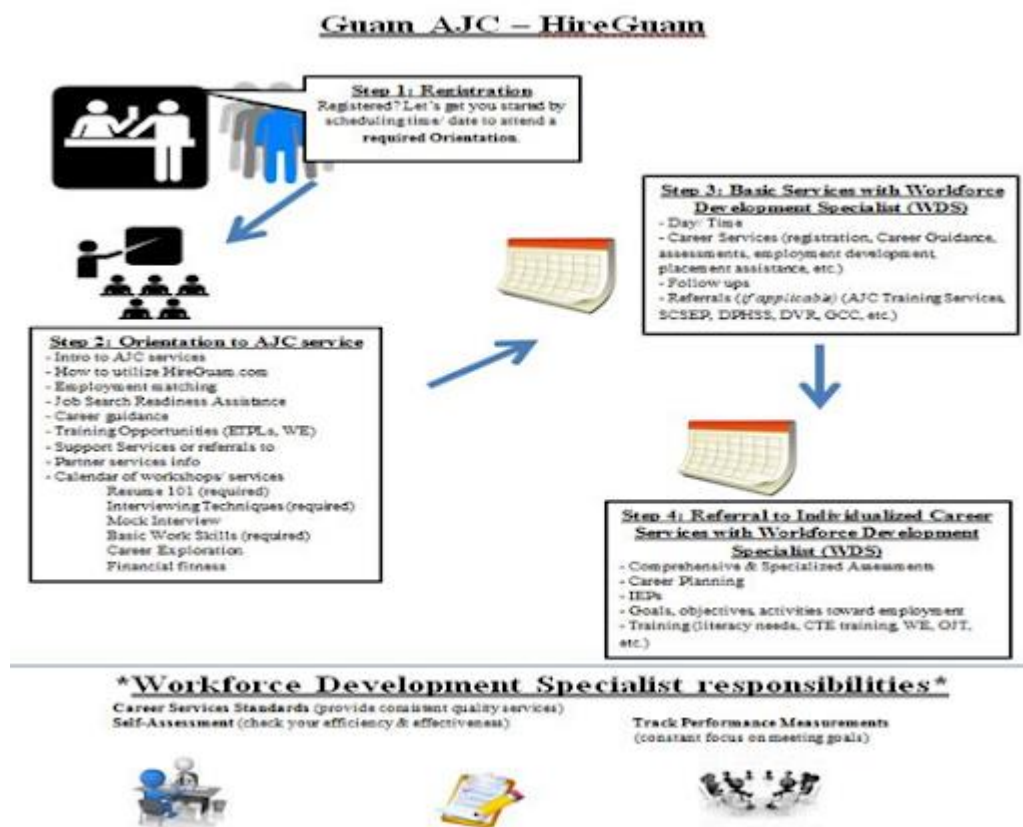
Training Services

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.

AJC Orientation to Welcome Customers

Services provided through the American Job Center (AJC) will be customer-centered to ensure value to each customer experience. The American Job Center staff conducted orientation for AJC services in February 2018 and a total of 6 orientation classes were conducted providing 129 participants basic services with workforce development specialists.



All customers entering the AJC are greeted courteously by AJC staff. Customers are then interviewed to determine the reasons why they visited the center and what kind of employment and training assistance they are looking for. Afterwards, they are informed by AJC staff of the resources offered through the AJC and services and options that might be available to them.

After the interview process, customers are guided through the registration process with HireGuam, the Virtual One Stop (VOS) case management system used at the AJC to join the labor exchange. They will also be provided access to the computer resources at the AJC and may be referred to a partner agency if AJC staff believes they qualify for assistance. All of the partner

agencies will have accessible information at the AJC. All of the staff are familiar with the requirements of all of the agencies and are competent to refer participants to each of the partner programs.

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

AJC Specialists Staff for Career & Training Services

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

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

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

Career Services Assessment

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

- Literacy, numeracy and information processing skills;
- Soft skills (interpersonal, motivation, attitude, and workforce ethics); Hard skills (trade and technical skills);

- Aptitude and career interests;
- Abilities including skill gaps; and,
- Employment barriers and supportive services needs.

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

Determining the Individual Employment Plan (IEP)

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

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

Job Search

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

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

Validating Skills

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

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

Placement Assistance

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

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

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

Training Services

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

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

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

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

Adult Education and Literacy

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

Workforce Preparedness

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

Skills Training

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

WorkBase Training

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

On-the-Job Training (OJT)

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

Apprenticeship

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

feedback mechanisms between Training Services and placement functions are in place to ensure that the training being provided is meeting the needs of business.

Follow-up Services

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

III. OPERATIONAL PLANNING ELEMENTS

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

A. STATE STRATEGY IMPLEMENTATION

The Unified or Combined State Plan must include—

1. STATE BOARD FUNCTIONS

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

III. a. 1. State Board Functions

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

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

Background

Pursuant to P.L. 113-128, the Workforce Innovation and Opportunity Act, (re-authorized from the Workforce Investment Act of 1998), the name of the Guam workforce board was changed from the Guam Workforce Investment Board (GWIB) to what is now known as the Guam

Workforce Development Board (GWDB). The board is comprised of private sector members mostly and the appointing authority is the Governor of Guam. The WIOA was enacted on July 22, 2014 by President Barack Obama and implemented effective July 15, 2015.

Current Make-up/Composition of GWDB members

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

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

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

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

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

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

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

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

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

PRB

1. Data fluency

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

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

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

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

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

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

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

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

When we update our state plan, progress reports are due. For example, a visit for the apprenticeship program from the ETA Federal partners is coming up. PRB then talked about the Codified Work Areas List to be applied to the new goals for the state plan and to justify additional Statement of Work (SOW). If the write-up is not there, then prepare new information

for this. The strategic map with the program Titles was used in the meeting to show how to align the core programs with the work areas for the new state plan. It showed sections of the ICR, the approach, the strategic and operational planning elements, common assurances and program specific requirements for core programs. He asked those in attendance “where do we put programs” ? looking at the strategic map? That we must understand the planning process, that we still have to document activities related to the programs, how was input conducted, etc.

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

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

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

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

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

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

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

He went on to say, Like DVR, are you familiar with your title? With WIOA portal requirement into state plan, now your mission, now you're part of this workgroup process, you're coming to the next round and updating where in terms of reporting requirements. When the request for portals users went out, that request went to all the partner agency heads and director identified who the portal users are, each title had their specific data entry process.

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

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

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

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

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

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

At the last meeting for those of you that were here, one of the things the board adopted was nomenclature (list of work areas) how do we classify program activities and align to goals., so

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

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

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

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

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

PRB continued...when we write the summary of our plan because this is the Governor's state plan, we have to reflect where the government priorities are and that's why I'm saying, the UN national goals is a nice fit, because Micronesia are also subscribing to what they're doing, you see it in the news, was it FSM that prohibited entry of plastics? You see how they're getting on board with environmental awareness policies? That's a form of innovation that's going to drive certain workforce programs. Our job is to be ahead of that and figure out, where do we do that? In the past, the Micronesian Chiefs, which is now the Micronesian Island Forum (MIF) endorsed regional cooperation around common interests and one of them was recycling. One of them was energy resiliency, one of them was bulk pharmaceutical purchases, instead of every country buying their own, they want to consolidate into a cooperative and buy as one block. Imagine the economies of scale that you can get from that. But all those are big ideas but how do you operationalize it into a plan? So in the past, the arm that connected us to the region was the creation of the RWDC. So we had counterparts of people like us in Pohnpei or FSM that deal with this kind of planning work. And they say okay, where do we need to be together on a planning step? So when we update our plan in terms of current reporting, this is where we're at on the timeline, this is what we said we're going to accomplish, it's like a progress report, a dashboard scorecard, did we fulfill what we set out to do? If you're not constantly updating your plan which is part of the requirement, is every year we update our annual report, this is where we're off, this is that preference of slippage factor, the challenge is when we don't convene regularly, we kinda don't have that luxury because ETA issues letters like EDMR and says can you account for why we gave you this money and there's no activity? You cannot do this because.....pause....then asks, is there a visit coming up, yes from ETA. So if we know where the feds are focusing, we better demonstrate to make it look good to report on where we're strong and focus on building what we're good at and concentrate on the ones that we could spend more time on to develop.

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

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

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

March 9, 2020

DRAFT

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

Action Items by Category:

GDOL Title I and Title III Programs and Strategies

Partnerships and Corresponding Other Titles

Local (State) Leadership and Governance

American Job Center (AJC) Service Design

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

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

WK 10 (March 1 – 7)

- Review and Assessment: GDOL and GWDB Workgroup final approach to development of 2020 Combined State Plan
- o Weekly Strategic Planning/Working Meeting – March 3, 2020
- o Development of the workplan: Assignment of tasks, workflow, tracking and how we are to achieve our goals with this workforce tool for this project to meet timelines and submittal of the new 2020 new state plan
- o Appointment of writing leads to submit narrative submissions and supporting documentation: i.e., data and supporting statistics
- o Appointment of 2020 Combined Plan Writing Workgroup – GDOL
- o Appointment of 2020 Combined Plan Writing Workgroup - Partnerships
- o Appointment of 2020 Combined Plan Writing Workgroup – Other Workgroup

WK11 (March 8-14) – *1st Revision*

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

- Transition of Writing Workgroups for the new 2020 state plan and strategic planning and aligning to the WIOA mandates – GDOL/GWDB Specific with Partners/Programs
- o Weekly Strategic Planning Meeting – moved to 10:00am -Friday March 13, 2020
- o GWDB Workgroup development of response/write ups approach – to be reported at GWDB Executive Meeting
- o Discussion of Forum for stakeholders input during Public Comment Period (in April) – to be reported at GWDB Executive Meeting
- o First portal input draft review of 2020 Combined State Plan

Note: Last Planning meeting held.

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

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

WK 13 (March 22-28)

- 2nd draft review of 2020 Combined Plan responses and information from portal

- o Weekly Strategic Planning/Working Meeting – March 24, 2020
 - o Review and Development of first write ups
 - o Review and Refinement of first write ups and input of 2020 state plan
 - o Further Planning, research and evaluation of approach to 2020 state plan with workgroups
- WK14 (March 29-April 4)

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

- o Weekly Strategic Planning/Working Meeting – March 31, 2020
 - o Proposed Public Comment Period – April 2-16, 2020
 - o 3rd draft review of 2020 Combined State Plan from portal
- WK 15 (April 5-11)
- Continuation of Public Comment Period – April 2-16, 2020
 - o Weekly Strategic Planning/Working Meeting – April 7, 2020
 - o 4th draft review of 2020 Combined State Plan from portal
 - o WIA and WP Performance Review Update to reflect WIOA implementation
 - o Cushion period for technical report preparations, addressing all action items and write ups to be included in Combined state plan report preparation concerns

WK 16 (April 12-18)

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

WK 17 (April 19-25)

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

INITIAL COVID-19 Period

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

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

- Weekly and FINAL Strategic Planning/Working Meeting – April 28, 2020

- o Widest dissemination to all: GDOL Administration, Partners, Workgroups, etc. for distribution to the public through electronic and other means, to include members of GWDB, private sector partners/representatives of businesses, NGOs, workforce partners, etc. and education partners

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

- o **COVID-19 Period**

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

WK 19 (May 3-9, 2020)

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

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

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

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

WK 20 (May 11 -16, 2020)

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

WK 21 (May 17-22, 2020)

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

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

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

The Draft 2020-2023 Combined State Plan Timelines have been revised twice as the Public Comment Period is still to be met as a requirement under WIOA. The Public Comment Period for the Draft Guam 2020 Combined State Plan will be published on the department's website at dol.guam.gov for review from May 11 to May 22, 2020.

The 2020 state plan describes the programs and services that are provided by the Guam workforce system to help jobseekers and businesses alike with their needs for gainful employment in light of the COVID-19 recovery and employment related needs.

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

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

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

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

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

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

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

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

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

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

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

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

- Update on Standing Committees

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

Other Board discussions focused on:

o **Current Labor Market Issues:**

· *Industry updates from board members' perspective; real industry conditions dealing with the coronavirus and contingency plans taken to address the matter*

o **Training:**

· *To meet the needs of businesses' to find skilled workers and for workers to find good jobs to increase their employment opportunities*

o **Employment:**

· *To implement sector strategies to for government of Guam, education partners and private sector to collaborate together to focus on workforce needs for the economy*

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

2. IMPLEMENTATION OF STATE STRATEGY

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

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

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

III. a. 2. A. Core Program Activities to Implement the State's Strategy

The COVID-19 Pandemic has economic impacts. In order to rebuild the economy, the strategies to be utilized will be a very strong partnership with work sponsors, to achieve many of the goals of WIOA, including business engagement through that partnership. AJC Partners must strive for credential attainment coupled with an “earn while you learn” approach to skills development, and career and wage employment in moving up to higher positions for apprentices. The AJC staff and management have done tremendous work to get the programs up and running. Now it’s time to collaborate with AJC core and partner programs, public and private, with complete confidence the economy will come back.

The Guam WIOA Combined State Plan has Goals to provide services and programs to prepare for an educated and skilled workforce, for youth, and to deliver to other populations such as individuals with barriers to employment.

To achieve this phase for recovery from the COVID-19, the Guam WIOA Combined State Plan has five (5) Strategic Goals:

The new 2020 State Plan Goals are:

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

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

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

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

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

5. Provide WIOA stakeholders with a workforce investment system that is easy to access, navigate and assess with the HireGuam.com Virtual One Stop (VOS).

Implementation of Core Program Activities

To support Guam’s comprehensive and collaborative workforce system, the Guam WIOA Partners are committed to ensuring effective coordination and alignment of the State’s WIOA programs through strategic policy development, coordinated resource sharing, and collaboration with local and regional partners. Together, Guam’s WIOA Partners will facilitate the creation of a strong, skilled workforce that effectively connects with businesses to help them

compete in the global, State, and local economies. The WIOA Partners will continue to ensure that customers are provided with the services they need, in a way that avoids duplication of programs and activities carried out through the system.

The WIOA Partners will also conduct strategic outreach to entities outside of the formal WIOA network to: (1) educate them on the vast array of services, programs and supports available through the WIOA network in an effort to raise awareness among their customers; and (2) to learn about the available services and supports that exist outside of the WIOA network that could potentially benefit jobseekers, such as health resources, child care services, financial empowerment tools, and library resources.

Guam DOL AJC leads the State WIOA workforce system's implementation of operational protocols, programs, and practices. The AJC is committed to the collaborative implementation of policies and procedures that promote systems improvement, efficient operations within the AJC system, and the expansion of established best practices related to service provision. Guam is positioning itself to make certain that investments in the State's workforce system foster an ecosystem of innovation. With a commitment to continuous improvement, Guam will continue to take a customer-focused approach to workforce development issues to successfully meet both jobseeker and business needs.

There must be promotion of the One-Stop Center, the Guam American Job Center (AJC) services to the public and recruitment of potential job seekers and employers. Both are our customers who seek our assistance.

Self-Service Activities. Self-service is made available for public use with information on current and projected labor market information, job openings, vocational training activities, job search and resume writing aides, career exploration guides, financial aid information and support services for individuals to participate in career or training activities.

Assisted Services. Such services include Program intake, assessment, program eligibility determination, case management, career development facilitation, individual employability planning, vocational training referrals and follow-up, support service referrals and follow-up, job search assistance, job skills upgrading, job order listings, job matching, and job placements and follow-up.

Business Services. One Stop AJC service providers (ETPL, WE contracts, etc.) are required to work collaboratively with and under the direction of the Guam Workforce Development Board's Business Services Unit. The employer-focused services include customized and on-the-job training, assisting employers with employee recruitment and assessment.

Classroom Activities. Classes and workshops, either open to the general public or restricted based upon specific eligibility requirements, covering employability skills development, remedial academic support, or vocational training.

Support Services. Such services include On-site services such as language translations, sign language, childcare, financial planning, substance abuse counseling, and public transportation coordination.

Partnerships. The development of One-Stop Career Service Center partnerships and coordination with One-Stop Career Service Center partners, including the GDOE, UoG, GCC, local employers, community and faith-based organizations, vocational training agencies, support service organizations, other local government agencies, and other groups.

Career Services

- Contacts registered Job Seekers using the Virtual One Stop (VOS) AJC services system.
- Offers online resume assistance and critiques specific to job orders on VOS.
- Provides job seeking assistance, cover letter creation assistance and guidance for filling out job applications and interviewing.
- Conducts research to understand business, industry, employment trends and skills needed by job seekers.
- Responsible to identify Career Pathways for job seekers, by identifying and emphasizing employment
- Outreach and recruit WIOA participants and identify participant's needs

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.

III. a. 2. B. Alignment with Activities Outside the Plan

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.

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.

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.

Registered Apprenticeship

The Governor of Guam is committed to supporting RAs as the State's premiere workforce solution. Guam's goal is to align apprenticeships with the workforce system, to ensure that traditional RA opportunities expand alongside the creation of new opportunities grounded in labor market demand.

On November 4, 2011, the Guam (Department of Labor) was designated as the State Apprenticeship Agency/Registration Agency (SAA) by the U.S. Department of Labor, Employment and Training Administration, Office of Apprenticeship. On July 2015, the Guam SAA was relocated to the American Job Center as an integral partner. Now the AJC has adopted RA as part of its sector strategies and career pathways approaches.

On October 14, 2019, the Governor signed a bill that amended the Guam Registered Apprenticeship Program, whose purposes are to reduce the shortage of highly skilled workers; to encourage employers to hire and train apprentices in highly skilled trades and occupations; to authorize tax credits for certain long term apprenticeship training expenses; and to ensure that apprentices continue to pay income taxes and participate in the economy. The extended the program to December 30, 2024.

In 2016, the USDOL awarded GDOL \$200,000 to accelerate the development of and expand availability to RA opportunities in the State. Through the ApprenticeshipUSA Acceleration Grant and the ApprenticeshipUSA Expansion Grant, GDOL was able to invest in the State's RA programming, leveraging funds to grow and diversify RAs. Based on GDOL's successful

utilization of those grants, USDOL provided Guam with an additional ApprenticeshipUSA expansion grant in the amount of \$968,880.00 in 2018. In 2019, USDOL awarded Guam another \$462,170.99 to directly serve new Registered Apprentices, develop new RA programs, and expand the number of existing RA Sponsors.

This series of USDOL grants has enabled Maryland to significantly expand RAs as a workforce development solution. As of July 2020, Guam has 588 registered apprentices earning and learning. Since the Guam SAA was integrated into Guam's workforce system in 2015, a total of 39 new RA programs have been created with 15 new sponsors.

The end goal for the expansion grants is to provide Guam's business community with a sustainable employment pipeline in both traditional and non-traditional industry sectors focusing on three critical elements:

1. Expanding Capacity by Increasing Staffing and Infrastructure

- To grow pre-apprenticeship and RA opportunities, key infrastructure investments were needed in the Guam SAA. Guam utilized the grant funding to expand the apprenticeship unit from one to two staff with WIOA funding utilized to provide one additional staff. The program team now includes the Program Coordinator II, a Project Manager and an Employment Development Specialist III.

2. Outreach/Education

- A variety of public engagement strategies are being utilized to increase awareness of apprenticeship as an essential tool for workforce development, recruitment, and training the next generation of skilled workers. Outreach and education are critical components to building partnerships that develop the RA program as the solution to Guam's 21st century workforce needs.
- Guam hosted the 2019 Registered Apprenticeship Forum. Representatives from the public and private sectors attended the forum. Representatives from the Federated States of Micronesia, the Commonwealth of the Northern Marianas and the Republic of Palau also sent representatives to the forum. A representative from Maher & Maher was also in attendance. USDOL ETA OA representatives were presenters at the forum.
- The Guam SAA also conducts RA Labor Clinics with the AJC on a quarterly basis and upon request by employers.

3. Advancing Innovative Practices

- Partnership with the Guam Community College included the registration of apprentices in the manufacturing, hospitality, telecommunications, construction and ship repair industries.
- Partnership with the University of Guam resulted in the development of the Certified Nursing Assistant Program on Guam. A total of 31 individuals participated in the training program, with 28 being registered apprentices.
- Partnerships were made with two intermediaries to conduct pre-apprenticeship programs in the construction and tourism industries.

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.

III. a. 2. C. Coordination, Alignment and Provision of Services to Individuals

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.

Lastly, the Guam Workforce Development Board (GWDB) follows the provisions of the WIOA P.L. 113-128 landmark legislation requiring jurisdictions who receive Federal funds to develop a combined four-year strategic plan folding service delivery points. This comes with the inclusion of the Wagner-Peyser Act provisions for employment services. In-line with WIOA, the Guam Workforce Development Board's (GWDB) mission is to facilitate, advocate, and allocate resources for workforce solutions resulting in employer engagement and improved quality of life in Guam. The Board's Vision is one that thrives in a regional economy that is supported by diverse employment opportunities and a highly trained and sustainable workforce. Its strategy is to grow a strong network of business partners/local employers that look to Guam's OneStop Delivery System and American Job Center as their first choice for employment and training services most especially as a result of the COVID-19 pandemic. WIOA is designed to strengthen and improve the public workforce system and help job seekers, including youth, find quality jobs and careers.

Activities to Coordinate, Align, and Provide Services to Individuals

1. Referring 18-24 year old individuals to youth formula program if they need more intensive support around specific program elements

2. Utilize Individual Training Accounts (ITA) for Out of School Youth (OSY), ages 16-24, which expands training options, increases program flexibility, enhances customer choice and reduces paperwork for all OSY
3. Utilize the Eligible Training Provider List (ETPL) when using youth funds for ITA
4. Utilize work-based training opportunities for Youth program participants co-enrolled as adults or dislocated workers, as identified by their Individual Service Strategy (ISS) as part of a career pathway
5. Partner with VR program to coordinate the provision of services to youth with disabilities transitioning from school to post-school life, including postsecondary education and employment
6. Career Pathway Planning
7. Partner with Title II Adult Education and Family Literacy Act program by co-enrolling OSY in adult education and literacy programs to expand educational services to those who are basic skills deficient
8. Engaging and/or participating in a standing youth committee to provide information and to assist with planning, operational, oversight and other issues relating to the provision of services to youth as described in 20 CFR 681.100 through 681.120.

D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

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

III. a. 2. D. Coordination, Alignment and Provision of Services to Employers

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 through which they can learn about evolving industry needs, and a vehicle to identify, build and refine curriculum, programs and credentials. Industry partnerships allow workforce partners to quickly refine their investments based on industry feedback and provide an efficient mechanism through which businesses can access public services.

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

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

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.

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).

III. a. 2. E. Partner Engagement with Educational Institutions

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-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.

III. a. 2. F. Partner Engagement with Other Education and Training Providers

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 invest 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.

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.

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).

III. a. 2. G. Leveraging Resources to Increase Educational Access

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.

The 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

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.

III. a. 2. G. Leveraging Resources to Increase Educational Access

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

GWDB WIOA Goal Area | Core Work Area

- WA 208-Post-secondary Institutions
- WA 211.1B6- Hard to Place Women and Youth into Unsubsidized Employment and Training with Institutions of Higher Learning

Supporting Documents

- Institutions of higher learning current strategic plan documents

Related Work Area

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

Pre-apprenticeship Program



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

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

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

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

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

Pre-apprenticeships help strengthen and diversify the talent pool available to fill entry-level positions. Many employers report considerable difficulty recruiting for these positions and claim high levels of turnover. Employees who arrive without prior screening and training often have little understanding of the work they will be expected to perform and are unprepared either academically or physically to do the work, and frequently quit within months if not days or weeks from being hired. This is why the pre-apprenticeship program is essential to the workplace. When businesses and institutions accept individual diversity in skillsets, it brings economic growth to Guam's workforce and it develops a certified applicant pool for all industries.

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



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

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

University of Guam's School of Nursing and Health: The pre-apprenticeship program for health care began in late Fall 2019. This was a 12 week program to provide participants with career pathway exploration as Certified Nursing Assistants, individualized coaching, and the opportunity to earn a variety of certifications such as Basic Life Support, SaveSafe, Mental Health First Aid, Health Insurance Portability and Accountability Act (HIPAA) -- and skills in bloodborne pathogens, medical terminology, basic communication, and employability skills.



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

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



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



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

Bootcamps

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

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

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

program, participants will work during the day and continue fulfilling education requirements with GCC after working hours.



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

I. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES

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

III. a. 2. I. Coordinating with Economic Development Strategies

Now more than ever, Guam will need to revitalize the island economy as a direct consequence from the COVID-19 pandemic.

The Guam workforce system will establish and enhance strategic partnerships with economic development organizations to assist with the development and creation of jobs. Business representatives from multiple partners including economic and workforce development partners, will work together to coordinate services across their agencies, and target specific industries based on information from economic development partners. Additionally, workforce analysts work together with economic development professionals to enhance and improve business recruitment, retention, and expansion. The Guam Workforce Development Board will coordinate with workforce partners, economic development, and training providers to create industry driven job training opportunities and talent development options based on knowledge gained from employer contacts and meetings.

Guam Economic Development Partners include:

- Guam Economic Development Authority
- Guam Chamber of Commerce
- Guam Women's Chamber of Commerce

- Pacific Islands Small Business Development Network
- Small Business Administration (Guam)
- Guam Hotel & Restaurant Association
- Guam Contractors Association
- GCA Trades Academy
- Guam Community College
- University of Guam
- The Department of Agriculture

Aquaculture on Guam

April 30, 2019, the Governor of Guam, Lou Leon Guerrero, signed executive order 2019-12 relative to the creation of the Guam aquaculture taskforce. *"My vision for our island is that we become a center for aquaculture in the region,"* Leon Guerrero said. *"The interest is there, and so is the demand. We can provide food security, generate revenue, and create local jobs. The time to act is now."* Thankfully, this taskforce was created before the COVID-19 pandemic which gave Guam economic development partners and other stakeholders the opportunity to prepare for what is needed to establish small aquaculture businesses and the industry in its entirety.

The United States alone imports a majority of its edible seafood supplies, creating an annual deficit exceeding \$12 billion dollars and Guam imports an estimated \$10 million dollars worth of seafood products annually. The global aquaculture production is estimated to be valued at \$250 billion dollars.

The Department of Agriculture is currently working with Guam's local farmers and fishermen to create not only a sustainable aquaculture -- but also sustainable agriculture and commercial fishery projects, along with effective monitoring and conservation strategies. The Department of Agriculture is partnering with UOG, GCC, and federal and non-governmental organizations to improve educational opportunities, vocational training, and internships in these areas.

The Guam Department of Labor is optimistic that the aquaculture industry, when developed, will make Guam a regional hub for fresh farmed seafood. Guam's efforts will benefit from UOG's expertise as they will soon enter into a public-private partnership to produce resilient and sustainable food sources for both export and local consumption, GDP revenue, food security, and job creation.

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—

In this section, the State Operating Systems and Policies of the State Plan, will support the implementation of the State strategy described in Section II Strategic elements.

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.)

The HireGuam (Virtual One-Stop) 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 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 years.

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.

HireGuam Data System

HireGuam data system for Title II Adult Education and literacy and Title IV Vocational Rehabilitation Modules have been integrated, however GDOL continues to face challenges enticing partner programs to utilize the modules. GDOL has initiated and continues to have discussions with both programs in the utilization of Hire Guam.

In line with the ReEmployment System Integration Grant, Guam DOL coordinated with Geographic Solution to provide a VOS training session for the on-line case management system. Training was conducted on December 17 – 20, 2019. It was specifically for the introduction of Title II and Title IV modules. Attendees included staff from Guam and the outer island regions from CNMI & Palau.

At this time HireGuam only provides data for WIOA Title I- WIOA, Title III- Wagner-Peyser employment services, JVSG and SCSEP.

Data sharing and confidentiality are the two concerns shared by partner programs.

B. DATA-COLLECTION AND REPORTING PROCESSES USED FOR ALL PROGRAMS AND ACTIVITIES, INCLUDING THOSE PRESENT IN ONE-STOP CENTERS

Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers.¹⁰

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

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.

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

HireGuam Virtual One-Stop System (VOS)

The HireGuam VOS is Guam's official online job bank and case management system that is the foundation of aligning Guam's workforce system to include Labor Market Information (LMI) and Labor Exchange. The HireGuam VOS is a comprehensive online software that fulfills local and

federal guidelines that integrates data transfer and distribution methods to meet the Participant Individual Record Layout (PIRL) requirements.

The VOS contains multiple standard reports with sorting and filtering controls that allows American Job Center (AJC) staff to generate real-time reports on registration activity, job openings, employment trends, performances, and a myriad of additional data points for Guam's state administered WIOA programs. AJC Staff can also manage and assist individuals in their eligibility determination and enrollment in WIOA programs. HireGuam has a customized online registration that provides specific federal and local data that determines program eligibility, processing enrollment, and tracking participant activities.

The VOS also contains strict guidelines through the WIOA application module to collect correct information for accurate eligibility and determination when it comes to placing and assisting participants. Upon completion of the application, the module displays a comprehensive summary of the individual's eligibility for Guam administered WIOA programs.

The WIOA case management module provides flexibility for AJC staff to enter and share reports and information on participants receiving services with our Core programs and particularly for Title I, Title III, JVSG, and SCSEP.

WIOA Programs Administered by the American Job Center Guam

- **Title I (Adult, Youth, Dislocated Worker).** Job seekers under Title I can enter their information on HireGuam by completing the online registration. For enrollment into a WIOA program, a case manager will locate the existing registration, verify the information, and collect any additional required documentation/information as needed.
- **Title III (Wagner-Peyser).** Similar to Title I, job seekers can enter their information on HireGuam by completing the online registration and creating an account. Registered account users can apply and have access to local and federal job listings, job search functions, resume building, virtual recruitment, the HireGuam app, and job matching. Employers can also create accounts, post job openings, and review resumes through HireGuam.
- **JVSG (for the Disabled Veterans Outreach Program - DVOP).** At the American Job Center (AJC) in Guam, the staff provide access to programs and services with the customer intake and orientation enrollment process. When individuals enter the AJC seeking assistance for programs and services, a staff member provides them with the standard AJC Customer Intake Form which they will then be asked to fill out. Upon determination that the individual is a veteran, the staff conducting the intake process will then ask the veteran customer to fill out the DVOP Questionnaire. The DVOP questionnaire will determine eligibility for DVOP services. If a veteran responds "yes" to any of the questions on the DVOP Questionnaire and are identified to have a Significant Barrier to Employment (SBE), then he/she is referred to the DVOP Specialist.
 - When a veteran registers online on HireGuam and acknowledges and confirms the presence of one or more Significant Barriers to Employment (SBE), a DVOP will contact the veteran and let them know he or she may meet with a DVOP counselor to determine the level of service the veteran will receive. If no SBE is indicated and they choose to receive staff support, the veteran will work with an

Employment Development Worker (EDW) from whom the veteran will receive priority of service in receiving employment-related services from the AJC. The veteran may also opt to continue the employment search using the HireGuam website.

- After assessment of veteran customer(s), DVOP staff will also inform them of the programs and services offered through the AJC, their entitlement to priority of service, and resources and options that may be available to them. Once the form is completed and signed, the information is entered into the VOS, the case management system.
- **Senior Community Service Employment Program (SCSEP).** The SCSEP provides training and employment to older workers who are low-income and help them develop their job skills. SCSEP case managers can register senior citizens into the HireGuam VOS. SCSEP utilizes SPARQ data, including updated Census information, the Guam Workforce System and other trends to determine where positions need to be placed in order to meet the demand for services. Work Area, WA 204.5: Avoidance in Disruption in Service - COVID-19, was applied to SCSEP upon the development of the new 2020 Combined State Plan since the Government of Guam was placed in shutdown due to COVID-19 in March 2020.

WIOA Title II and Title IV Modules

The HireGuam VOS system has integrated modules for Titles II and IV, our partner programs at AJC, in which the modules are currently inactive. However, the AJC Management Information Systems and Technology (MIS) team can enable the Title II and IV modules to become fully functional at any given time. The Title II and IV modules 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 IV 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.

Individual Employment Plan (IEP)

An Individual Employment Plan (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 a training program. AJC case managers use the VOS case management system to track and collect data on IEPs.

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 recent 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 currently 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 currently 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 is being developed 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.

Although the cost sharing plan is still in its early stages of technical assistance, the AJC is drafting a Service Delivery MOU that works to continue guidance on related infrastructure funding and shared services with our Core Partners which will be subjected to the GWDB's approval together with the Governor's office.

Co-Enrollment and Intake Processes

ASSESSMENTS

Assessments are conducted for individuals during the enrollment process. They are an ongoing process and provide valuable information to provide guidance towards employment. Assessments are used as guidance to decipher the best way towards an employment goal. The results of assessments must be explained to the individuals towards action and services to be included in the Individual Employment Plan (IEP). Assessment information must be documented to eliminate duplication by other AJC staff or the participant.

From the information compiled during assessments, appropriate American Job Center (AJC) partners and services should be identified in order to:

- Provide direct linkage to services provided in the One-Stop System; and
- Provide Active Resource Coordination with other One-Stop Partners

1. The Initial Assessment is part of the Wagner-Peyser program. The initial assessment is completed through dialogues to determine appropriate One-Stop services and coordinated referrals with AJC partners to assist individuals in achieving their goals.

The Initial Assessment is part of the overall intake process and includes informal verbal discussion for the initial determination of the following:

- Identification of strengths.
- Identification of workplace skills.
- Identification of prior work history.
- Career interests.
- Work values.
- Family situation.
- Service needs.
- Basic skills to determine eligibility

At the AJC, this type of assessment utilizes the O*Net Online, and a self-assessment profile on HireGuam when customers are receiving individualized services to check work interest and to determine if youth has basic skills, has work values, prior work history and family situation.

2. The Objective Assessment is part of the WIOA Title I program and include a further analysis of the Initial Assessment results and formal testing as it applies to the Individual Employment Plan. This can include the following:

- Basic skills.
- Identification of strengths.
- Identification of workplace skills.
- Career interests.
- Work values.
- Identification of prior work history.

- Family situation.

Youth

An objective assessment must be completed during the WIOA Title I Youth enrollment process prior to becoming a participant.

Adult, Dislocated Worker

An objective assessment is identified as an individualized career service. This should be completed within 60 days of eligibility determination. If a WIOA Title I Adult or Dislocated Worker participant refuses to complete an assessment to determine their basic skills within 60 days of eligibility, they may still receive program services.

Reasonable Accommodations

If an assessment accommodation is needed, it is important to have this in place prior to taking the assessment. It may be appropriate to consider coordination with partner program services such as DISID (Division of Vocational Rehabilitation), GCC (Adult Education and Literacy) and AJC staff to ensure the participant's needs or potential needs are being met. Accommodation needs must be available and shared with AJC staff prior to the assessment.

AJC enrollment begins with the intake and orientation process which is designed to provide individuals entering the Guam American Job Center (AJC), an overview of the AJC delivery system and an understanding of the range of services available. If there are no accommodations available for individuals with disabilities, it may be more appropriate for participants to schedule for a later orientation appointment. Individuals with disabilities are encouraged to request for accommodations at least 72 hours prior to going to the AJC for their appointment.

If at all possible, it is recommended that program partners and AJC staff may offer flexible scheduling for certain accommodations and offer to have the services given in sections. Should individuals not be able to meet the appointment, they can be accommodated services to meet and complete the assessment. Should this be permitted, such as testing done elsewhere to accommodate lack of transportation to and from the AJC, testing for example, can be done in a different location, provided it has been sanctioned. The AJC staff would need official approval for such a course of action to take place. When individuals have medical situations, a doctor's note may be considered an allowable professional documentation for the reason(s) why flexible scheduling is given.

Another recommendation is to consult with respective service providers should there be any questions or concerns about the various types of accommodations. If a particular situation limits an individual's ability to complete a formal assessment, this should be the consensus of the AJC partners and documented in case notes.

Certain accommodation materials may not be immediately available at the time of referral so cost-sharing among the AJC partners may be likely. For example, WIOA Title I utilizes support service accommodation funding or WIOA Title IV provides supports. If a particular situation limits an individual's ability to complete a formal assessment, for various types of accommodations, this should be agreed upon by the AJC partners and documented in case notes.

One stop partner programs' contributions to one-stop delivery system

Required partners of the One-Stop delivery system must provide access to programs, services, and activities through electronic means if applicable and practical. This is in addition to providing access to services through the mandatory comprehensive physical American Job Center (AJC). The provision of programs and services by electronic methods such as websites, telephones, or other means must improve the efficiency, coordination, and quality of AJC partner services.

Electronic delivery must not replace access to such services at a comprehensive American Job Center (AJC). Electronic delivery systems must be in compliance with the nondiscrimination and equal opportunity provisions of WIOA. Each required partner must:

- Provide access to its programs or activities through the AJC delivery system;
- Use a portion of funds made available to the partner's program as agreed;
- Enter into an MOU with the Guam Workforce Development Board (GWDB) relating to the operation of the AJC delivery system that meets the requirements of §678.500(b) (Contents of MOU);
- Participate in the operation of the AJC delivery system consistent with the terms of the MOU, requirements of authorizing laws, the Federal cost principles and all other applicable legal requirements; and;
- Provide representation on the Guam Workforce Development Board (GWDB) as required and participate in Board committees as needed.

The applicable career services to be delivered by required AJC partners are those services listed in §678.430 that are authorized to be provided under each partner's program. Basic career services are universally available to everyone entering the American Job Center.

Customers are given access to these programs, services, and activities during regular business days. "Access" to these programs including partner program and its services means:

- Having a program staff member physically present at the American Job Center (AJC);
- Providing information for a different partner program at the AJC to customers about the programs, services and activities available through partner programs; or
- Making available a direct linkage through technology to program staff who can provide meaningful information or service.
- Having assurance that the AJC is physically and programmatically accessible to individuals with disabilities.

One-stop centers provide individualized services to customers based on each customer's needs, including the seamless delivery of multiple services to individual customers. ***There is no required sequence of service.*** Career services shall be provided through the American Job Center delivery system directly through the center or through contracts with service providers, which may include contracts with public, private for-profit, and private nonprofit service providers approved by the local board.

Infrastructure Funding Agreement Guidelines

These guidelines fulfill the WIOA requirement that the Governor issue guidance to Guam and local required partners for negotiating cost sharing, service access, service delivery and other matters essential to the establishment of effective local workforce development services under WIOA (§678.705). They apply to:

1. All State-level agencies and entities on Guam responsible for planning and administration of Federally-funded workforce development programs (678.400 and 678.700(c)), and
2. Guam is a single state with no local areas, therefore the Governor and the Guam Workforce Development Board (GWDB), the Board, is responsible for planning and administering the workforce development services on Guam.

All required partners are expected to act in accordance with these guidelines and to otherwise comply with them. As required by WIOA, the Board will monitor to assure compliance with these guidelines.

Goals

WIOA establishes ambitious goals for the integration of workforce service programs. These goals are intended to maximize the value and benefits to customers of services available to them under Federally-funded workforce development programs. Included are business customers seeking to acquire the talent and skills needed to compete in a global economy. Also included are program participants seeking to acquire skills and recognized credentials to move along pathways that lead to high-paying jobs in growing sectors of the economy that offer long-term opportunities for stable employment.

Carefully planned and coordinated services among all Federally-funded workforce development programs are necessary to achieve the level of integrated service delivery WIOA envisions. This means that all Federally-funded workforce development programs work collaboratively in partnership to optimize the quality of services provided. Recognizing that successful integration is directly related to coordinated and joint use of resources, WIOA also requires each partner to contribute its proportionate share of costs required for operation of local one-stop delivery systems.

Scope

These guidelines:

1. Establish general guidance, direction and requirements for negotiating a Memorandum of Understanding (MOU) that is required to support the operation of the local one-stop delivery system, the Guam American Job Center.
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 local one-stop delivery system costs that will be shared among required partners.
4. Prescribe timelines for local negotiation of MOU 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.

Organization of Guidelines

These guidelines are organized into six (6) sections:

SECTION 1 – Negotiation of MOU

SECTION 2 – Negotiation of Infrastructure Costs

SECTION 3 – Negotiation of One-Stop Delivery System Costs

SECTION 4 – Timelines for Negotiation of MOU and Infrastructure Costs

SECTION 5 – Reporting of Interim and Final Negotiation Outcomes

SECTION 6 – Appeals Process

Section I – Negotiation of Memorandum of Understanding

1. Development and negotiation of a Memorandum of Understanding (MOU) will follow these basic principles and guidelines:

1. The MOU will be used as an essential tool for achieving a key goal of WIOA – establishing integrated and effective workforce delivery systems that produce the skilled workers businesses require.
2. The MOU will reflect the shared vision and commitment of required partners to high-quality workforce development systems and centers, and be consistent with the vision articulated by the Federal government and state planning priorities.
3. The MOU will reflect and document how each partner will contribute its proportionate share of infrastructure costs for the comprehensive one-stop center.
4. All required partners entering into the MOU development and negotiation process will be empowered to make commitments for the partner organization, including staff or other local representatives of the following state entities and state administered programs:
 - a. Guam Department of Labor – Adults, Dislocated Worker, Youth Programs under the WIOA, Apprenticeship, Employment Programs Authorized under the Wagner-Peyser Act, Jobs for Veterans State Grant for DVOP program, Senior Community Service Employment Program (SCSEP) under the Older Americans Act
 - b. Guam Community College – Adult Education and Family Literacy and Career and Technical Education under the Perkins Act
 - c. Department of Public Health and Social Services – Temporary Assistance for Needy Families (TANF) and Community Services Block Grant
 - d. Department of Integrated Services for Individuals with Disabilities (DISID) – Division of Vocational Rehabilitation (DVR)

- e. Each required partner entering into the MOU development and negotiation process will designate a specific individual with authority to commit financially and programmatically on behalf of the required partner. This individual may be staff from a state agency, local representative providing services for a state-level entity through a contract, grant or similar agreement.
 - f. All individuals participating in the development and negotiation of the MOU will negotiate in good faith to reach agreement and to bring about a unified vision for the one-stop delivery system.
 - g. The MOU negotiations will be conducted to according to these guidelines.
2. The MOU will describe the services that will be accessible through the one-stop delivery system, identify the location at which these services will be accessible, specify the method of delivery for each required partner providing services and describe how these services will be coordinated. The MOU must also describe the specific methods that will be used to refer participants between the one-stop operator and required partners to obtain needed services. These methods must encompass specific arrangements to assure that individuals with barriers to employment, including individuals with disabilities, can access available services.
 3. The Chair of the GWDB will designate an individual who will take the lead responsibility for negotiation of the MOU. The chair will also designate a private sector member of the board, or other impartial individual, as having lead responsibility for negotiation of infrastructure costs.
 4. The individual the Chair designates to lead the MOU negotiation process and local required partners will use as a starting point for their negotiations the "State-level Career Services Summary" and the "State-level Program and Activities Services Summary." *(Included as Appendix Items 3 and 4 to Guidelines)* Additional partners may be added at the discretion of the GWDB and with agreement of these additional partners.
 5. The MOU will identify the local comprehensive Guam American Job Center, describe the role of the operator in the local comprehensive one-stop center including the local operator's role and responsibilities for coordinating referrals among required partners. The role of the one-stop operator must comply with requirements specified in 20 CFR 678.620, 678.625 and 678.630. The GWDB may also designate satellite offices at their discretion they meet the requirements of 20 CFR 678.310, 678.315 and 678.320.
 6. The MOU will define how core program partners will share data and information and otherwise collaborate to assure that all common primary indicators of performance for the local area will be achieved while ensuring confidentiality of program participants' information
 7. The MOU will identify the specific infrastructure and local workforce development system costs that will be shared among the required partners. An approved annual budget in a format similar to the table provided in Appendix Item 8 and negotiated in accordance with in Sections 2 and 3 will be included with the MOU.
 8. The proportion of each required partner's shared infrastructure and local workforce development systems costs will be determined according to these guidelines. All cost sharing

determinations must be consistent with the “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.”

9. Upon agreement, **the GWDB and required partners will be required to sign the MOU**, which may either be an umbrella agreement encompassing all required partner programs or separate agreements with each required partner or groups of required partners. The GWDB will report to the Governor on the results of MOU negotiations as prescribed in Section 4 of these guidelines and in a format similar to the form provided in Appendix Item 9 of these guidelines.

10. The signed MOU must be submitted to an individual designated by the Governor before July 1st of each year in which an MOU is negotiated.

11. The process and efforts of the Board and required partners to negotiate the MOU and the process to be followed when consensus cannot be reached must be described in the MOU. The MOU should also address the process for resolving any disputes that evolve after the agreement is reached.

12. The duration of the MOU and the frequency with which the MOU will be reviewed will be determined by the GWDB but may not exceed three (3) years. A budget for infrastructure and shared system costs must be negotiated annually and incorporated into the MOU through the amendment procedures described in the MOU.

13. The MOU negotiation will occur during a prescribed 90-day period as described in Section 4, with each local area reporting to the Governor at the end of this negotiation period as described in Section 4.

14. In addition to the 90-day period of negotiation, a 45-day remediation period will be provided for reporting that the GWDB and required partners are unable to come to an agreement on an MOU during the prescribed period of negotiation. During this remediation period, a team comprised of representatives of the core programs under WIOA will work with the Board and required partners in an attempt to facilitate agreement.

15. The MOU must acknowledge that the agreements made are contingent on the availability of federal funds for each required program.

Section II – Negotiation of Infrastructure Costs

1. Areas are expected to reach agreement on how infrastructure costs will be shared among required partners. One of two mechanisms for funding the infrastructure costs of comprehensive one-stop centers can be used: a local funding mechanism when all required partners agree on how infrastructure costs will be shared, which is the expectation, and a State funding mechanism that will be used only as a last resort when it is impossible to reach local agreement. Use of either of these methods must conform to the requirement of 20 CFR Subpart E – One-Stop Operating Costs (§678.710). *(A summary comparison of requirements and features associated with each mechanism is included as Appendix 5 to these Guidelines.)*

2. Local comprehensive one-stop center infrastructure costs to be shared among all required partners will be defined on a standard budget form as described in Section 5. *(A list of infrastructure cost line items and definitions is included as Appendix Item 6 to these Guidelines. This list is not all inclusive.)*

3. An infrastructure budget for each comprehensive one-stop center will be prepared annually on a State fiscal year (WIOA program year) basis.
4. The Chair of the Board will designate a private sector member of the board, or other impartial individual, to assume lead responsibility for negotiation of infrastructure costs. Upon designation, the private sector board member or other impartial individual will convene an initial meeting of all required partners or their representatives, to begin developing the one-stop center infrastructure cost budget.
5. Prior to the initial meeting, the entity or entities serving as the leaseholder for the designated comprehensive one-stop center will provide the representative of the Board, and all required partners with the following specific information:
 - a. Information on the term of the lease,
 - b. The specific items of cost covered by the lease, and
 - c. Actual costs in the prior year for all line items included which are not covered by the lease.
6. The private sector board member or other impartial individual designated by the Chair to lead the infrastructure cost negotiation process will also see that required partners are provided information on the number of FTEs that required partners committed to the operation of the local one-stop delivery system the prior year.
7. At their initial meeting, the private sector board member or other impartial individual designated by the GWDB chair, and required partners will review and discuss actual costs in the prior year and new needs for the coming budget year.
8. The private sector member or other impartial individual the GWDB Chair designates to lead the infrastructure negotiation process will obtain all assistance needed to prepare a draft budget for future consideration by all required partners. The draft budget must be consistent with these guidelines.
9. The private sector board member or other impartial individual the GWDB Chair designates to lead the infrastructure cost negotiation process will see that a draft budget is presented to all required partners at least two weeks prior to a second meeting of required partners. This draft budget will also be submitted simultaneously to a person(s) to be designated at the State level.
10. At their second meeting, the required partners will review the draft budget and make all revisions agreed upon.
11. The private sector board member or other impartial individual the GWDB chair designates to lead the infrastructure cost negotiation process will prepare a final budget that allocates agreed-upon infrastructure costs equitably among required partners. These costs will be allocated among required partners in accordance with the methodology specified in these guidelines.
12. The proportion of each required partner's FTE staffing dedicated to support the operation of the comprehensive one-stop center will be used as the basis for determining each required partner's share of infrastructure costs. FTE staffing is defined to include:
 - a. Required partner or contractor FTE staff onsite at the one-stop center, and,

b. Required partner or contractor FTE staff offsite but who are dedicated and available on demand to meet service access requirements via “direct linkage.”

Any deviation from this cost allocation method the required partners agree upon must be consistent with “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.”

13. The private sector board member or other impartial individual designated by the GWDB chair to lead infrastructure cost negotiations will distribute this final budget at least two weeks prior to a third meeting of required partners, at which time all required partners will be asked to approve the infrastructure cost budget.

14. If, after the 45-day period of remediation, a required partner identified in Section 1, Item 1.d. of these Guidelines does not agree to approve the local budget, then the infrastructure costs allocated to that required partner under the local budget will be compared to the amount of infrastructure costs that would be calculated under the State funding formula. If the amount allocated to this required partner under the State funding formula is greater than or equal to the amount allocated in the local budget, then the required partner must accept the local budget.

15. The final approved budget will be incorporated annually into the approved Memorandum of Understanding (MOU) as an amendment using amendment procedures specified in the MOU.

16. Failure to reach agreement on comprehensive one-stop center infrastructure costs at the end of the established 45-day remediation period will result in limited infrastructure funding if funds are available through the State funding mechanism. The State infrastructure funding mechanism may be considered for only one comprehensive one-stop center.

17. Following the end of each State fiscal year, and after all budgeted infrastructure costs have been incurred, the private sector board member the GWDB Chair designates to lead the MOU negotiation process will assure budgeted costs by required partners are reconciled to actual costs and that any necessary adjustments are made.

Section III – Negotiation of Local One-Stop Delivery System Costs

1. All required partners under WIOA are required to use a portion of their program funds to pay additional costs relating to operation of the local one-stop delivery system. These costs include the costs of providing shared career services to individuals, costs to support GWDB functions and other costs that promote integration of services. Appendix Item 7 to these guidelines provides a list of costs that may be considered shared local system costs. This list should not be considered all inclusive.

2. Required partners may meet their cost sharing obligations through any of the following methods:

a. Cash contributions as allowed by the statutes and regulations governing each program,

b. Locally agreed upon and fairly valued in-kind contributions that provide tangible benefits for the local service delivery system to offset a cash contribution the partner may otherwise be asked to make.

3. Required partners are encouraged to give priority to those shared costs which bring about integration, streamline service delivery and lead to better outcomes.

4. The amount each required partner contributes to local one-stop service delivery system costs must be allowable under each required partner's statutory and regulatory requirements. Contribution amounts must also be proportionate to the benefit received and determined in accordance with "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards."

Appendix Item 7

SELECTED LIST OF POSSIBLE LOCAL ONE-STOP SYSTEM SHARED COSTS

Mandatory Cost Type	EXAMPLES OF POSSIBLE SHARED SYSTEM COSTS
Costs related to local board functions	<ol style="list-style-type: none"> 1. Salary, benefits and other expenses associated with staffing board functions 2. Board meeting costs 3. Audit costs of incorporated boards 4. Errors and omissions insurance for board directors and officers 5. Costs associated with marketing services to employers and other customers 6. Costs of strategic data gathering and analysis projects intended to isolate area workforce needs, priorities and issues
Costs to promote integration and streamlining of services	<ol style="list-style-type: none"> 1. Joint staff training, including staff of comprehensive one-stop centers 2. Customer satisfaction measurement 3. Business services 4. Receptionist at comprehensive one-stop center 5. Resource room materials and staffing costs at comprehensive one-stop centers or affiliated sites
Optional shared services costs authorized for one-stop partner programs	<ol style="list-style-type: none"> 1. Any allowable cost item (e.g., initial intake or needs assessments) agreed upon by local required partners

Section IV – Timelines for Negotiation of MOUs and Infrastructure Costs

1. Local boards may begin their negotiations related to services, methods of delivery, infrastructure and other shared costs at any time, but they must be concluded by March 31 of each calendar year.

2. A final report on the outcomes of these negotiations must be provided by March 31st each calendar year to an individual designated by the Governor. See Appendix Item 9 of these guidelines.

3. A 45-day period for remediation will begin on or around April 15th of each calendar year and continue through the end of May. Failure to reach agreement on comprehensive one-stop center infrastructure costs at the end of the established 45-day remediation period will trigger infrastructure funding using the State funding mechanism. Each required partner's proportionate share of infrastructure costs using the State infrastructure funding mechanism in these instances will be determined based on FTEs as described in Item 12 of Section 2.

4. Local areas that cannot reach agreement on an MOU at the end of the 45-day remediation period for reasons other than the allocation of infrastructure costs will be reported to the U.S. Secretary of Labor and head of any other relevant Federal agency as required in 20 CFR 678.510.

APPENDIX ITEM 9 TO GOVERNOR'S GUIDELINES

REPORT OF OUTCOMES FROM LOCAL MOU NEGOTIATIONS

GUAM

☐ **Notice is provided to the Governor as required by 20 CFR 678.725 that the local partners in this local area have reached consensus on a memorandum of understanding (MOU), including how comprehensive one-stop center infrastructure costs will be funded for the year beginning July 1, ____.** *A copy of the budget on which agreement was reached is attached to this notice.*

OR

☐ **Notice is provided to the Governor as required by 20 CFR 678.725 that, despite every effort, the local partners in this local area did not reach consensus on a local memorandum of understanding for the period beginning July 1, ____.**

Failure to agree for reasons *other* than infrastructure costs

☐ Listed below are the program partners that did not agree and the main reason(s) for their inability to agree:

Program Partner Name	Reason(s)
1.	
2.	

Failure to agree on one-stop infrastructure costs

☐ The inability to reach an agreement was because one or more partners do not agree with how comprehensive one-stop center infrastructure costs will be funded for the year beginning July 1, ____.

Listed below are the program partners that did not agree to the budget for comprehensive one-stop center infrastructure costs. *A copy of the budget on which agreement was not reached is attached to this notice.*

Program Partner Name	Reason(s)
1.	
2.	

Signatures:

Chair, Guam Workforce Development Board

Honorable Lourdes A. Leon Guerrero, Governor of Guam

Section V – Reporting of final Negotiation Outcomes

1. Local boards must provide a draft budget to the individual designated by the Governor by no later than February 28th of each calendar year. This budget is to be provided in a standard format. (A prototype budget is included as Appendix Item 8 to these guidelines.)

2. A final report on the outcomes of the MOU negotiations must be provided by March 31st each calendar year to an individual designated by the Governor. (*Appendix Item 9 to these guidelines is the report required from local areas regarding final outcomes of MOU negotiations.*)

Section VI – Appeals Process for Infrastructure Costs

1. The Governor will make the final determination of each required partner's proportionate share of statewide infrastructure costs under the State funding mechanism as described in these guidelines.

2. A required partner may appeal the Governor's determination on the basis of a claim that:

a. The Governor's determination is inconsistent with the proportionate share requirements of 20 CFR 678.735(a).

b. The Governor's determination is inconsistent with the cost contribution caps described in 20 CFR 678.735(c).

3. An appeal must be made within 21 days of the Governor's determination and follow the appeal process outlined in the State Combined Plan.

TIMEFRAME	ACTIVITY
DATE effective January 1, 2021	Initiation of local negotiations of Memorandum of Understanding (MOU) and infrastructure cost sharing agreements
FEBRUARY 28 EACH YEAR	Local board GWDB provide draft budgets (using the standard format) to the individual designated by the Governor
MARCH 31, 2021 AND BY MARCH 31	Local MOU negotiations end. (Guam may include an

TIMEFRAME	ACTIVITY
OF EACH SUBSEQUENT YEAR IN WHICH A LOCAL AREA RENEGOTIATES ITS MOU (MINIMUM OF ONCE EVERY 3 YEARS)	interim infrastructure funding agreement and may be finalized within six (6) months of when the MOU is signed.) The GWDB Chair and required partners of Guam report outcomes from local MOU negotiations to the Governor using the standard form (with copies sent to all required partners) (in a format similar to the letter provided in Appendix Item 9)
APRIL 15 EACH YEAR	For GWDB and required partners not reaching agreement on infrastructure costs, a 45-day remediation period begins
MAY 31, 2021 AND BY MAY 31 OF EACH SUBSEQUENT YEAR IN WHICH A LOCAL AREA RENEGOTIATES ITS MOU (MINIMUM OF ONCE EVERY 3 YEARS)	GWDB and required partners unable to reach agreement on the MOU for reasons other than infrastructure costs are referred to the U.S. Secretary of Labor and head of any other relevant Federal agency GWDB and required partners at an impasse about infrastructure costs are referred to the Governor's Office; the Governor will make the final determination about each required partner's proportionate share of infrastructure costs under the State funding mechanism
JULY 1 EVERY YEAR IN WHICH AN MOU IS NEGOTIATED	A signed MOU must be submitted to an individual designated by the Governor

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.

III. b. 3. A. State Agency Organization

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.

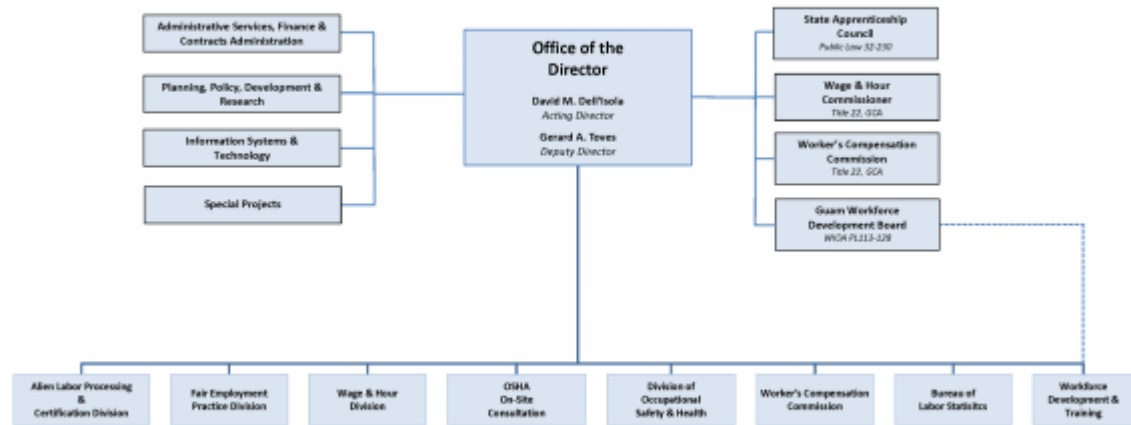
AJC partners use customer-centered design to understand the customer's needs and desires, and will implement policies and procedures for integrated services based on the needs of their clients and context of their community.

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.

The GDOL organizational chart is below.



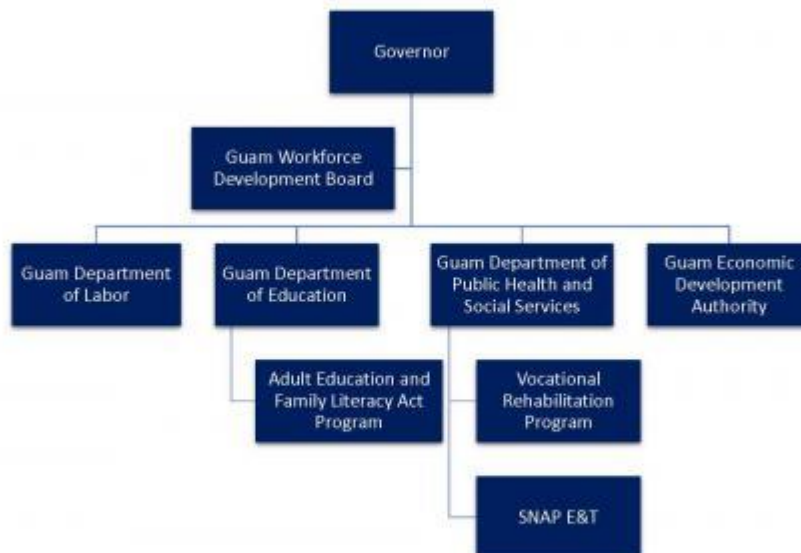
GUAM DEPARTMENT OF LABOR Organizational Chart - Overall



As Revised: 02.11.20

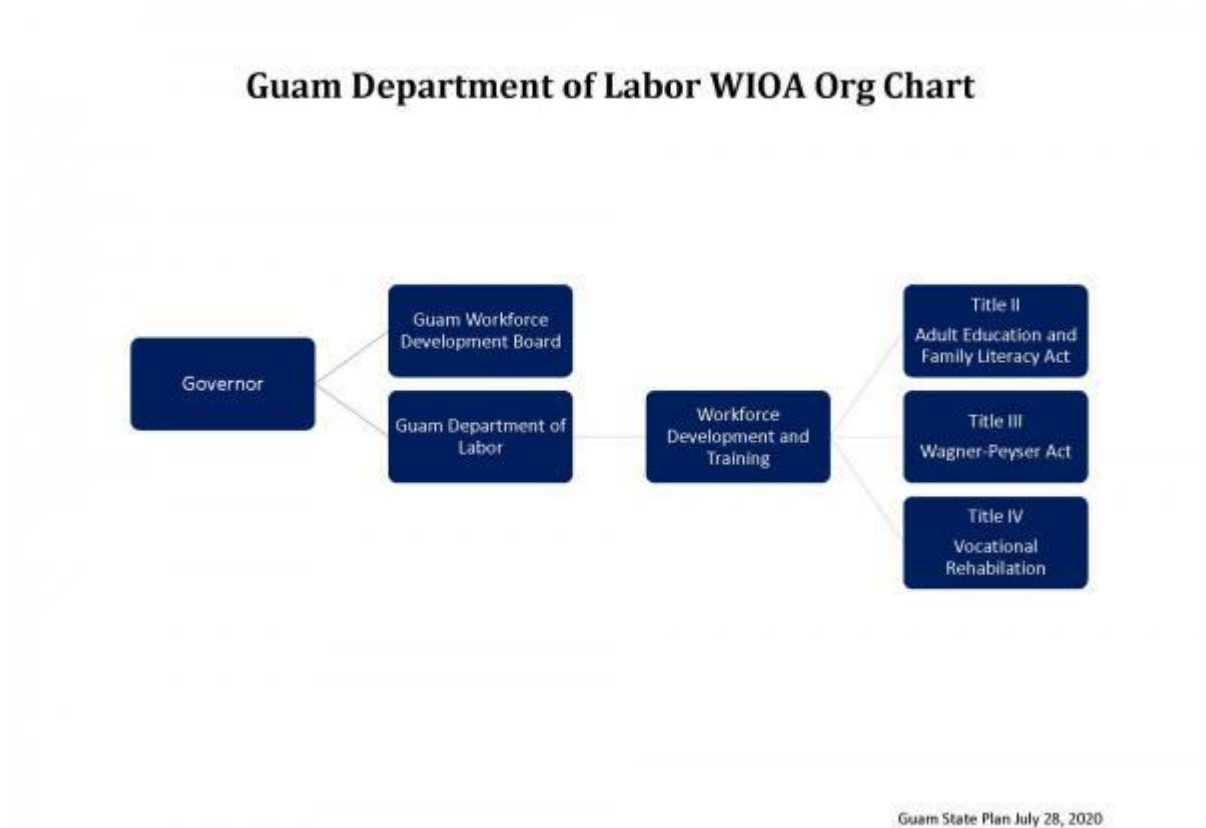
Workforce Delivery System

Guam Workforce Delivery System



Guam State Plan July 28, 2020

Guam Department of Labor WIOA Org Chart



Describe the organization and delivery systems for all core programs including Title II (AEFLA- GCC and Title IV – DISID –DVR)

The Guam American Job Center (AJC) brings together workforce development, educational, and other human resource services in a seamless customer-focused service delivery network that enhances access to the programs' services and improves long-term employment outcomes for individuals receiving assistance. One-Stop partners administer separately funded programs as a set of integrated streamlined services to customers.

The core programs located at the Guam American Job Center (AJC) authorized under WIOA are:

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

The **required** partners are the entities responsible for administering the following programs:

- Title I, under WIOA for Adults, Dislocated Workers, Youth;
- Adult Education and Family Literacy services under Title II of WIOA;

- Employment Services under Title III, the Wagner Peyser Act;
 - The Vocational Rehabilitation (VR) program authorized under Title I of the Rehabilitation Act of 1973;
 - The Senior Community Service Employment Program authorized under Title V of the Older Americans Act of 1965;
 - Career and Technical Education Programs at the postsecondary level authorized under the Carl Perkins Career and Technical Education Act of 2006;
 - Jobs for Veterans State Grants (JVSG) program known as the Disabled Veterans Outreach Program (DVOP);
 - Employment and training activities carried out under the Community Services Block Grant with the Department of Public Health and Social Services (DPHSS);
 - Employment and training activities carried out by the Department of Housing and Urban Development (HUD) with Guam Housing and Urban Renewal Authority (GHURA); and
 - Temporary Assistance for Needy Families (TANF) authorized under part A of the Social Security Act with DPHSS
-
- Career Services described in §678.430;
 - Access to training services described in §680.200;
 - Access to any employment and training activities carried out under sec. 134(d) of WIOA;
 - Access to programs and activities carried out by the required One-Stop partners, including the Employment Service program authorized under the Wagner Peyser Act, as amended by WIOA Title III (Wagner-Peyser Act Employment Service program);
 - Workforce and labor market information.

Veterans and eligible spouses continue to receive priority of service for all DOL-funded job training programs, which include WIOA programs. Career services are further defined under the Adult & Dislocated Worker/Wagner-Peyser Career Services Policy.

HIREGUAM EMPLOYER POLICY AND PROCEDURES

PURPOSE

Employers, job seekers and partner organizations can access HireGuam.com from a variety of locations via the Internet. Employers and job seekers can conduct their own screening and referral process.

HireGuam.com information and system security is essential to prevent scams and identity theft of job seekers personal information.

The proper vetting process of all HireGuam employer registration requests is a necessary security protocol and helps ensure information safety for all HireGuam.com users. This vetting

process will address the levels of security upon entry into the HireGuam system. The results of this vetting process will determine the activation or access of an employer/employee account.

REGISTRATION PROCESS

A New Employer registration causes an automatic alert email notification to be sent to the AJC Business Services Unit (BSU) staff from HireGuam. A

HireGuam.com employer report (explained later in the procedures) can be generated to obtain a complete listing of registered employers which can be used when determining employers to be vetted.

Staff within two (2) working days will verify if the employer is an existing employer or a newly registered employer by doing the following:

1. Log on to HireGuam and go to "Manage Employer", then click "Assist Employer".
2. Under Employer name, type (lower case) the employer's business name.
3. Conduct search for any variations of the name including searches for names listed under "doing business as".
4. If employer's name is located, then do the following:
 - Contact primary user or if not available, ask for the employer's human resources representative, general manager, director, or other key personnel in a position of authority.
 - Contact can be done via email or telephone to verify if the user is a valid user, user has obtained authorization for user account, and should this user be activated in HireGuam.
 - If verification is made by telephone, an email confirming the conversation and validation of the user will be sent.
 - If the primary contact or employer's authorized representative does not validate the registration of the new user, this registration access will be marked "Locked Out"

If the employer's name is not listed and this is a new registration request, documents will be required to establish the employer's validity as a business:

Required documentation shall be:

- Copy of valid Guam Business License or Professional License (e.g. Contractor's License)
- Copy of current Guam Worker's Compensation Commission Compliance Notice
- Guam Taxpayer Identification Number (TIN) or Federal Employer Identification Number (EIN)

A review of the employer's documentation and general profile will be done for "Red Flags". Red Flags are abnormalities which are inconsistent with normal HireGuam activity. Examples are:

- IP Addresses from Off Island locations
- Off Island Contact information

- Conflicting information on documents
- Incomplete or questionable documents

HireGuam.com information and system security is essential to prevent scams and identity theft of job seekers personal information.

The proper vetting process of all HireGuam employer registration requests is a necessary security protocol and helps ensure information safety for all HireGuam.com users. This vetting process will address the levels of security upon entry into the HireGuam system. The results of this vetting process will determine the activation or access of an employer/employee account.

HIREGUAM VERIFICATION LEVELS USED FOR VETTING

LEVEL 1: NEW EMPLOYER IS FROM A TRUSTED LOCAL SOURCE

Pre-vetted through AJC staff via program or direct assistance

1. Employer registers/petitions for Alien Labor Processing and Certification Division (ALPCD) job orders.
2. AJC staff sends email to obtain validation documents upon receipt of registration. Business License, TIN and referral from AJC staff are sufficient to validate. No phone verification necessary or Workers Comp Compliance Notice. Employer is known confirmed and pre-vetted through the contact with (e.g. ALPCD petitions for job orders).
3. ALPCD staff verifies validation documents received and sends to AJC staff BSU or Wagner-Peyser Employment Services Supervisor, if required) for upload into HireGuam.com Document Management tab.
4. AJC staff, i.e. BSU or Wagner-Peyser Employment Services Supervisor enters case note in HireGuam for verification.
5. AJC staff, i.e. BSU or Wagner-Peyser Employment Services Supervisor, enables employer account immediately and sends email to advise employer on access.

Goal: Total 2 - 3 business days

LEVEL 2: NEW EMPLOYER IS LOCAL BUT NEEDS VERIFICATION

Unassisted registration from Guam IP Address

1. Employer registers
2. AJC staff (i.e. BSU) sends email requesting for validation documents such as:
 - a. Copy of valid Guam Business License or Professional License (e.g. Contractor's License)
 - b. Copy of current Guam Worker's Compensation Commission (WCC) Compliance Notice
 - c. Guam Taxpayer Identification Number (TIN) or Federal Employer Identification Number (EIN)
3. Employer sends validation documents.

4. AJC staff (i.e. BSU) notifies employer of short-term hold to review documents (1 to 2 business days).
 5. AJC staff (i.e. BSU) reviews validation documents with primary contact through telephonic communication to verify company information.
 6. AJC staff (i.e. BSU) uploads information into HireGuam Document Management tab and enters case note on verification and phone contact.
 7. AJC staff (i.e. BSU) enables employer account and sends email to advise employer on access.
- Goal: Total 3- 5 business days

LEVEL 3: NEW EMPLOYER NEEDS VERIFICATION & SECONDARY CHECK

Unassisted registration from Employers with Red Flags or Special Circumstances

1. Employer Registers with HireGuam.
2. AJC staff (i.e. BSU) sends email requesting for validation of documents.
 - a. Copy of valid Guam Business License or Professional License (e.g. Contractor's License)
 - b. Copy of current Guam Worker's Compensation Commission (WCC) Compliance Notice
 - c. Guam Taxpayer Identification Number (TIN) or Federal Employer Identification Number (EIN)
3. Advise of acceptable alternative documents. It may be necessary to handle special unforeseen situations. Allowances can be made for these situations with concurrence from management and exercise of caution. Examples of special situations are:
 - a. Special recruitment mandated by federal or local laws or regulations.
 - b. Unusual manpower initiatives facilitated by local or federal government.
 - c. Recruitment by Non-Government Organization (NGO) or other types of non-traditional employers who may not meet document requirements but have legitimate bona fide recruitment needs.
4. Employer sends validation documents.
5. AJC staff (i.e. BSU) notifies employer of Mandatory Hold to review documents (2-4 business days).
6. AJC staff (i.e. BSU) verifies validation documents with primary contact through telephonic communication to verify company information.
7. AJC staff (i.e. BSU) provides summary of verification to supervisor who enters case note on disposition.
8. AJC staff (i.e. BSU) uploads into HireGuam Document Management and enters case note on verification and phone contact.
9. AJC staff (i.e. BSU) enables employer account and sends email to advise employer on access.

Goal: Total 4 - 8 business days

Telephone Contacts

The AJC staff will call the employer using the number listed in HireGuam at the time of registration, to verify the following information:

1. That the employer did create the account.
2. To thank the employer for using HireGuam registration services.
3. To address any questions or concerns that came up during the initial review of the account at the time of registration.
4. If there are no issues related to the registration, "Enable" access and enter a case note on steps taken to validate registration.
5. If unable to talk directly with the employer, enter a case note stating the status of the account verification process then change the current access right from "Pending Verification" to "Not Verified".
6. For "Not Verified" accounts, follow up every three (3) working days with the employer to determine if account can be enabled.

HireGuam Formatted Email Notification Letters

Within two (2) working days, staff must respond to the new registered user using the following formatted message:

1. Initial email requesting validation:

Hafa Adai!

Congratulations and welcome to HireGuam!

Access to your newly established account requires validation. Please provide a copy of your current Guam business/professional license, Guam Taxpayer Identification Number (TIN) and Guam Worker's Compensation Compliance (WCC) posting for verification. You may scan and email documents in reply to this message.

If you have any questions or need any assistance regarding your account, please call (671) 475-7044 and speak with a Business Services Representative at the American Job Center.

Best Regards,

2. First follow-up email: If no response is received after five (5) working days, use the following formatted message: (Sample letter)

Hafa Adai!

This letter is written as a reminder that your account registration with HireGuam.com is pending verification. Please scan and email a copy of your current Guam business/professional license, Guam Taxpayer Identification Number (TIN) and Guam Worker's Compensation Compliance Posting for verification.

Upon receipt and verification, your HireGuam account will be activated. This will enable you to begin posting jobs, seek potential employees and receive notices for an array of free services available to HireGuam registered employers.

If you have any questions please email or contact a Business Services Representative at the American Job Center through email or call (671) 475-7044 or 300-4557. Best Regards.

3. Second follow-up email: This is done if no response was obtained (10) days after first follow-up message was sent. A telephone call is made to contact newly registered employer for information needed for validation to be submitted.

4. Once employer account is "Enabled" (activated), send an email confirming activation using the following message: (Sample letter)

Hafa Adai!

We have validated your business documents. Your newly established account has been "Activated". Please see attached user guide on how to manage your job applicants. Employers must have an open job order in order to view candidates. We ask all employers for their cooperation to inform us of any hires via HireGuam, that we may update the state job bank. Thank you for your interest in partnering with the American Job Center and we look forward to providing your organization with quality services.

HIREGUAM JOB ORDERS AND BROWSING RESUMES:

Job Orders are typically reviewed to ensure that there is a job offer and that it is non-discriminatory and above board. To ensure that employers are truly recruiting while viewing resumes in the system, an employer MUST have an active job order in order to have the ability to browse resumes. AJC staff are available to assist with HireGuam to make this clear when the question comes up.

HIREGUAM SYSTEM RED FLAG REVIEW FLOW PROCESS:

This flow process is a guide and does not replace common sense review or fact finding through other means. Scammers will change their tactics and be as convincing depending on their level of sophistication. Do not be hesitant to seek consultation with other divisions or agencies who may have access to extended resources. The goal is to be user friendly, but confident that an employer is genuine.

1. Under the Access column, click on ***Pending Verification***.

2. Scan down to the IP Address Location- Is it in Guam? If not, possible Level 3 vetting is required. If employer is based off-island, Level 3 vetting is required. If employer is just on a trip and physically off island, Level 2 should be used.

3. Open the hyperlink to view the registration.

4. If the IP location was not visible before, check it now.

5. Scan down to Contact Information

- Is the employer's Job Title appropriate?
- Does the e-mail address contain the business name or contact person's name?

- Does anything look unusual or suspicious?
6. Company Information- Is there a prior registration? Compare new information to information provided prior on the registration.
 7. Look at documents submitted. Are there any inconsistencies? Do the documents look genuine? Consult with others if necessary.
 8. If there are no Red Flags, enable registration.

HIREGUAM VERIFICATION ISSUES:

1. Business name (or listed dba) must match the name given on the business license and employee. Suffixes do not need to match. (i.e. Co., Corp., LLC)
2. If information doesn't match, call the employer and ask to speak with the contact person listed. Identify yourself and conduct appropriate fact finding.
3. If the employer is having difficulty, provide clarification on what is needed and where to locate it. Send a follow-up email regarding the conversation for clarity.
4. When information is in question, advise employer that registration will remain locked out until correct information is received and adequately verified.
5. If IP Address is not on Guam, automatic fact finding is needed. Verify all documents to greatest extent possible. Investigation and outcome must be recorded in case notes.
6. When vetting at the highest level, make additional telephone contacts where necessary. Do not rely solely on the phone information provided in the registration. Make an attempt to source contact information independently. Check email address and company information closely.
7. If information errors are found during fact finding, information can be corrected once you are confident that employer is legitimate. If you're not confident that the employer is legitimate, keep them locked out pending further information. Post investigation and reasons in case notes and keep management advised as to who the locked out employers are from the HireGuam system.

CHECKING FOR PRIOR REGISTRATIONS IN HIREGUAM:

1. Run the first seven letters of the business name to check for prior registration. Check business name, address and prior contacts. If the same address & same contacts match, merge records to make the most current registration the primary one. Post case notes to document your actions.
2. Same address, different contact. Call the employer requesting employment status on prior contacts. Enable registration if all information checks out. If prior contacts are no longer with the company or in this position, inactivate. Post case notes to document your actions.

3. Different addresses found. Call the employer. Did they move? Do they have multiple locations? If unable to speak with the employer, lock out the registration until you have the needed information.

4. If multiple locations, ask the employer if they want the registrations merged. Point out advantage of logging in once and having access to all locations and job listings. Some employers DO NOT want registrations merged as each site operates independently. If this is the case, don't merge, count as a new registration. Verify employment status of prior contacts. Post case notes to document.

5. Different business names- Check HireGuam for name difference or dba's. If found, call the employer to verify that this is a prior business name. If the business name is no longer being used, merge the registrations and inactivate old business name/address. Post case notes to document your actions.

MERGING RECORDS IN HIREGUAM:

1. The Primary location is usually the most recent registration submitted. You will merge prior registrations and/or records into the new account. For HireGuam registration merge only those accounts with the same TIN/EIN.

2. To Merge- With the Primary location open, click on '*Employer Profile*', then on '*Corporate Profile*', choose hyperlink for *Merge Employer Account*.

3. Enter the first seven letters of the employer name on the line and click on Search.

4. Check to make sure the correct registration has come up. If yes, choose it.

5. Enter case notes, indicate which record was merged and any additional helpful information, i.e., site closed, contact if the owner, etc.

6. After merging records, if there is more than one contact name or more than one location, call/e-mail the primary person listed on the Contact List to determine employment status of prior contacts and if prior locations are still valid. If prior contacts and/or locations are no longer valid, they will need to be inactivated.

HOW TO INACTIVATE CONTACTS AND LOCATIONS IN HIREGUAM:

You must inactivate contacts before you can inactivate locations.

1. To inactivate Contacts:

- Go to Contacts/Users in the Corporate Profile.
- Choose Edit under the Action column for the Primary Contact. Check all the locations listed. Save.
- Choose Edit for the contact you want to inactivate. Choose inactive at the bottom of the first section.
- Change their default location to the primary user site. Save.

2. To inactivate Location:

- Go to Locations in the Corporate Profile (or choose the Locations tab if already in Corporate Profile).
- Choose Inactivate under the Action column for those address(es) that are no longer valid or are duplicates.

FOLLOWING UP ON REGISTERED EMPLOYERS IN HIREGUAM:

Creating an Employer List

The employer list is created so you work from the older registration requests to the newest one. To create the list, go to the Assist Employer Page, then from the Assist Employer Page:

- Change Employer Status from None to Pending Verification
- Click Search
- Make sure Results Viewed show Summary, change rows to 100
- Highlight the list and paste into a Word Document
- Delete the following columns: Contact

Primary Contact Login

Access

Action Select

- Adjust column width and spacing as needed.
- Print List

EXISTING INDIVIDUALS IN HIREGUAM

Prior to completing a HireGuam Registration, staff must search for the individual in HireGuam to ensure that they are **not** already registered.

For those already registered, staff can verify or update information in the HireGuam Registration located under: ***My Individual Profiles*** ? ***Personal Profile*** ? ***General Information***

Customers are guided through registration with HireGuam for labor exchange services under WIOA. They will be asked if they are registered or not with HireGuam. HireGuam is the official job bank and Virtual One-Stop (VOS) case management system used by the AJC which offers services to job seekers and employers as well. It offers a wide array of services including LMI, and services with the AJC partners.

If new to the system HireGuam, the customer(s) will be provided with customer-centered service that is available at the AJC. All customers processed at AJC will be required to register on HireGuam.com.

Each customer will be directed to complete the HireGuam.com registration process. HireGuam is the official job bank for the island of Guam.

The customer will be assisted to choose to continue the job search on their own (Self-Serve) or choose to receive staff support for Basic Career Services or Individualized Career Service Assistance that can be provided by an Employment Development Worker (EDW), a Case Manager.

B. STATE BOARD

Provide a description of the State Board, including—

Guam State Board:

1. Maria S. Connelley, President, CEO – Pacific Human Resource Services (Chairperson)
2. Jerrold C. "Jere" Johnson, President – Hawaiian Rock Products (Vice Chairperson)
3. David M. Dell'Isola, Director – Guam Department of Labor (Executive Secretary)
4. Dr. Thomas Krise, President – University of Guam (UoG) (Designee: Peter R. Barcinas, Program Leader (Chairperson, Planning and Coordinating Committee)
5. Jina Rojas, Vice President – Corals Enterprises (Chairperson, Business Outreach Committee)
6. Ashley Ayuyu, HR Director – JCA Guam, LLC dba: McDonald's of Guam (Chairperson, Youth Committee)

I. MEMBERSHIP ROSTER

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

Members of the Guam Workforce Development Board (GWDB) are as follows:

Guam Elected Officials:

1. Chief Elected Official - The Honorable Lourdes A. Leon Guerrero, Governor of Guam
2. The Honorable Regine Biscoe Lee, Senator and Legislative Secretary, 35th Guam Legislature, Committee on Federal and Foreign Affairs, Telecommunications, Technology and Labor

Business Representatives:

1. Maria S. Connelley, President, CEO – Pacific Human Resource Services (Chairperson)
2. Jerrold C. "Jere" Johnson, President – Hawaiian Rock Products (Vice Chairperson)
3. Derrick Quinata, President and CEO – Guam Auto Spot
4. Robert W. Haulbrook, Jr. – President and CEO – GTA TeleGuam (Designee: Stacy Elarmo)
5. Jina Rojas, Vice President – Corals Enterprises (Chairperson, Business Outreach Committee)
6. Eric Plinske – Vice President, Corporate Affairs – Guam Regional Medical City (GRMC)
7. Matthews Pothan, President/CEO – Guam Shipyard

8. Luis C. DeMaria, Vice President – DCK Pacific LLC
9. Ashley Ayuyu, HR Director – JCA Guam, LLC dba: McDonald's of Guam (Chairperson, Youth Committee)
10. Sanjay Dewan, President/Owner – Port of Mocha
11. Wayne Bigler, HR Director – Cabras Marine Corporation

Workforce Representatives:

1. Hediliza Mafnas, Member – Guam Federation of Teachers (Labor Org.)

Registered Apprenticeship

2. James Martinez, President – Guam Contractors Association
3. Mary Torre Rhodes, President – Guam Hotel & Restaurant Association

Government Representatives:

1. David M. Dell'Isola, Director – Guam Department of Labor (Executive Secretary)
2. Dr. Mary Okada, President – Guam Community College (GCC)
3. Dr. Thomas Krise, President – University of Guam (UoG) (Designee: Peter R. Barcinas, Program Leader (Chairperson, Planning and Coordinating Committee)
4. Phyliss Leon Guerrero, Director - Department of Integrated Services for Individuals with Disabilities (DISID)/Division of Vocational Rehabilitation (DVR)
5. Jon Fernandez, Superintendent – Guam Department of Education (GDOE)(Designees: Joseph Sanchez/Frank Leon Guerrero, Project Director - Career Pathway, Division of Curriculum & Instruction)
6. Doris Perez, Assistant Director for Planning and Development – Guam Community College (GCC)

Other Partners:

1. Art San Augustin, Director - Guam Department of Public Health & Social Services (DPHSS) (Designee: Christine San Nicolas)
2. Melanie Mendiola, Administrator - Guam Economic Development Authority (GEDA)
3. Melanie Brennan, Director - Department of Youth Affairs (DYA)
4. Ray Topasna, Executive Director - Guam Housing & Urban Renewal Authority (GHURA)

GDOL WIOA/WP Staff:

1. Gerard Toves – Deputy Director, GDOL
2. Martha Rubic - Planner, Staff Support
3. Victoria Helen Mafnas - Administrative Services Officer, Staff Support
4. Malory Cruz – Special Projects Coordinator - Staff Support
5. Phyllis Topasna – Program Coordinator, Staff Support
6. Dorothy Gutierrez – SCSEP Administrator, Staff Support
7. Theresa Camacho – Employment Development Worker, Wagner-Peyser, Staff Support
8. Hannah Cho – Special Projects Coordinator, Staff Support
9. Ryan Topasna – IST Administrator, Staff Support
10. Francine Bamba – Special Projects Coordinator, Staff Support
11. Stephen Stettenbenz – Special Projects Coordinator, Staff Support
12. Rossana San Miguel Tiston – Special Projects Coordinator, Staff Support
13. Gary Hiles, Chief Economist - GDOL Bureau of Labor Statistics (BLS)

II. BOARD ACTIVITIES

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

Background

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

Board Activities

The WIOA Guam Workforce Development Board (GWDB) remains responsible for governance of policies and adoption of workforce development resolutions affecting Guam as well as the preparation and implementation of the new 2020 Combined State Plan. The GWDB is the Governor's chief advisory body on workforce matters. It consists of members from the business community, government of Guam representatives, organized labor, community-based organizations, education partners and elected officials. The board is private-sector driven.

The GWDB is the workforce development advisor as a body and advises the Governor on workforce policy and plans, and related functions that affect the economic situation of the island. The GWDB works to perform the following functions for Guam:

- Conduct quarterly meetings to review policies and resolutions to align workforce development programs for the workforce development system
- Works on reviewing board policies and programs to see where there is a need to improve training and services to align workforce development programs
- Continues to collaborate with core partners and partner programs
- Continues to develop strategies for career pathways with our education partners to assist individuals improve their skill sets, to provide workforce investment activities, education and supportive services to those individuals who have barriers to employment, including individuals with disabilities
- Improves state workforce policy and resources with education and economic development
- Engages with private business sector and government entities and communities at large to assist in the development of workforce development programs and services.

Staff and management from the department include those with the American Job Center (AJC) working with WIOA core programs, Wagner-Peyser and other programs under the AJC. Others are the Bureau of Labor and Statistics Division with Labor Market Information (LMI); government agencies who partner with AJC such as Department of Public Health and Social Services (DPHSS) with SNAP and TANF Work Programs, and the Guam Housing and Urban Renewal Authority (GHURA) with housing programs. All these groups collaborate with the department for the service delivery system and have representation with the GWDB to support state board functions.

The Guam Workforce Development Board (GWDB) plans to remain engaged in workforce development for both employers and job seekers, to ensure that those who come through the American Job Center (AJC) have a better chance at improving their quality of life and standard of living especially with this COVID-19 situation and helping workers get back to work. Information technology and related courses and training in a knowledge-based economy, aligned with WIOA and a job-driven one-stop delivery system is a high priority to assist job seekers access employment opportunities and help employers find qualified workers, to remain a leader in today's global competitive economy.

The board intends to create a more integrated, effective job-driven workforce investment system with the one-stop delivery system involving its partners, the power of HireGuam.com, the Virtual One Stop (VOS) case management system, aligned with key elements of job-driven employment and training programs. Applicable initiatives of a job-driven vision, still intact with the process of assisting job seekers and employers alike even in this coronavirus pandemic more than ever, include key elements such as data-based information, sector strategies with workforce partners to develop job seekers with marketable skills, career pathways utilized with education and credentials and certificates, apprenticeship programs encouraged with employers and other programs improvements among the AJC partners and partner programs.

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.

III. b. 4. A. Assessment of Core Programs

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 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

B. ASSESSMENT OF ONE-STOP PARTNER PROGRAMS

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

III. b. 4. B. Assessment of One-Stop Partner Programs

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.

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.

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.

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.

Future assessments will be conducted by GWDB. Outcomes from previous 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.

Guam's previous assessment results are as follows:

PY2017

WIOA Adult	Negotiated %	Performance %	% Completed
Employment 2 nd Qtr after Exit	33.0%	17.4%	-052.7%
Employment 4 th Qtr after Exit	63.0%	14.3%	-022.69%
Median Earnings in 2 nd Qtr	\$4,300	\$5,366	124.8%
Credential Attainment Rate	59.0%	75%	127.1%
WIOA Dislocated Workers			
Employment 2 nd Qtr after Exit	38.0%	0%	--
Employment 4 th Qtr after Exit	63.0%	0%	--
Median Earnings in 2 nd Qtr	\$4,300	\$0	--
Credential Attainment Rate	59.0%	100%	169.4%
WIOA Youth			
Education or training activities or employment in 2 nd Qtr after Exit	43.0%	33.3%	-077.4%
Education or training activities or employment in 4 th Qtr after Exit	63.0%	0%	--
Credential Attainment Rate	59.0%	33.3%	-056.4
Wagner-Peyser			
Employment 2 nd Qtr after exit	56.0%	2.3%	-081.7%
Employment 4 th Qtr after exit	66.0%	0.8%	-121.2%
Median earnings in 2 nd Qtr after exit	\$4,300	\$5,792	134.6%

PY2018

WIOA Adult	Negotiated %	Performance %	% Completed
Employment 2 nd Qtr after Exit	32.0%	20.8%	-065%

WIOA Adult	Negotiated %	Performance %	% Completed
Employment 4 th Qtr after Exit	30.0%	16.7%	-056%
Median Earnings in 2 nd Qtr	\$4,500	\$4,810	106.8%
Credential Attainment Rate	60.0%	71.4%	119%
WIOA Dislocated Workers			
Employment 2 nd Qtr after Exit	38.0%	--	--
Employment 4 th Qtr after Exit	36.0%	--	--
Median Earnings in 2 nd Qtr	\$4,500	\$0	--
Credential Attainment Rate	56.0%	--	--
WIOA Youth			
Education or training activities or employment in 2 nd Qtr after Exit	42.0%	0%	--
Education or training activities or employment in 4 th Qtr after Exit	30.0%	0%	--
Credential Attainment Rate	30.0%	25.0%	-083%
Wagner-Peyser			
Employment 2 nd Qtr after exit	53.0%	2.3%	-004.3%
Employment 4 th Qtr after exit	50.0%	2.3%	-004.6%
Median earnings in 2 nd Qtr after exit	\$4,500	\$24,050	534.4%

Since Guam submitted its state plan modification in April 2018, assessments were conducted at the American Job Center (AJC) to show participants how to use O*NET which helps to match skills, interests and attitudes with careers. The assessment process is completed through this online tool, O*NET, and individual interviews by the participant's assigned case manager.

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. Participants are interviewed to evaluate 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 Employment Plan (IEP) which serves as the participant's roadmap to services.

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.

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. GDOL and AJC program leadership, in partnership with partner, workgroups and project teams will coordinate to adapt strategies and operational methodologies based on the outcomes of these assessments and any other relevant assessments by collaboratively acknowledging, researching, and analyzing what is working, what is not, and what needs to be changed and improved – all with the goal of providing better service delivery and exceeding performance objectives.

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

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

A. FOR TITLE I PROGRAMS

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

I. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3)

III. b. 5. A. 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)

III. b. 5. A. 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

III. b. 5. A. 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. 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

The Guam Department of Labor (GDOL) is the lead submitter for the 2020 Combined State Plan. Title II programs under the Adult Education and Family Literacy Act (AEFLA) is administered by our core partner the Guam Community College (GCC). Required core partners must provide access to programs, services, and activities through electronic means if applicable and practical. This is in addition to providing access to services through the mandatory comprehensive physical site, the Guam American Job Center (AJC). The provision of programs and services by electronic methods such as websites, telephones, or other means must improve the efficiency, coordination, and quality of AJC partner services.

Career services shall be provided through the American Job Center delivery system directly through the center or through contracts with service providers, which may include contracts with public, private for-profit, and private nonprofit service providers approved by the local board.

The Guam Workforce Development Board (GWDB) is the policy and planning body for workforce development activities in Guam pursuant to Public Law 113-128 (WIOA). The

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

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

Electronic delivery must not replace access to such services at the American Job Center. Electronic delivery systems must be in compliance with the nondiscrimination and equal opportunity provisions of WIOA. Each required partner must:

- Provide access to its programs or activities through the AJC delivery system;
- Use a portion of funds made available to the partner's program as agreed;
- Enter into an MOU with the Guam Workforce Development Board (GWDB) relating to the operation of the AJC delivery system that meets the requirements of §678.500(b) (Contents of MOU);
- Participate in the operation of the AJC delivery system consistent with the terms of the MOU, requirements of authorizing laws, the Federal cost principles and all other applicable legal requirements; and;
- Provide representation on the Guam Workforce Development Board (GWDB) as required and participate in Board committees as needed.

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

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

Guam Community College (GCC) handles the Title II program, and is collaborating with the Guam AJC team to register shared participants requiring education, in-class or work-based training and employment. Career counselors have participated in the Workforce Development Specialist training, ensuring a standardized approach with the Guam AJC team efforts (who received the same training). Counselors assist the adult education participants, and are being trained on the shared case management system of hireguam.com (Virtual One-stop System) 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.

Eligible WIOA Title I participants in need of training services to enhance their job readiness or career pathway are referred to the ETPL and may access programs, including Registered Apprenticeship programs. WIOA provides funding for various types of training available at the AJC. The board adopted GWDB Resolution 2019-001 and Guam currently has fifteen (15) training providers and Registered Apprenticeship program sponsors on the ETPL.

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

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

The GDOL recently submitted a request for an Out-of-School Youth (OSY) Waiver. The department plans to re-introduce the summer youth program to begin most likely next summer 2021 and apply, upon approval, the Guam Out-of-School Youth (OSY) Waiver recently submitted to U.S. DOL ETA and be in accordance with Guam's 2020 Combined State Plan and the federal provisions regulating WIOA's required processes for Title II funds and participants.

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

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

An eligible provider desiring to provide adult education services and or programs under WIOA, Title II (AEFLA) shall provide evidence of demonstrated effectiveness in providing services to improve the literacy and skills of eligible individuals in order to be considered in the grant application process.

All eligible providers will have direct and equitable access to apply and compete for multi-year program agreement that develop, implement, and improve adult education and family literacy programs on Guam. Notice of Funds Availability (NOFA) 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 multi-year 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 the *Guam 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.

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

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

The application packet for Title II funds for Sections 231, 225, and 243 will be available in 2021.

GCC will provide technical assistance after the release of the application packet through in-person and virtual meetings. All applications will be reviewed by GCC in conjunction with the Guam Workforce Development Board (GWDB) using a scoring card to determine the awardees.

Applicants will be notified of both GCC's and the GWDB's decision, and will be awarded the funds in 2021.

II. DESCRIBE HOW THE ELIGIBLE AGENCY WILL ENSURE DIRECT AND EQUITABLE ACCESS TO ALL ELIGIBLE PROVIDERS TO APPLY AND COMPETE FOR FUNDS AND HOW THE ELIGIBLE AGENCY WILL ENSURE THAT IT IS USING THE SAME GRANT OR CONTRACT ANNOUNCEMENT AND APPLICATION PROCEDURE FOR ALL ELIGIBLE PROVIDERS

III. b. 5. B. ii. Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will

ensure that it is using the same grant or contract announcement and application procedure for all eligible providers

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 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, will have 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. VOCATIONAL REHABILITATION PROGRAM

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

III. b. 5. C. Vocational Rehabilitation Program

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.

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

III. b. 6. A. i. Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation

Guam 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.

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

III. b. 6. A. ii. Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan

GDOL 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.

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

III. b. 6. A. 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.

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.

The Guam AJC staff operating under Wagner-Peyser and WIOA are supported by Business Service and Follow-up Services. The Business Service Representatives (BSRs) include representatives from the AJC, as well as core partners' and other community partners' staff, in workforce development activities. For instance, continued collaboration meetings are held with Guam Community College (Title II), Department of Vocational Rehabilitation, Employer Support

of the Guard and Reserve (ESGR), and others to discuss respective employment and training needs. Partners are depending on the AJC BSRs because of the longer history of employer connections via Employment Services under Wagner-Peyser. As partners share the common case management Virtual Onestop System (VOS), they have the opportunity to also view such employment connections.

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

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

The core programs authorized under WIOA are:

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

The Core Programs that are under Title I, Title III, JVSG for the DVOP program, and NDWG programs are reported out through ETA's Participant Individual Record Layout (PIRL) format. The PIRL file is run from data provided through the information from the HireGuam Virtual One Stop (VOS) system and creates automated batch processes. The participant data is provided through a set of batch programs which pull values from the state's VOS system, called HireGuam which populates the data elements in the PIRL. The PIRL reports are run on a quarterly basis and then submitted to the Federal Department of Labor Workforce Integrated Performance System (WIPS) Reporting. The IST Administrator validates the reports and certifies the ETA-9173 performance reports thereafter.

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

The enrollment process begins with the orientation process which is designed to provide individuals entering the Guam American Job Center (AJC), an overview of the AJC delivery system and an understanding of the range of services available. Individuals engage in a dialogue with the AJC staff and the process begins for them to be assisted and may include asking them for the reasons why they visited the center and what kind of help they are looking for. The form needs to be completed before enrollment into any Title I or Title III (Wagner-Peyser program).

Individuals are also provided access to the Resource Room at the AJC and may be referred to a partner agency if they qualify for assistance. The AJC maintains a publicly accessible, Americans with Disabilities (ADA) compliant, Resource Room as part of WIOA services. Job seekers can access self-service or facilitated self-service tools and resources necessary to search and apply for jobs. This public space and the resources available within it include: Computers with Internet access:

- Tutorials for career exploration, job searching and resume writing;
- Job postings;
- Information on services and financial aid for local non-WIOA training;
- Labor market reports; and
- Educational programs and information on partner programs.

Individuals may receive self-service or informational activities without an eligibility determination. The Resource Room is staffed with knowledgeable employees to assist with questions. Any individual abusing Resource Room privileges such as conducting unauthorized business, using the internet for subjects unrelated to work search or professional development, or viewing offensive material will be denied access to the computers and future use of the Resource Room.

There is also accessible information at the AJC about partner agencies. The staff at AJC are familiar with the requirements of all of the partner agencies and may refer customers to each of the partner programs.

Both employer and job seeker services from WIOA employment and training programs are provided through collaborative efforts at Guam's only American Job Center (AJC). The AJC network is branded nationally pertaining to the one-stop delivery system. (TEGL 16-16). Uniformity in the AJC operations is critical for a positive identity with customers. The delivery of consistent and high quality services leads to well-prepared job candidates, successful job placements, and satisfied employers who rely on available services and solutions to satisfy their employment needs. To achieve uniformity, there are established SOPs that support each service delivery process.

All customers must attend orientation. The orientation will highlight the services of the AJC and the involvement of the customer in working towards securing unsubsidized employment. Each orientation session with the customer will be handled by AJC staff. The AJC orientation is an activity that is highly encouraged to ensure that customers are well informed of the services and programs available at the AJC.

The AJC orientation is a requirement in order to receive “Staff Assisted Career Services”. The orientation is about 30 minutes long and facilitated by the AJC staff. It consists of but not limited to the following:

- Information on the services available at the AJC
- “HireGuam” Registration Process
- Complete Personal History Profile and Orientation Packet
- One-on-One appointment with an AJC Team Member for Basic Career Services
- Employability Workshops, Tests, and/or Assessments
- Individualized Career Service Assistance
- Entered Employment and Retention Success
- Follow-up Service

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

AJC EDWs will be scheduled to meet the customer who requests further support from the AJC after the orientation. Scheduling will then be managed and maintained by the Orientation staff for the day. The CSRs will make new appointments or reschedule appointments based on availability in the EDW calendars. Concerns about scheduling of appointments will be addressed by the AJC Coordinator or his/her designee.

AJC staff will assist customers who are Work Ready (requiring Basic Career Services) or Not Work Ready (requiring Individualized Career Services) and will be assessed/processed accordingly based on their needs and their interests.

At the conclusion of the orientation, the customer will be asked:

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

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

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.

III. b. 6. B. Assessment of Participants’ Post-program Success

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.)

III. b. 6. C. Use of Unemployment Insurance (UI) Wage Record Data

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.

III. b. 6. D. Privacy Safeguards

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

POLICY

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

PROCEDURES

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

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

All persons attesting to be a covered person will be asked to voluntarily complete a further assessment to determine if they meet eligibility requirements that will qualify them for Disabled Veteran Outreach Program (DVOP) specialist assistance under the Jobs for Veterans State

Grant. These eligible veterans, eligible spouses, and other eligible additional populations will be referred to a DVOP for employment services. If the participant is at the AJC, they will be offered the next available DVOP appointment. In all cases, DVOP Specialists will respond to referrals or initial notification of self-service registration (that contain an attestation of a significant barrier to employment) in a timely manner (3 or 4 days). They will set up an initial meeting to complete the IEP, capture the veteran's information, and encourage the engagement with the DVOP Specialists within a week of the completed registration process.

MONITORING PRIORITY OF SERVICE

GDOL will monitor priority of service using several means. Training on priority of service will be provided at least annually to all AJC partner and core program staff. This training completion will be monitored. GDOL leadership will conduct an AJC onsite visit at least annually to observe the processes being used at the point of entry to ensure covered persons are being provided priority of service. The HIREGUAM automated database will be used to review DOL funded program entrance for 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.

American Job Center (AJC) Guam continues to operate out of the career services building at 710 West Marine Corp Drive, Suite 301 Bell Tower Plaza in Hagatna, Guam where the delivery of services for the WIOA, Wagner-Peyser and other programs under AJC are located.

Physical Accessibility to AJC Facility

- When a job seeker decides to visit the American Job Center (AJC), they must first consider how to get there and, if they don't have transportation, it will be important that the AJC be located along a public transportation line. American Job Center Guam is located parallel on West Marine Corp Drive, Hagatna. The AJC is a designated stop which allows job seekers access to and from the AJC Monday – Friday.
- The center needs to be an accessible physical place, inside and out. AJC is a three story building with accessible egress and exits.
- Parking and drop-off areas must be closest to the accessible entrance, and indicated with the appropriate symbol. If there are stairs at the entrance, there must also be a ramp access or a lift. AJC has accessible underground and roadside parking which will accommodate lift vans.
- Within the building, care has been taken to mitigate fatigue and opportunities for error. Recommended principles and practices include the following:

- Adjustable chairs, desks and tables for workstations and classrooms have been provided.
- Set up macros on computers for standard cover letter and resume text.
- Try to arrange elements to minimize hazards and errors that someone might inadvertently make, and provide warnings of possible hazards.
- Configure public use computers so that individuals can't inadvertently change settings, and that features automatic document backups.
- Offer computers with accommodation features with more flexible configurations to access these features.
- Provide a clear line of sight to important elements for any seated or standing user.
- Ensure a clear path of travel e.g. does not require stairs, is firm and slip-resistant, is at least 36 inches wide.
- Ramps longer than six feet must have railings on both sides and the railings must be sturdy and between 34 and 38 inches high. The ramps must be non-slip.
- The entrance door must have at least 32 inches clear opening, and the entrance should provide direct access to the main floor, lobby, or elevator.
- Elevators should be able to be used without assistance. Elevators buttons accessible

For clients with sight challenges.

- All aisles and pathways in the building must be at least 36 inches wide (including between chairs and tables) and there must be sufficient space to be able to turn a wheelchair. AJC is in compliance with this requirement. Carpeting must allow for easy wheelchair maneuverability and must be securely attached at the edges.
- There must be space for wheelchair seating.
- All washrooms and exits must be clearly marked. There must be one washroom that is wheelchair accessible and stalls must be able to be opened with a closed fist

Programmatic Accessibility

1. Schedule Training to workforce partner service level staff on providing services to individuals with disabilities.
2. Expand and schedule annual(or as appropriate) disability awareness, disability etiquette and assistive and adaptive technology demonstrations to maintain that group's skills sets for working with people with disabilities in the public workforce system.
3. Conduct training activities that will work toward enhancing understanding of the context, issues and resources available to jobseekers.
4. AJC will work with core partners to provide feedback and subject matter expertise on creating accessible systems for our job seekers with disabilities.

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

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS

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

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

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.

IV. Coordination with State Plan Programs

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

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The Unified or Combined State Plan must include assurances that:

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

The State Plan must include	Include
10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);	Yes
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and	Yes
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.	Yes

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

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

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES UNDER TITLE I-B

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

A. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

A. IDENTIFY THE REGIONS AND THE LOCAL WORKFORCE DEVELOPMENT AREAS DESIGNATED IN THE STATE

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

B. DESCRIBE THE PROCESS 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/Regional Workforce Development Council has endorsed a strategic plan 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

Not applicable – Guam is designated as a single state workforce development area in accordance with Section 105(d)(1).

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

Due to the COVID-19 predicament, businesses and the government of Guam are slowly getting back to normal for the revival of the Guam economy. The GWDB will re-convene and take up this matter for a consensus agreement that has yet to be reached for Guam's infrastructure funding with the one-stop required partners. The department has gone the route to consult with the Governor of Guam on the costs of infrastructure funding for the one-stop center for Guam and the Memorandum of Understanding will include the appeals process.

A draft document was prepared at the time, excerpts are shown, when discussions were held with the board in 2018. An appeals process section was included as outlined below:

Purpose and Applicability

These guidelines 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 (§678.705). They apply to:

1. All State-level agencies and entities on Guam responsible for planning and administration of Federally-funded workforce development programs (678.400 and 678.700(c)), and
2. Guam is a single state with no local areas, therefore the Governor and the Guam Workforce Development Board (State Board) is responsible for planning, administering and delivering the workforce development services on Guam.

All required partners are expected to act in accordance with these guidelines and to otherwise comply with them. As required by WIOA, the State Board will monitor to assure compliance with these guidelines.

Section I – Negotiation of Memorandum of Understanding(s)

1. Development and negotiation of a Memorandum of Understanding (MOU) will follow these basic principles and guidelines:

1. The MOU will be used as an essential tool for achieving a key goal of WIOA – establishing integrated and effective workforce delivery systems that produce the skilled workers businesses require.
2. The MOU will reflect the shared vision and commitment of required partners to high-quality workforce development systems and centers, and be consistent with the vision articulated by the Federal government and state planning priorities.
3. MOUs will reflect and document how each partner will contribute its proportionate share of infrastructure costs for the comprehensive one-stop center.
4. All required partners entering into the MOU development and negotiation process will be empowered to make commitments for the partner organization, including staff or

other local representatives of the following state entities and state administered programs:

- a. Department of Labor – Adults, Dislocated Worker, Youth, Apprenticeship, Employment Programs Authorized under the Wagner-Peyser Act, Jobs for Veterans State Grants, Senior Community Service Employment Program (SCSEP)
 - b. Guam Community College – Adult Education and Family Literacy and Career and Technical Education under the Perkins Act
 - c. Department of Public Health and Social Services – TANF and Community Services Block Grant
 - d. Department of Integrated Services for Individuals with Disabilities – Division of Vocational Rehabilitation
5. Each required partner entering into the MOU development and negotiation process will designate a specific individual with authority will designate a specific individual with authority to commit financially and programmatically on behalf of the required partner. This individual may be staff from a state agency, local representative providing services for a state-level entity through a contract, grant or similar agreement.
 6. All individuals participating in the development and negotiation of the MOU will negotiate in good faith to reach agreement and to bring about a unified vision for the one-stop delivery system.
 7. MOU negotiations will be conducted to according to these guidelines.

Section VI – Appeals Process for Infrastructure Costs

1. The Governor will make the final determination of each required partner's proportionate share of statewide infrastructure costs under the State funding mechanism as described in these guidelines.
2. A required partner may appeal the Governor's determination on the basis of a claim that:
 - a. The Governor's determination is inconsistent with the proportionate share requirements of 20 CFR 678.735(a).
 - b. The Governor's determination is inconsistent with the cost contribution caps described in 20 CFR 678.735(c).
3. An appeal must be made within 21 days of the Governor's determination and follow the appeal process outlined in the State Unified Plan.

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

Funds shall be used to provide career services, which shall be available to individuals who are adults or dislocated workers, through the One-stop delivery system and shall at a minimum include basic career services, individualized career services, and follow-up services.

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 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

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

COVID-19 Rapid Response efforts are detailed in the next few sections.

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. 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.

Although the COVID-19 pandemic isn't caused by natural storms, Guam has taken precautions to prepare our island's workforce detailed in the descriptions below.

Rapid Response: COVID-19 Pandemic

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

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

For individual employees:

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

For business owners or managers:

1. Employer name and location
2. Number of employees laid off or are anticipated to be laid off
3. Anticipated date and length of layoffs (e.g. 1 to 2 weeks, 3 to 4 weeks, or unknown at this time)

4. Number of employees with reduced work hours or anticipated number of employees with reduced work hours
5. When hours were reduced or anticipated date to implement reduced hours
6. Specifics on reduced work week imposed (e.g. reduce to 32 hours per week, 20 hours per week, 10 hours per week, or unknown at this time)
7. Duration of reduced hours (e.g. 1 to 2 weeks, 3 to 4 weeks, or unknown at this time)

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

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

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

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

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

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

This requirement is authorized by Executive Order No. 2020-07 in which businesses must comply with "Required Reporting Regarding Reduction in Workforce or Employee Hours". The registration requirement is set in place for the department to have a dual

verification process for when employees apply for Pandemic Unemployment Assistance (PUA) along with the Federal Pandemic Unemployment Compensation (FPUC).

On April 15, 2020, the department also announced its plans for the HireGuam Phase II module. The new module is dedicated to employers and business owners so they can start to implement

employee information who have been furloughed, laid-off, or have reduced hours caused by COVID-19. The Phase II module is mandatory so that those displaced workers can avail PUA along with FPUC. On May 4, 2020, the new employer module was installed.

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

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

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

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

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

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

- Maintenance Worker Leader

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

Rapid Response service performed before COVID-19

For Rapid Response services rendered before the COVID-19 pandemic, there was only one restructuring which took place with an organization on Guam, and that was the private hospital, the Guam Regional Medical City (GRMC). On June 10, 2019, a news media article was published that numerous employees were affected and laid off by the GRMC restructuring which was done to streamline hospital operations. The restructuring of GRMC was made to minimize redundancies and to reduce operational and overhead costs to provide better quality healthcare. Once the news was known, the Rapid Response team with the AJC contacted GRMC to confirm the reported layoff and offer our services to those employees who were laid off. A meeting with GRMC was held to inform them of the services available at the AJC. Upon completion of the scheduled meeting with GRMC, the AJC staff presented the service and function of the Rapid Response efforts to assist the recently laid off employees. Citing AJC guidelines and purpose, the team immediately got to work with the GRMC Sr. Vice-President who provided a list of the names of the thirty-six (36) former employees identified who were affected by the layoff and the list also included their occupations.

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

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

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

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

The outcome of the Rapid Response services with GRMC resulted in eight (8) laid off employees responded and registered with HireGuam and actively working with AJC staff while five (5)

participants have found employment and no longer seek technical assistance, and six (6) participants have not responded to the initial email or telephone calls made to them.

Follow-up services were also provided at the AJC for these participants. Follow-up telephone calls were made with second email notices to the remaining six (6) participants that could not be contacted earlier. The Wagner-Peyser Guam Employment Services Supervisor inquired about the progress of the Rapid Response services provided and also suggested creating an event file in the VOS. This means that whenever there are Rapid Response services given, all activities and participants must be captured that were affected by the layoff for data and to identify the participants affected by the layoff as a group in the VOS for tracking purposes. Eventually, the final six (6) participants were contacted and they responded that they no longer required services and were actively seeking employment.

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

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 WORKERS PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

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

Guam's work-based training models include on-the-job training, transitional jobs, and customized training as part of its 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).

Apprenticeship is a key driver for developing the workforce, and Guam's apprenticeship model is one of the most successful across America. In the opening lines of Gov. Lou Leon Guerrero's 2020 State of the Island Address, she stated that Guam's unemployment rates are down and we currently have more than 1,000 individuals helped by apprenticeship programs. That's 1/3 of all apprentices in the last five years.

"It really is amazing, the percentage of Guam's population that's in registered apprenticeship," said Aaron Wall, regional executive assistant of apprenticeship for the U.S. Department of Labor. "The numbers in the territory are remarkable, and I agree that Guam leads the nation per capita."

The Guam Department of Labor and its partners strongly advocates reducing the shortage of highly skilled workers through apprenticeship as a top priority. To achieve this goal, the Department shifted toward pre-apprenticeship and initiated programs to help the underemployed. These pre-apprenticeships and boot camps teach participants soft skills such as work ethic, and mold them into being better prepared for full-time work and apprenticeship.

The Guam Registered Apprenticeship Program is a tax incentivized program to entice employers to join registered apprenticeship. Local businesses who join receive a 50% tax break of the eligible training costs paid or incurred by the business to train their apprentices. These include direct wages of apprentices, direct fringe benefits such as medical and dental insurance, journeyman's wages for the on-the-job training, instructor costs, both academic and trade theory, training costs such as books and tuition, and even personal protective equipment required for the job and for the training.

In 2019, The Guam Registered Apprenticeship Program Tax Credit totaled \$4.4 million dollars. Guam Senator Regine Biscoe Lee aided the extension of this tax credit for five years by introducing Bill 128-35, which became Public Law 35-39 in October 2019. The law also expanded the list of eligible careers and companies able to participate

In-demand industries for the new decade that will be creating new jobs include aquaculture and agriculture. The administration and the Department of Labor are working to add these two sciences into the Guam Registered Apprenticeship Program, creating sustainable and diverse pathways for new employment.

"With our partners and our Guam Registered Apprenticeship sponsors, millions have been directly injected into building and strengthening our workforce," Dell'Isola said. "It's about working together. These are solid partnership programs and everyone is in sync and working together. That's how this administration is moving our island forward together."

The Guam Registered Apprenticeship Forum

On November 12 - 13, 2019, GDOL conducted the Guam Registered Apprenticeship Forum at the Dusit Thani Guam Resort. The theme of this two-day event was "Let's Get to Work —

HireGuam”. This forum was the department’s biggest one yet with 151 attendees on the first day and 172 on the second day. Attendees included multiple employers, training providers, apprentices, government officials, and journey workers. The forum occurred simultaneously with National Apprenticeship Week, and was sponsored by the Guam Contractors Association. Several media articles were written (online and print), a few radio/tv talk shows, and social media videos were conducted to promote the forum.

The forum gave participants an in-depth look at the many benefits of apprenticeship. The keynote speaker for the forum was Kayleen McCabe, a general contractor and DIY Network’s TV host for Rescue Renovation — a TV show focused on Do It Yourself (DIY) projects gone bad.

Inclusive of the many benefits the forum showcased, the forum also touched on non-traditional occupations in apprenticeship including culture-based training curriculums and other industries besides construction and trades.

“All together, look at the range of diversity in your programs,” said Doug Howell, multi-state navigator for apprenticeship of the U.S. Department of Labor. “If you look at the bigger ones in the bigger states, it’s all construction. What Guam has done is expand beyond that. You have the programs with the police department, the shipyard, allied health and the tourism industry. You guys have a variety that we don’t see in other states”.

Guam is also recognized as the State Apprenticeship Agency (SAA) for the region.



Above picture: Lt. Gov. Joshua Tenorio signs a proclamation declaring Nov. 11 through Nov. 17 national apprenticeship week. The proclamation signing occurred at the Registered Apprenticeship Forum at the Dusit Thani Guam Resort on Tuesday, Nov. 12, 2019.

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

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

ELIGIBLE TRAINING PROVIDER PROGRAM

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

Providers of training services are required to be on the Eligible Training Provider List (ETPL) in order to receive WIOA Title I Adult, Dislocated Worker and Youth funding (Out-of-School). Training services are funded through Individual Training Account (ITAs). The Eligible Training Provider program's purpose is to provide instruction, guidance and establish criteria and procedures for organizations wishing to provide training services and receive funding under the Workforce Innovation and Opportunity Act of 2014 (WIOA).

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

ITA funding for training is limited to participants who:

- Complete an assessment and an IEP that identifies the selected training course;
- Are unable to obtain grant assistance from other sources to pay the costs of training or require assistance beyond available grant resources from other sources, such as Pell Grants in order to complete their training goals;
- Select training programs that are directly linked to an in-demand industry sector or occupation or sectors that have a high potential of sustained demand or growth in the local area; and
- Maintain satisfactory progress/grades throughout the training program

The department continues to provide training under WIOA and provides the following types of participant training through guidance under TEGL 8-19. The following services are provided to eligible participants:

- Occupational skills training - to include hands-in training, non-traditional
- On-the-Job Training
- Incumbent Worker Training (IWT)
- Work-based training

- Upskilling/Reskilling
- Labor clinics (opportunities provided for entrepreneurs)
- Job readiness
- Adult Education in partnership with GCC, core partner with AJC

The Pre-Apprenticeship Recruitment Pipeline Initiative (PARPI), through the new grant, will help develop workers in various occupations within the construction, allied health, hospitality, and information technology industries. The Guam State Apprenticeship Office at the GDOL American Job Center (AJC) works in conjunction with the island's industry partners, e.g., Guam Contractors Association, Guam Hotel and Restaurant Association, automotive companies, telecommunication companies, ship repair facilities, and allied health. They collaborate to identify positions needing apprenticeship training. Training will be coordinated with AJC partners, such as the Guam Community College, the University of Guam, and the GCA Trades Academy.

We have a history of successful apprenticeship programs in Guam, and we are excited to have our GDOL State Apprenticeship Office, American Job Center, industry partners and schools work together to continue building our workforce. The Apprenticeship Administrator at the American Job Center continues to work diligently to assist all participants for registered apprenticeship programs.

The Guam Department of Labor in 2018 also secured \$968,880 in grant funds through the State Apprenticeship Agency (SAA) through the continuation of the American Apprenticeship Initiative (AAI) from the U.S. Department of Labor Employment and Training Administration.

The Pre-Apprenticeship Recruitment Pipeline Initiative (PARPI), through the new grant, will help develop workers in various occupations within the construction, allied health, hospitality, and information technology industries. The Guam SAA at the GDOL American Job Center (AJC) works in conjunction with the island's industry partners, e.g., Guam Contractors Association, Guam Hotel and Restaurant Association, automotive companies, telecommunication companies, ship repair facilities, and allied health. They collaborate to identify positions needing apprenticeship training.

Training is coordinated with AJC partners, such as the Guam Community College, the University of Guam, and the GCA Trades Academy. Together, there is development in workforce skills in demand-driven occupations found in local industries.

The Guam ETPL is a list compiled eligible training providers who are recognized and certified to provide technical training services with the WIOA programs and eligible to receive WIOA funds to train individuals. Eligible WIOA Title I participants in need of training services to enhance their job readiness or career pathway are referred to the ETPL and may access programs, including Registered Apprenticeship programs. Guidance by U.S. DOL ETA provided WIOA Title I Training Provider Eligibility under TEGL 8-19.

The GWDB continues to provide services to our island as policies and WIOA final rules were developed by U.S. DOL ETA and the department

- Identifying high demand occupations eligible for WIOA Title I Occupational Skills Training funds based on the Labor Market Information.
- Developing, maintaining and disseminating of the official list of training providers and training programs to the public.
- Ensuring sufficient numbers of training providers have the expertise to assist individuals with disabilities, are available to assist adults in need of adult education and literacy activities.

Policies and Procedures for Registered Apprenticeship

Registered Apprenticeship and pre-apprenticeship programs and initiatives have and will remain to be continued strategies for Guam. The models, by design, incorporate both theory and experiential learning that business and industry often request, and simultaneously create career pathways for participants. The Registered Apprenticeship model leads to a nationally recognized industry credential that is both portable and stackable. Strategies to incorporate Registered Apprenticeship and pre-apprenticeship are project specific, to allow Guam and its business partners to build specific solutions to identified needs and incorporate promising practices gleaned from previous projects. Guam continues to work on strategies and investments in work-based learning opportunities including Pre-apprenticeship, and Registered Apprenticeship programs.

At the Guam American Job Center (AJC) training services being offered include occupational skills training to meet in-demand industry standards with recognized post-secondary credentials such as In-School Youth and Out-of-School Youth programs; work experience activities for WIOA program participants; On-the-job Training (OJT); training to reskill participants especially from the COVID-19 pandemic that left a lot of individuals unemployed and are seeking employment through the GDOL programs and services.

The Guam Department of Labor (GDOL) is working to update their policies and procedures where upon completion, the draft policies will be submitted to the Guam Workforce Development Board (GWDB) for approval, to include the updates to the Registered Apprenticeship program.

The policies and procedures under the State Apprenticeship Agency (SAA) are listed as:

- SAA-001 – Allowable Cost Policy – covers On-the-Job Learning (OJL); Job Related Technical Instruction (RTI); Pre-Apprenticeship Training; and other activities that support apprenticeship to use grant funds for a wide range of activities that create expansion and training opportunities including but not limited to:

- Sector strategy and career pathway development activities;
- Partnership building activities such as development and/or implementation of system alignment activities to include the development of articulation agreements with the University of Guam (UoG) and other educational partners like Guam Community College (GCC) that allow for recognition of apprenticeship training toward college credits and other activities to support the SAA; and registered apprenticeship sponsors.
- Recruitment of eligible participants;

- Career awareness for under-represented populations;
- Apprenticeship program design and implementation costs;
- Development of outreach and promotion to support awareness of apprenticeship programs;
- Conducting learning assessments and assessments to determine skill levels, abilities and competencies of participants;
- Supportive services to support apprentices while in training; and
- Program oversight and management

- SAA-002 – EEO Language – that the GDOL must ensure that the required Equal Employment Opportunity (EEO) language is included in its publicly distributed outreach and recruitment materials, oral and written, and also include auxiliary aids and services to individuals with disabilities.

- SAA-003 – Personally Identifiable Information (PII) – that the non-Federal entity must take reasonable measures to safeguard protected personally identifiable information and other information the Federal awarding agency or pass-through entity designates as sensitive regarding privacy and obligations of confidentiality.

- SAA-004 – Supportive Services such as transportation, uniforms, tools, supplies and other needs-related payments that is necessary and allowable to enable an individual to participate in apprenticeship or pre-apprenticeship activities.

Through virtue of Public Law 35-39 passed by the Guam Legislature, the GDOL still provides for businesses to avail of tax credit incentives by the apprenticeship program. The list of skilled occupations and trades listing will come from the U.S. DOL listing and any occupations deemed to be appropriate training for apprenticeship by SAA.

As a primary strategy to training efforts, Guam has developed policies for participants to succeed in a pre-apprenticeship or registered apprenticeship program to include maintaining a high attainment of industry-valued credentials in the apprenticeship training programs. Guam will develop a new industry-valued credentials list based on an analysis of labor market data, feedback from employers and stakeholders, and other available information.

The different types of training offered through the Guam American Job Center (AJC) are:

- Adult Basic Education (Title II) is with our education partner Guam Community College (GCC) which offers these services. If a customer is determined in need of these services, they are referred directly to our partner program with GCC under WIOA Title II Adult Education services for remedial basic skills, English as a Second/Other Language and related services.
- Individual Training Accounts (ITAs) for vocational training through training providers on the Eligible Training Provider List (ETPL) as outlined. ITA training is delivered based on customer choice, labor demand occupations, and in keeping with the customer's Individual Employment Plan (IEP).

- On-the-Job Training (OJT): Business Services Unit (BSU) staff at the American Job Center (AJC) may work with customers and area businesses to develop On-the-Job Training (OJT) agreements when appropriate. Guam continues to re-engage with employers where the BSU continues to promote greater use of OJT as it is a method of ensuring that employers gain a workforce with the exact skills and training desired with the participants referred to them.
- Registered Apprenticeship and Pre-Apprenticeship: The Guam Registered Apprenticeship program and related training is focused on driving economic development through skills and educational attainment by concentrating efforts on sector-focused, demand-driven training programs that lead to meaningful employment, attainment of credentials that may be considered stackable, along with reliable connections between employer needs, training providers, and the workforce.
- Other Work-Based Training may include customized training and related services built to benefit employers and jobseekers; provide better exposure of jobseekers, especially Youth and those with limited work history to key industries and in-demand occupations; and offer customized methods of preparing new and existing workers for specific job opportunities especially for POST COVID training and programs being offered by Guam AJC.

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

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 Department of Public Health and Social Services (DPHSS), 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.

The AJC currently has a DPHSS representative that is co-located between agencies. This representative has a workstation at the AJC to monitor the priority of service populations, to ensure proper processes and procedures on service delivery, including registration and co-enrollment into programs through the utilization of the shared case management system, hireguam.com.

Along with SNAP E&T, the TANF Programs also has an Employment and Training (E&T) component under the JOBS Program. TANF recipients who are SNAP recipients, who participate in the JOBS Program, are exempted from the requirement to work register under GETP. General Assistance recipients who are also SNAP recipients are required to work register but can opt to volunteer to participate under GETP. TANF families who have exceeded their 60 month time limit, or cash assistance was terminated/expired; can transition to the SNAP E&T as long as the individual is a SNAP recipient.

Should a particular component not be available locally through the system, both SNAP E&T and the AJC will coordinate in identifying existing training programs through an ETPL, and to provide training and education that will lead to employment opportunities.

A SNAP participant may be co-enrolled in receiving services from both SNAP E&T and the AJC programs.

The roles and responsibilities between SNAP E&T and the AJC are outlined in a Memorandum of Understanding (MOU). The AJC will be responsible for providing mandatory case management services which include employability assessments, creating Individual Employment Plans (IEP), monitoring and follow-up of participation in SNAP E&T, making appropriate referrals to AJC partner programs, community-based organizations and other community resources. In addition to these case management services, the AJC will also conduct site visits to meet with supervisors of participants to follow up on progress and address any concerns that need to be resolved as well as peer to peer consultations.

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. Before making such a transfer, the designated entity must obtain written approval from Guam Workforce Development Board on behalf of the governor.

C. WITH RESPECT TO YOUTH WORKFORCE INVESTMENT ACTIVITIES AUTHORIZED IN SECTION 129 OF WIOA—

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

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA IN AWARDING SUCH GRANTS OR CONTRACTS.[11]

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

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.

3. DESCRIBE HOW THE STATE WILL ENSURE THAT ALL 14 PROGRAM ELEMENTS DESCRIBED
IN WIOA SECTION 129(C)(2) ARE MADE AVAILABLE AND EFFECTIVELY IMPLEMENTED,
INCLUDING QUALITY PRE-APPRENTICESHIP PROGRAMS UNDER THE WORK EXPERIENCE
PROGRAM ELEMENT. [12]

[12] Sec. 102(b)(2)(D)(i)(I)

WIOA 14 Youth Program Elements: It is the intent of WIOA workforce development to

1. connect more youth on Guam with work opportunities;
2. increase youth's job search, work readiness and competitiveness in future employment;
and
3. increase career planning and skills development including postsecondary education.

Accordingly, program designs must include the following 14 required program elements. Youth should receive appropriate services based upon their OA and IEP/ISS.

Required program elements must be implemented in a timely manner. The program must be operational within 30 days of contract effective dates.

The 14 Youth Program Elements are:

1. Tutoring, study skills training, and evidenced based dropout prevention strategies that lead to completion of a secondary school diploma or its recognized equivalent or for a recognized postsecondary credential;
2. Alternative secondary school offerings;
3. Meaningful work experience opportunities – A minimum of 20% of funding must be spent on work experience. Paid and unpaid work experiences that have academic and occupational education as a component of the work experience which may include:
 - a. Summer employment opportunities and other employment opportunities throughout the school year (No stand-alone summer programs)
 - b. Pre-apprenticeship programs;
 - c. Internships and job shadowing; and
 - d. On-the-job training (OJT) opportunities;
4. Occupational skills training, which includes priority consideration for training programs that lead to recognized post secondary credentials that are aligned with in demand industry sectors or occupations;

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, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors;
7. Supportive services (Service Providers should establish linkages with entities that can provide non-WIOA funded supportive services);
8. Adult mentoring for duration for the period of participation and a subsequent period, for a total 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 on Guam, such as career awareness, career counseling, and career exploration;
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;
- 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.

At the Guam American Job Center (AJC), individualized career services and training services are implemented and monitored for the populations served and prioritized who are public assistance clients, other low-income individuals who are basic skills deficient in accordance with WIOA requirements. Assistance is rendered for other participants who have barriers to employment, are individuals with disabilities, ex-offenders and those who did not complete their high school education or are homeless.

We also partner with the Department of Public Health and Social Services (DPHSS) who have participants in the Supplemental Nutrition Assistance Program (SNAP) and for the use of WIOA Adult Title I funds, priority is given to recipients of public assistance, other low-income individuals and individuals who are basic skills deficient. The Guam Workforce Development Board (GWDB) approves all funds for the WIOA programs and it includes basic skills deficient individuals, public assistance recipients and others who come from low-income households.

Regardless of funding level, the Guam local workforce board recognizes and complies by prioritizing the populations for services.

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

WIOA IN-SCHOOL YOUTH

Eligible In-School Youth (ISY) must be:

A. Attending school as defined under Determining School Status

B. Not younger than 14 and not older than 21 at the time enrollment and any one of the following categories;

C. Low-income;

D. One or more of the following:

- 1. Basic Skills deficient;
- 2. An English Language Learner;
- 3. Ex-offender;
- 4. A homeless individual;
- 5. Youth in foster care or has aged out of the foster care system;
- 6. Pregnant or parenting;
- 7. Individual with a disability;
- 8. An individual who meets the additional assistance criteria:
 - i. No employment in the last 6 months

- ii. Has a record of not being able to hold employment due to being fired, or quitting two or more jobs in the last six months
- iii. Has a history of substance abuse
- iv. Having one or more parents currently incarcerated
- v. Is a veteran

WIOA OUT-OF-SCHOOL YOUTH

Eligible Out-of-School (OSY) Youth are youth who are:

1. Not attending any school as defined under Determining School Status;
2. Not younger than 16 and not older than age 24 at time of enrollment; and
3. Meet one or more of the following:
 - a. School dropout;
 - b. Youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter. School year calendar quarter is based on how a local school district defines its school year quarters;
 - c. A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either:
 - i. basic skills deficient; or
 - ii. an English language learner;
 - d. An individual who is subject to the juvenile or adult justice system;
 - e. A homeless individual which may include:
 - i. runaway youth;
 - ii. youth in foster care or has aged out of the foster care system;
 - iii. youth eligible for assistance under Sec. 477 of the Social Security Act (Chafee Foster Care Independence Program); or
 - iv. youth in an out-of-home placement.
 - f. Pregnant or parenting;
 - g. Individual with a disability;
 - h. A low-income individual who requires additional assistance to:
 - i. No employment in the last 6 months.
 - ii. Has a record of not being able to hold employment due to being fired, or quitting two or more jobs in the last six months.
 - iii. Has a history of substance abuse.

- iv. Having one or more parents currently incarcerated.
- v. Is a veteran.

3. WIOA Adult Priority of Service Criteria

The criteria that an adult must meet to be considered for priority of service include low-income status or basic skills deficiency.

A. An adult is low-income when he or she is:

1. Currently receiving or has received public assistance in the last six months, either solely or as a member of a family;
2. A member of a family whose total family income does not exceed the higher of either the poverty line or 70 percent of the Lower Living Standard (LLSIL);
3. A homeless individual, as defined in 42 U.S.C. 14043e2(6) of the Violence Against Women Act of 1994, or 42 U.S.C. 11434a(2) of the McKinney-Vento Homeless Assistance Act; or
4. An individual with a disability whose own income meets the income requirement in Section 104.02(A)(2), but is a member of a family whose income does not meet this requirement.

B. An adult is basic skills deficient when he or she: is unable to: 1. Compute or solve problems; or 2. Is unable to read, write, or speak English at a level necessary to function on the job, in his or her family, or in society.

Assessments are done to determine basic skills deficiency at the American Job Center by the case managers who handle participants coming through the AJC for programs and services whether it is youth, adult, or veteran.

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. GDOL put out an ad to the public on May 10, 2020 indicating that the draft State Plan was for review. GDOL inputted the draft State Plan on our GDOL website for public commenting on May 11, 2020 to May 22, 2020.

2. The entity responsible for the disbursement of grant funds, as determined by the governor, if different from that for the State.

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.

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 is 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 core programs authorized under WIOA are:

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

The Guam Community College (GCC)

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

Department of Integrated Services for Individuals with Disabilities (DISID)

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

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

Program Partners

The required partners are the entities responsible for administering the following programs:

- Title I, under WIOA for Adults, Dislocated Workers, Youth;
- Adult Education and Family Literacy services under Title II of WIOA; Resources available at the AJC with our Educational partner, Guam Community College (GCC) are education programs and information on partner programs;
- Employment Services under Title III, the Wagner Peyser Act;
- The Vocational Rehabilitation (VR) program authorized under Title I of the Rehabilitation Act of 1973;
- The Senior Community Service Employment Program authorized under Title V of the Older Americans Act of 1965;
- Career and Technical Education Programs at the postsecondary level authorized under the Carl Perkins Career and Technical Education Act of 2006;
- Jobs for Veterans State Grants (JVSG) program known as the Disabled Veterans Outreach Program (DVOP);
- Employment and training activities carried out under the Community Services Block Grant with the Department of Public Health and Social Services (DPHSS);
- Employment and training activities carried out by the Department of Housing and Urban Development (HUD) with Guam Housing and Urban Renewal Authority (GHURA); and
- Temporary Assistance for Needy Families (TANF) authorized under part A of the Social Security Act with DPHSS

Department of Public Health and Social Services (DPHSS)

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.

AJC One-stop Services Provided

- Career Services described in §678.430;
- Access to training services described in §680.200;
- Access to any employment and training activities carried out under sec. 134(d) of WIOA;
- Access to programs and activities carried out by the required One-Stop partners, including the Employment Service program authorized under the Wagner Peyser Act, as amended by WIOA Title III (Wagner-Peyser Act Employment Service program);
- Workforce and labor market information.
- Veterans and eligible spouses continue to receive priority of service for all DOL-funded job training programs, which include WIOA programs. Career services are further defined under the Adult & Dislocated Worker/Wagner-Peyser Career Services Policy. A detailed list of Title I and Title III services are available to all job seekers at the AJC.

Access to Programs and Services

Customers are given access to these programs, services, and activities during regular business days. "Access" to these programs including partner program and its services means:

- Having a program staff member physically present at the American Job Center (AJC);

- Providing information for a different partner program at the AJC to customers about the programs, services and activities available through partner programs; or
- Making available a direct linkage through technology to program staff who can provide meaningful information or service.
- Having assurance that the AJC is physically and programmatically accessible to individuals with disabilities.

Requirements of the American Job Center

Required partners must provide access to programs, services, and activities through electronic means if applicable and practical. This is in addition to providing access to services through the mandatory comprehensive physical American Job Center. The provision of programs and services by electronic methods such as websites, telephones, or other means must improve the efficiency, coordination, and quality of AJC partner services.

Electronic delivery must not replace access to such services at a comprehensive American Job Center. Electronic delivery systems must be in compliance with the nondiscrimination and equal opportunity provisions of WIOA. Each required partner must:

- Provide access to its programs or activities through the AJC delivery system;
- Use a portion of funds made available to the partner's program as agreed;
- Enter into an MOU with the Guam Workforce Development Board (GWDB) relating to the operation of the AJC delivery system that meets the requirements of §678.500(b) (Contents of MOU);
- Participate in the operation of the AJC delivery system consistent with the terms of the MOU, requirements of authorizing laws, the Federal cost principles and all other applicable legal requirements; and;
- Provide representation on the Guam Workforce Development Board (GWDB) as required and participate in Board committees as needed.

The applicable career services to be delivered by required AJC partners are those services listed in §678.430 that are authorized to be provided under each partner's program. Basic career services are universally available to everyone entering the American Job Center.

One-stop centers provide individualized services to customers based on each customer's needs, including the seamless delivery of multiple services to individual customers.

Career services shall be provided through the American Job Center delivery system directly through the center or through contracts with service providers, which may include contracts with public, private for-profit, and private nonprofit service providers approved by the local board.

There is accessible information at the American Job Center (AJC) about partner agencies. The staff at AJC are familiar with the requirements of all of the partner agencies and may refer customers to each of the partner programs.

Title V of the Older Americans Act of 1965 (Senior Community Service Employment Program (SCSEP))

The Senior Community Service Employment Program (SCSEP) is a community service and work-based job training program for older Americans. Authorized by the Older Americans Act, the program provides training for low-income, unemployed seniors. Participants also have access to employment assistance through American Job Centers.

SCSEP participants gain work experience in a variety of community service activities at non-profit and public facilities, including schools, hospitals, day-care centers, and senior centers. The program provides community service hours to public and non-profit agencies, allowing them to enhance and provide needed services. Participants work an average of 20 hours a week, and are paid the highest of federal, state or local minimum wage. This training serves as a bridge to unsubsidized employment opportunities for participants.

Participants must be at least 55, unemployed, and have a family income of no more than 125% of the federal poverty level. Enrollment priority is given to veterans and qualified spouses, then to individuals who are over 65, have a disability, have low literacy skills or limited English proficiency, reside in a rural area, are homeless or at risk of homelessness, have low employment prospects, or have failed to find employment after using services through the American Job Center system.

Disabled Veterans Outreach Program (DVOP) - 38 USC Section 4103A; TEGL 20-13

The Jobs for Veterans State Grants (JVSG) program provides federal funding, through a formula grant, to provide individualized career and training-related services at the American Job Center (AJC) to veterans and eligible persons and supports the Disabled Veterans' Outreach Program (DVOP) specialist staff to provide these services.

The Disabled Veterans Outreach Program (DVOP) is designed to provide intensive services and facilitate job placement to veterans who attest to have a significant barrier to employment. When addressing the veterans' employment needs, maximum emphasis should be placed on assisting economically or educationally disadvantaged veterans. DVOP specialists help identify job opportunities that are appropriate for the veteran's employment goals and assist that veteran in preparing for and targeting particular job opportunities. Veterans who do not indicate a Significant Barrier to Employment (SBE) will receive Priority of Services through the American Job Center (AJC).

Resource/Cost Sharing Agreement

The provision of direct services to individuals and businesses is a key component in the One-Stop Center.

Each partner serves a specific segment of the population and provides services that benefit those individuals. Each partner is responsible for funding of their direct program services. All partners will share an equitable and proportionate responsibility for the costs of the operational expenses of the One-Stop Centers if collocated. Infrastructure costs are non-personnel costs necessary for the general operation of the One-Stop Center. Non-personnel costs are all costs that are not compensation for personal services such as rent, utilities and maintenance, equipment, and technology.

The Resource and Cost Sharing will adhere to the Governor's Guidelines to State Program partners Negotiating Costs and Services under WIOA.

Due to the COVID-19 pandemic the draft resource sharing agreement for the Guam American Job Center and Core partners has yet to be finalized and approved by the Guam Workforce Development Board.

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

Guam does not have 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. Any or new training approaches will adhere to USDOL guidelines as they continue to be updated and mandated.

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

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

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

All career pathway trainings such as boot camps, pre-apprenticeships, and apprenticeship trainings are conducted with our education and core partner, the Guam Community College. A public or private provider of a training service program, including labor-management organizations and eligible providers of adult education and literacy activities under Title II, if such activities are provided in combination with occupational skills training.

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

Through the American Job Center (AJC), the service delivery system supports the interest of the job seeker, workers and businesses related to career services, education and training and supportive services.

The Guam American Job Center will serve as the planning framework describing the core components to assess compliance requirements and implementation strategies to include a pilot AJC operational system, operations plan and research to address transitional issues related to the Government of Guam extant AJC structure and establishing a compliant AJC operator system (consistent with Guam Workforce Development Board (GWDB) and Workforce Innovation and Opportunity Act (WIOA) mandates as appropriate.

GWDB Relationship and Responsibilities with One Stop Operator and AJC Service Partners

The GWDB will maintain a contractual relationship with the selected One-Stop Operator and will provide ongoing policy guidance and technical support to the Operator to ensure that performance expectations are continually communicated and policy issues are addressed.

The GWDB is also responsible for performance monitoring and will perform periodic on-site reviews of Operator performance to ensure that customer service and financial standards are being met.

The GWDB is responsible for determining partners, beyond the ones required by WIOA, who will provide staff and other resources for the One Stop Operator. As a result of commitments made by partners documented in a Memorandum of Understanding (MOU) with the partners, the GWDB will monitor adherence to the MOU for commitments made by partners.

It will be the GWDB's responsibility to address any issues with the partners resulting from failure to adhere to the terms of the MOU.

List of services:

Competitive elements to be considered are:

- Experience performing like services
- Knowledge of workforce system
- Reasonableness of Cost
- Organizational and management capacity

The Guam AJC still provides case management services through the HireGuam Virtual One-stop System.

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.

No waivers to date but the Guam Department of Labor is currently working on a Out of School Youth (OSY) writeup.

TITLE I-B ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient;	Yes
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;	Yes

The State Plan must include	Include
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
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

ADULT PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

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

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not

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

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

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

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

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

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

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

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

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data

reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

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

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

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

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	53.0%	53.0%	53.0%	53.0%
Employment (Fourth Quarter After Exit)	51.0%	51.0%	51.0%	51.0%
Median Earnings (Second Quarter After Exit)	\$5,300	\$5,300	\$5,300	\$5,300
Credential Attainment Rate	61.0%	61.0%	61.0%	61.0%
Measurable Skill Gains	50.0%	50.0%	50.0%	50.0%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

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

DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

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

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

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

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

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

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

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

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

Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

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

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

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

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

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

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	53.0%	53.0%	53.0%	53.0%
Employment (Fourth Quarter After Exit)	51.0%	51.0%	51.0%	51.0%
Median Earnings (Second Quarter After Exit)	\$5,500	\$5,500	\$5,500	\$5,500
Credential Attainment Rate	57.0%	57.0%	57.0%	57.0%

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Measurable Skill Gains	50.0%	50.0%	50.0%	50.0%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

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

YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

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

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

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

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

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a

reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

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

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

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

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

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

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

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

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

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	50.0%	50.0%	50.0%	50.0%
Employment (Fourth Quarter After Exit)	50.0%	50.0%	50.0%	50.0%
Median Earnings (Second Quarter After Exit)	\$4,600	\$4,600	\$4,600	\$4,600
Credential Attainment Rate	50.0%	50.0%	50.0%	50.0%
Measurable Skill Gains	50.0%	50.0%	50.0%	50.0%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

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

PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM (EMPLOYMENT SERVICES)

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

A. EMPLOYMENT SERVICE STAFF

1. DESCRIBE HOW THE STATE WILL STAFF THE PROVISION OF LABOR EXCHANGE SERVICES UNDER THE WAGNER-PEYSER ACT, SUCH AS THROUGH STATE EMPLOYEES, INCLUDING BUT NOT LIMITED TO STATE MERIT STAFF EMPLOYEES, STAFF OF A SUBRECIPIENT, OR SOME COMBINATION THEREOF.

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.

The AJC staff of Employment Services and the Business Services Unit will 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. The Business Services Unit also provides additional support for successful job matching.

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.

2. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

The GWDB as established shall carry out certain functions including, in part, the development of strategies for staff training. The following certification training has been identified for all staff working in core programs to participate.

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

3. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION

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. However, the HireGuam VOS system is allowing employers and employees to file claims for COVID-19 relief funding (PUA and FPUC).

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UI CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS

As mentioned previously, Guam does not have unemployment insurance. However, due to the current COVID-19 pandemic, Guam's workforce has declined rapidly. Therefore, GDOL has applied for multiple relief grants including PUA, FPUC, and the Dislocated Worker grants. With PUA and FPUC, all employers must register on our VOS system and input their displaced employee information. The employee module to claim unemployment benefits is currently being installed and is expected to be done by the end of May 2020.

As an alternative to online applications and claiming, GDOL is working to setup satellite offices around the island to cater to those who do not have proper internet access.

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. However, the HireGuam VOS system is allowing employers and employees to file claims for COVID-19 relief funding (PUA and FPUC).

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. However, the HireGuam VOS system is allowing employers and employees to file claims for COVID-19 relief funding (PUA and FPUC).

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

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

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

- 7 quarantine sites located around Guam
- A.B. Won Pat International Airport: to assist with the screening of inbound passengers
- Assist with the issuance of free lunch meals to school students and senior citizens
- Assist with the intake processing of all COVID-19 tests

- Assist with the screening of phone calls and providing Guam residents with information
- Assist with the issuance and processing of applications that allow for individuals to receive federal aid
- Cleanup assistance: assist the Department of Education with sanitizing our public schools, sanitizing our Mayor's offices, senior citizen centers, and all quarantine sites.

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

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

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

Our Rapid Response team has also been activated.

4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.

Due to the COVID-19 pandemic, Guam is collaborating with Government agency partners for the outreach of the FPUC and PUA programs. Those agencies include Public Information Officers from Guam Customs and Quarantine, Guam Community College, and the Guam Visitors Bureau. GDOL has a heavy social media platform and is currently conducting video commercials.

E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE AN ASSESSMENT OF NEED. AN ASSESSMENT NEED DESCRIBES THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

1. ASSESSMENT OF NEED. PROVIDE AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

The Governor of Guam recently wrote to USDOL ETA and indicated the following in her letter regarding new markets in agriculture and aquaculture.

"How I plan to support the expansion of quality and innovative apprenticeship training programs that are aligned with the WIOA State Plan is to continue to work closely with our business community and agency partners alike. Under my direction, the Guam Economic

Development Authority and the Guam Department of Labor are working with farmers and encouraging them to take advantage of apprenticeship programs and expanding the programs to agriculture and aquaculture — just as we have done for skilled trades in health care, hospitality, ship repair, construction, and information technology industries."

2. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY, AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS' NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE

As mentioned previously, part of Guam's strategic plan is implementing the United Nations Sustainable Goals with the Guam Green Growth team. Agriculture and Aquaculture is a big part of the Goal 1: End Poverty and Goal 2: Zero Hunger. Additionally, Researchers at the University of Guam have developed pathogen-free shrimp which is now being sold for local consumption and exported through a private partnership - this single venture could unlock a multimillion dollar market according to the Governor.

3. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWs IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION

Not applicable, Guam does not have Migrant Seasonal Farmworkers.

4. OUTREACH ACTIVITIES

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

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

Please refer to the United Nations Sustainable Goals regarding the Guam Green Growth framework on Ending Poverty and Zero Hunger. GDOL is also working with the Guam Department of Agriculture and the Guam Economic Development Authority to start implementing a plan for the new aquaculture market.

B. PROVIDING TECHNICAL ASSISTANCE TO OUTREACH STAFF. TECHNICAL ASSISTANCE MUST INCLUDE TRAININGS, CONFERENCES, ADDITIONAL RESOURCES, AND INCREASED COLLABORATION WITH OTHER ORGANIZATIONS ON TOPICS SUCH AS ONE-STOP CENTER SERVICES (I.E. AVAILABILITY OF REFERRALS TO TRAINING, SUPPORTIVE SERVICES, AND CAREER SERVICES, AS WELL AS SPECIFIC EMPLOYMENT OPPORTUNITIES), THE EMPLOYMENT SERVICE AND EMPLOYMENT-RELATED LAW COMPLAINT SYSTEM ("COMPLAINT SYSTEM" DESCRIBED AT 20 CFR 658 SUBPART E), INFORMATION ON THE OTHER ORGANIZATIONS SERVING MSFWS IN THE AREA, AND A BASIC SUMMARY OF FARMWORKER RIGHTS, INCLUDING THEIR RIGHTS WITH RESPECT TO THE TERMS AND CONDITIONS OF EMPLOYMENT.

Although Guam does not have Migrant Seasonal Farmworkers, a commitment made from the Governor has resulted in the "Guam Green Growth" Working Group" also known as G3. Other islands are also committing to the UN SDGs as part of the Local2030 Islands Network and outreach. The network aims for local implementation of the UN SDGs and connects communities with the global effort to advance the sustainable development goals. The network engages island partners that are committed to advancing locally driven models for sustainability to set culturally informed priorities, integrate climate goals, measure and track progress and implement concrete actions. This is the future economic plan.

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

Since the awarded funding for the PUA, FPUC, and NDWG, GDOL has been getting training and conducting outreach meetings locally and with our federal counterparts via online conferencing. As of May 22, 2020, the AJC and GDOL is not open to the public because of PCOR2 - which means Government of Guam agencies are limited for operational duties. However, the outreach team has been conducting heavy outreach with the PUA and FPUC programs.

D. PROVIDING STATE MERIT STAFF OUTREACH WORKERS PROFESSIONAL DEVELOPMENT ACTIVITIES TO ENSURE THEY ARE ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

Guam does not have MSW but in regards to outreach for job seekers and employers - since the awarded funding for the PUA, FPUC, and NDWG, GDOL has been getting training and conducting outreach meetings locally and with our federal counterparts via online conferencing. As of May 22, 2020, the AJC and GDOL is not open to the public because of PCOR2 - which means Government of Guam agencies are limited for operational duties. However, the outreach team has been conducting heavy outreach with the PUA and FPUC programs.

E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEE AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS

Not applicable. Guam does not have MSFW and NFJP.

5. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM

Describe the State agency's proposed strategies for:

A. PROVIDING THE FULL RANGE OF EMPLOYMENT AND TRAINING SERVICES TO THE AGRICULTURAL COMMUNITY, BOTH FARMWORKERS AND AGRICULTURAL EMPLOYERS, THROUGH THE ONE-STOP DELIVERY SYSTEM. THIS INCLUDES:

I. HOW CAREER AND TRAINING SERVICES REQUIRED UNDER WIOA TITLE I WILL BE PROVIDED TO MSFWs THROUGH THE ONE-STOP CENTERS

II. HOW THE STATE SERVES AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH SERVICES

Not applicable. Guam does not have MSFW or NFJP.

B. MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS

Not applicable. Guam does not have MSFW or NFJP.

C. MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM FOR U.S. WORKERS (ARS) TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

Not applicable. Guam does not have MSFW, NFJP, or ARS.

6. OTHER REQUIREMENTS

A. COLLABORATION

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

Not applicable. Guam does not have MSFW, NFJP, or ARS. However, we do have a network and framework for Guam Green Growth and the UN Sustainable Goals as mentioned previously.

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 MSFW, NFJP, or ARS.

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 MSFW, NFJP, or ARS.

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 MSFW, NFJP, or ARS. However, we do have a network and framework for Guam Green Growth and the UN Sustainable Goals as mentioned previously.

E. STATE MONITOR ADVOCATE

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

Not applicable. Guam does not have MSFW, NFJP, or ARS.

WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The Wagner-Peyser Act Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time (sec 121(e)(3));	Yes
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	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 Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	Yes
4. SWA officials: 1) Initiate the discontinuation of services;	Yes

The State Plan must include	Include
2) Make the determination that services need to be discontinued; 3) Make the determination to reinstate services after the services have been discontinued; 4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	

WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

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

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

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

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

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

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

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

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

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

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

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

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

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each

of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	54.0%	54.0%	54.0%	54.0%
Employment (Fourth Quarter After Exit)	51.0%	51.0%	51.0%	51.0%
Median Earnings (Second Quarter After Exit)	\$5,200	\$5,200	\$5,200	\$5,200
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

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

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

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

A. ALIGNING OF CONTENT STANDARDS

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

a. Aligning of Content Standards

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

Description of Allowable Activities

Adult education and family literacy provides academic instruction and educational services, including programs that provide concurrent activities, below postsecondary level that (1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; (2) assist adults who are parents or family members to obtain the

education and skills that are necessary to become full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities of their family; (3) assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including career pathways; and (4) assist immigrants and other individuals who are English learners in improving their reading, writing, speaking, and comprehensive skills in English; and mathematics skills, and acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

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

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

- 1) who has attained 16 years of age;
- 2) who is not enrolled or required to be enrolled in secondary school under Guam law[1]; and
- 3) who ---
 - i) is basic skills deficient;
 - ii) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - iii) an English language learner who has limited ability in reading, writing, speaking, or comprehending the English language and whose native language is a language other than English or lives in a family or community environment where a language other than English is the dominant language.

Since 2014, Guam aligned adult education its content standards for adult education to Susan Pimentel's "College and Career Readiness Standards for Adult Education" standards and framework that prepares adult learners for success in postsecondary education by incorporating the English language arts/literacy and mathematics standards into existing adult education curricula. The Adult Education Office will continue to update and submit curricula (Non-Substantive Revisions) to the College's Curriculum Review Committee (CRC) for its review, approval, and implementation.

The College will provide English language acquisition programs or services [§203(6)] to eligible individuals to achieve competence in reading, writing speaking, and comprehension of the English language and that leads to the attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training or employment. Adult education curriculum will continue to be amended to align its content standards for adult education with State-adopted challenging academic content standards [§1111(b)(1)]. These adult education programs or services include:

- a. **Adult Education** - Academic instruction and education services below the postsecondary level that increases an individual's ability to read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or

its recognized equivalent; transition to postsecondary education and training; and obtain employment.

b. **Literacy - Basic Skills** - Academic instruction and education services to assist an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

c. **Workplace adult education and literacy activities** - Activities, programs, and services offered in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

d. **Family literacy activities** - Activities that are of sufficient intensity and quality to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities: parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency; interactive literacy activities between parents or family members and their children; training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children; and age-appropriate education to prepare children for success in school and life experiences. Funds awarded under WIOA, Title II cannot be used to support activities, services, or programs for individuals under the age of 16 and are enrolled or required to be enrolled in secondary school under Guam law, except for the purpose related to family literacy activities.

e. **English language acquisition learner/activities** - *English-as-a-Second Language* (ESL) for students whose native and/or their first language is other than English. This is a program of instruction (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and (B) that leads to— (i)(I) attainment of a secondary school diploma or its recognized equivalent; and (II) transition to postsecondary education and training; or (ii) employment.

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

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

h. **Integrated education and training** - A service approach that provides adult education and literacy activities concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster **and** is for the purpose of educational and career advancement.

These programs, activities, and services will assist eligible individuals to become literate, obtain knowledge and skills necessary for employment and economic self-sufficiency, and become full partners in their children's educational development.

The State Agency/GCC will fund these English language acquisition programs, activities, and services to eligible providers [§203(5)] that have demonstrated effectiveness in providing adult education and literacy activities. An eligible provider is a local educational agency; a community-based organization or faith-based organization; a volunteer, a literacy organization; an institution of higher education; a public or private nonprofit agency, a library, a public housing authority, a nonprofit institution that can provide adult education and literacy activities to eligible individuals; a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities; and a partnership between an employer or an entity.

Adult education program participants take an appraisal instrument, approved by USDE, to determine their abilities in the area of reading, mathematics, and language.

[1] Guam Public Law 34-104, An Act to Amend Section 6102 of Article 1, Chapter 6, Title 17, Guam Code Annotated, Relative To Raising The Age From Sixteen (16) to Eighteen (18) Years Old In Reference To The Duty To Send Children To School, June 15, 2018

B. LOCAL ACTIVITIES

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
 1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
 2. Is for the purpose of educational and career advancement.

Special Rule. Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

b. Local Activities

The State Agency/GCC will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. Guam's Unified or Combined State Plan includes at a minimum the scope, content, and organization of these local activities. The State Agency/GCC will announce, in the local newspaper and on the State Agency Office website (www.guamcc.edu), the availability of competitive WIOA, Title II funds. The announcement will provide information on the WIOA, Title II competitive grant, the definition of eligible providers and eligible participants, and the application process. Information on upcoming technical assistance sessions, obtaining the program agreement template (electronic or hard copy), and submitting a multiyear grant/program agreement by the established deadline will also be provided. The technical assistance session will include information on Guam's adjusted levels of performance, data, and discuss how eligible providers will meet Guam's demonstrated effectiveness requirements. To ensure planned goals and activities are aligned to the local board, the SAO will transmit and provide fifteen (15) business days for the Guam Workforce Development Board/Guam Workforce Investment Board to review proposed grant/program agreements for consistency and alignment with the local plan.

Grant Awards

An eligible provider desiring to provide adult education services and or programs under WIOA, Title II, Adult Education and Family Literacy shall submit a grant/program agreement application that describes program and services. The grant/program agreement application will be evaluated on established criteria. Applications will be evaluated on the eligible provider's (1) demonstrated effectiveness (3-years of performance data) on programs, services, or activities that improved the literacy of eligible individuals and to realize Guam's adjusted levels of performance; eligible participants data outcomes on employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training; and (2) alignment of activities to the WIOA State Plan for the Territory of Guam. Those that score at least 90% will be forwarded to the Project Review Panel. The Project Review Panel members (e.g., representatives from the local and higher education, industry, one-stop, and community-based organization) review grant/program agreements for their completeness and alignment to the scope content of the WIOA State Plan for the Territory of Guam. Those meeting criteria are recommended to the State Director for the final award.

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

Part 1:

a) The eligible provider's description of how funds awarded will provide adult education programs and services to eligible individuals including, but not limited to, the following:

1. **Adult Education - *Adult High School Diploma*;**
2. **Literacy - *Basic Skills*;**
3. **Workplace adult education and literacy activities;**
4. **Family literacy activities;**
5. **English language acquisition learner/activities - *English-as-a-Second Language (ESL)*;**
6. **Workforce preparation activities; and**
7. **Integrated education and training.**

b) The eligible provider shall include cooperative arrangements with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.

c) The eligible provider shall provide:

1. Evidence of demonstrated effectiveness (3-years of performance data) on programs, services, or activities that improved the literacy of eligible individuals and to realize Guam's adjusted levels of performance.
2. Data on eligible participants employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training outcomes.
3. Illustrate alignment of activities to the WIOA State Plan for the Territory of Guam.
4. An assessment of Guam's need and those most in need of services (e.g., low levels of literacy skills or English language learners).
5. Evidence of serving eligible individuals with disabilities, including eligible individuals with learning disabilities.
6. At least two references to validate the past effectiveness of improving the literacy that meets Guam's adjusted levels of performance.
7. Describe how proposed activities and services are aligned to Guam's Unified Plan and activities and services of the One-Stop partners.
8. Demonstrate its 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.

9. Explain and cite how the proposed program and activities are based on best practices derived from the most rigorous research available and appropriate.
10. Describe how proposed activities effectively use technology, services, and delivery systems, including distance education.
11. Show how activities provide learning in context.
12. Describe how programs and activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established. Provide resumes of key personnel/instructors.
13. Demonstrate how programs and activities coordinate with other available education, training, and social service resources in the community.
14. Site examples of how programs and activities will be offered with flexible schedules and coordinated with support services to enable eligible individuals to attend and complete an adult education program.
15. Explain the use of a high-quality information management system that has the capacity to report measurable participant outcomes.
16. Provide assurances that funds awarded will support the requirements under WIOA, Title II; provide cooperative arrangements; promoting concurrent enrollment in programs and activities (Title I); to meet Guam's state adjusted levels of performance; work with Guam's one-stop, and meet the needs of eligible individuals.

While previously funded eligible providers are required to provide performance data (3-years of performance data) and participants' data outcomes on employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training, those not previously funded shall provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, and their success in achieving employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training outcomes.

Part 2: Proposed Budget

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

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

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

Distribution of Funds Procedures

Eligible Providers

Eligible providers, that demonstrated effectiveness in providing adult education and literacy activities, are encouraged to apply for a grant/program agreement. Eligible providers [§203(5)] include:

- a. A local educational agency;
- b. A community-based organization or faith-based organization;
- c. A volunteer literacy organization;
- d. An institution of higher education;
- e. A public or private nonprofit agency;
- f. A library;
- g. A public housing authority;
- h. A nonprofit institution that is not described in A-G and has the ability to provide adult education and literacy activities to eligible individuals;
- i. A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in A-H; and
- j. A partnership between an employer and an entity described in A-I.

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

Notice of Availability

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

Process

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

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

Members of the Project Review Panel will evaluate WIOA, Title II Adult Education and Family Literacy grant/program agreement applications. The Panel, appointed by the State Director, has voting members from educational institutions and the community 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. 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 the 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, the physical layout of project, methods and materials used, linkage or cooperative arrangements with other programs or entities, staff development needs, outreach activities, student recruitment and retention efforts for those most in need of basic education.

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

These performance measures shall consist of -

- 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 exiting from the program;
- v. the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment; and
- vi. the indicators of effectiveness in serving employers established pursuant to clause (iv).

MONITORING EVALUATION:

Eligible providers will submit a Consolidated Monthly Activity Report having information on the progress of programs concerning target goals and objectives. Program providers may include information after twelve hours of instruction to establish baseline data on students. At least one interim assessment will be conducted to evaluate progress in achieving performance standards and identify recommendations for program improvement. A final evaluation will be conducted to measure the accomplishment of performance standards. The latter will be included in the Consolidated Report.

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

EDUCATIONAL LEVEL DESCRIPTORS[1]

Beginning Literacy Level 1: (CASAS Reading GOALS scale scores 203 and below

Reading: Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and are able to demonstrate an understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends. In particular, students at this level are able to recognize and produce rhyming words, blend and segment onsets and rhymes, isolate and pronounce initial, medial, and final sounds, add or substitute individual sounds, and blend and segment single syllable words. They are able to decode two-syllable words following basic patterns as well as recognize common high frequency words by sight. Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in texts with clear and explicit context.

Individuals ready to exit this level are able to determine main ideas, retell key details, and ask and answer questions about key details in simple texts. Individuals are also able to use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons). They also are able to use text features, both print and digital, to locate key facts or information. When listening to text above their current independent reading level, they are able to identify the reasons an author gives to support points in a text, describe the connections between ideas within a text, and examine the basic similarities in and differences between two texts on the same topic.

Writing: Individuals ready to exit the Beginning Literacy Level are able to write basic sight words and familiar words and phrases as they compose simple sentences or phrases. This includes writing simple informative texts in which they supply some facts about a topic and narratives that include some details regarding what happened. They use simple transition and temporal words to signal event order (e.g., so, and, because, when, next, finally). With support, they are able to gather and use information from provided sources, both print and digital, to answer a simple research question.

Speaking and Listening: Individuals ready to exit this level are able to participate in conversations of short duration, collaborating with diverse partners and groups, while respecting individual differences. This includes following agreed upon rules for discussion and responding to the comments of others through multiple exchanges. Individuals are able to describe people, places, things, and events with relevant details, producing complete sentences when appropriate to task and situation. They can discuss what they have heard read aloud and ask and answer questions about it.

Language: When writing and speaking, individuals ready to exit this level are able to correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions and conjunctions. When writing sentences individuals correctly use capitalization, ending punctuation, and commas in dates and to separate single words in a series. They are able to spell words with common patterns and frequently occurring irregular words. Other words they spell phonetically. In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally. Individuals are able to determine the meaning of unknown and multiple-meaning words, by applying their knowledge of frequently occurring roots and affixes, as well as sentence-level context. They are able to distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, gigantic) by choosing them or acting out their meanings.

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Beginning Basic Level 2: (CASAS Reading GOALS scale scores 204-216)

Reading: Individuals ready to exit the Beginning Basic Level are able to decode multi-syllable words, distinguish long and short vowels when reading regularly spelled one-syllable words, and recognize the spelling-sound correspondences for common vowel teams. They also are able to identify and understand the meaning of the most common prefixes and suffixes. They can read common irregular sight words. Individuals are able to read level appropriate texts (e.g., texts with a Lexile Measure of between 420 and 820) with accuracy, appropriate rate, and expression.[2] They are able to determine the meaning of words and phrases in level-appropriate complex texts. Individuals ready to exit this level are able to determine main ideas, ask and answer questions about key details in texts and show how those details support the main idea. Individuals also are able to explain how specific aspects of both digital and print illustrations contribute to what is conveyed by the words of a text. They are able to compare and contrast the most important points and key details of two texts on the same topic. When listening to text above their current independent reading level, they are able to describe the relationship between ideas in a text in terms of time, sequence, and cause/effect, as well as use text features and search tools, both print and digital, to locate information relevant to a given topic efficiently. They also are able to describe how reasons support specific points an author makes in a text and identify the author's main purpose or what the author wants to answer, explain or describe, as well as distinguish their own point of view from that of the author's.

Writing: Individuals ready to exit the Beginning Basic Level are able to write opinion pieces on topics or texts, supporting a point of view with reasons. They are able to write simple informative texts in which they examine a topic and convey information clearly. They also are

able to write narratives with details that describe actions, thoughts, and feelings. They use transition and temporal words (e.g., also, another, more, but) to link ideas and signal event order. Individuals ready to exit this level are able to use technology to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects and summarize their learning in print. This includes taking brief notes from both print and digital sources, and sorting evidence into provided categories.

Speaking and Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes gaining the floor in respectful way, linking their comments to the remarks of others, and expressing their own ideas, clearly in light of the discussions. Individuals are able to report on a topic or text or recount an experience, with appropriate facts, and relevant, descriptive details. They are able to speak in complete sentences appropriate to task and situation in order to provide requested detail or clarification. They can discuss what they have heard read aloud and provide the main ideas and appropriate elaboration and detail about the information presented.

Language: When writing and speaking, individuals ready to exit this level are able to correctly use regular and irregular nouns and verbs, comparative and superlative adjectives and adverbs, and coordinating and subordinating conjunctions. When writing simple, compound and complex sentences, individuals use correct subject-verb and pronoun-antecedent agreement. They also use correct capitalization, ending punctuation, commas, and apostrophes to form contractions and possessives. They also are able to spell words with conventional patterns and suffixes. They are able to use spelling patterns and generalizations (e.g., word patterns, ending rules) in writing words. In response to prompts, they are able to produce, expand, and rearrange simple and compound sentences. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. They are able to distinguish literal from non-literal meaning of words, and shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, wondered, suspected). They are able to demonstrate understanding of and use general academic words that signal spatial and temporal relationships

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Low Intermediate Level 3: (CASAS Reading GOALS scale scores 217-227)

Reading: Individuals ready to exit the Low Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 740 and 1010).¹² They are able to use knowledge of letter-sound correspondences, syllabication patterns, and roots and[3] affixes to accurately decode unfamiliar words. They are able to determine the meaning of words and phrases (e.g., metaphors and similes) in level-appropriate complex texts. Individuals ready to exit this level are able to make logical inferences, summarize central ideas or themes, and explain how they are supported by key details. They are able to explain events, procedures, or ideas in historical, scientific, or technical texts, including what happened and why. They are able to describe the overall structure of a text and compare and contrast the structures of two

texts. Individuals ready to exit this level are also able to interpret information presented visually, orally or quantitatively to find an answer to a question or solve a problem. They display this facility with both print and digital media. Individuals are able to explain how authors use reasons and evidence to support particular points in a text and can integrate information from several texts, whether print, media, or a mix, on the same topic. They are able to describe how point of view influences how events are described. They are able to analyze multiple accounts of the same event or topic, noting similarities and differences. They are able to produce valid evidence for their findings and assertions.

Writing: Individuals ready to exit the Low Intermediate Level are able to write opinion pieces on topics or texts, supporting a point of view with facts and logically ordered reasons. They are able to produce informative texts in which they develop a topic with concrete facts and details. They convey information clearly with precise language and well-organized paragraphs. They link ideas, opinions and reasons with words, phrases, and clauses (e.g., another, specifically, consequently, because). They are also able to use technology (including the Internet) to produce and publish writing as well as to interact and collaborate with others. They are able to conduct short research projects, making frequent use of on-line as well as print sources. This includes the ability to draw evidence from several texts to support an analysis. They are able to summarize or paraphrase information from and provide a list of those sources.

Speaking and Listening: Individuals ready to exit this level are able to participate in a range of collaborative conversations with diverse partners and groups, respecting individual differences. This includes demonstrating an understanding of teamwork and working well with others by carrying out their assigned roles, and posing and responding to specific questions, and making comments that contribute to and elaborate on the remarks of others. Individuals are able to report on a topic or text or present an opinion, sequencing ideas logically and providing appropriate facts, and relevant, descriptive details that support the main ideas or themes. They are able to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. They also are able to paraphrase and summarize what they have heard aloud and explain how each claim is supported by reasons and evidence.

Language: When writing and speaking, individuals ready to exit this level are able to use verb tenses to convey various times, sequences, states, and conditions correctly and recognize inappropriate shifts in verb tense. They use prepositions, conjunctions, and interjections properly. Individuals write simple, compound and complex sentences and use correct subject-verb and pronoun-antecedent agreement throughout a piece of writing. They also use correct capitalization, commas, and underlining, quotation marks, and italics to indicate titles of works. They are able to correctly use frequently confused words (e.g., to, too, two; there, their) and spell correctly, consulting references as needed. They are able to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons as well as expand, combine and reduce sentences for meaning, reader interest and style. Individuals are able to determine the meaning of unknown and multiple-meaning words in level-appropriate complex texts, including academic words, by applying their knowledge of roots and affixes, as well as sentence-level context. Individuals are able to interpret figurative language, including similes and metaphors. They also are able to recognize and explain the meaning of common idioms, adages, and proverbs. They are able to demonstrate understanding of and use general academic words that signal precise actions or emotions (e.g., whined, stammered), signal contrast (e.g., however,

nevertheless), or other logical relationships (e.g., however, similarly), and are basic to a particular topic (e.g. endangered when discussing animal preservation).

High Intermediate Level 4: (CASAS Reading GOALS scale scores 228-238)

Reading: Individuals who are ready to exit the High Intermediate Level are able to read fluently text of the complexity demanded of this level (e.g., a Lexile Measure of between 925 and 1185).¹³ They display increasing facility with academic vocabulary and are able to analyze the impact of a specific word choice on meaning and tone in level-appropriate complex texts.

Individuals are able to make logical inferences by offering several pieces of textual evidence. This includes citing evidence to support the analysis of primary and secondary sources in history, as well as analysis of science and technical texts. They are able to summarize and analyze central ideas, including how they are conveyed through particular details in the text. They also are able to analyze how a text makes connections among and distinctions between ideas or events and how major sections of a text contribute to the development of the ideas. They also are able to follow multistep procedures. Individuals are able to identify aspects of a text that reveal point of view and assess how point of view shapes style and content in texts. In addition, they are able to evaluate the validity of specific claims an author makes through the sufficiency of the reasoning and evidence supplied in the text. This includes analyzing how an author responds to conflicting evidence or viewpoints. They are able to analyze how multiple texts address similar themes, including how authors acknowledge and respond to conflicting evidence or viewpoints and include or avoid particular facts. Individuals are also able to analyze the purpose of information presented in diverse media as well as integrate and evaluate content from those sources, including quantitative or technical information presented visually and in words. They are able to produce valid evidence for their findings and assertions, make sound decisions, and solve problems.

Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce claims, acknowledge alternate or opposing claims, support claims with clear reasons and relevant evidence, and organize them logically in a manner that demonstrates an understanding of the topic. When writing informative texts, individuals are able to examine a topic through the selection, organization, and analysis of relevant facts, concrete details, quotations and other information to aid comprehension. Individuals create cohesion in their writing by clarifying the relationships among ideas, reasons, and evidence; using appropriate transitions; and including a logical progression of ideas, and maintaining consistency in style and tone. Individuals are able to use specific word choices appropriate for the topic, purpose, and audience. They also are able to use technology to produce and publish writing and link to and cite sources. They conduct short research projects, drawing on several sources. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to locate and organize information, assess the credibility and accuracy of each source, and communicate the data and conclusions of others while avoiding plagiarism.[4]

Speaking and Listening: Individuals ready to exit the High Intermediate level collaborate well as a member of team by building on others' ideas, expressing their own clearly and maintaining a

positive attitude. This includes following the rules for collegial discussions and decision-making and tracking progress toward specific goals and deadlines. It also includes the ability to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence and ideas. During these discussions, individuals are able to qualify, alter, or justify their own views in light of the evidence presented by others. Just as in writing, individuals are able to delineate a speaker's argument, evaluating the soundness of the reasoning and relevance of the evidence. They are able to identify when irrelevant evidence is introduced. They also are able to present their own claims and findings that emphasize salient points in a focused and coherent manner, with relevant evidence, valid reasoning, and well-chosen details. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: When writing and speaking, individuals ready to exit the High Intermediate level are able to ensure pronouns are in the proper case, recognize and correct inappropriate shifts in pronoun number and person, and correct vague or unclear pronouns. They know how to form all verb tenses, and recognize and correct inappropriate shifts in verb voice and mood. They know how to recognize and correct misplaced and dangling modifiers. They are able to adapt their speech to a variety of contexts and tasks when indicated. They are able to choose language that expresses ideas precisely and concisely, recognizing and eliminating redundancy and wordiness as well as maintaining consistency in style and tone. Though errors may be present, the meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Low Adult Secondary Level 5: (CASAS Reading GOALS scale scores 239-248)

Reading: Individuals who are ready to exit Low Adult Secondary Level are able to read fluently texts that measure at the secondary level of complexity (e.g., a Lexile Measure of between 1050 and 1335).[5] This includes increasing facility with academic vocabulary and figurative language in level-appropriate complex texts. This includes determining the meaning of symbols and key terms used in a specific scientific or technical context. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to analyze the development of central ideas over the course of a text and explain how they are refined by particular sentences, paragraphs, or portions of text. They are able to provide an objective summary of a text. They are able to analyze in detail a series of events described in text and determine whether earlier events caused later ones or simply preceded them. They also are able to follow complex multistep directions or procedures. Individuals are able to compare the point of view of two or more authors writing about the same or similar topics. They are able to evaluate the validity of specific claims an author makes through the sufficiency and relevance of the reasoning and evidence supplied. They also are able to identify false statements and fallacious reasoning. They are able to analyze how multiple texts address related themes and concepts, including challenging texts, such as seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address). In addition, they are

able to contrast the findings presented in a text, noting whether those findings support or contradict previous explanations or accounts. Individuals are also able to translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically into words. Through their reading and research, they are able to cite strong and thorough textual evidence for their findings and assertions to make informed decisions and solve problems.

Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to introduce precise claims, distinguish the claims from alternate or opposing claims, and support claims with clear reasons and relevant and sufficient evidence. When writing informative texts, they are able to examine a topic through the effective selection, organization, and analysis of well chosen, relevant, and sufficient facts appropriate to the audience's knowledge of the topic. They use appropriate and varied transitions as well as consistency in style and tone to link major sections of the text, create cohesion, and establish clear relationships among claims, reasons, and evidence. Individuals use precise language and domain-specific vocabulary to manage the complexity of the topic. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source, and communicate the data and conclusions of others while avoiding plagiarism.

Speaking and Listening: Individuals ready to exit the Low Adult Secondary level are able to participate in a thoughtful, respectful, and well-reasoned exchange of ideas as a member of a team. As they collaborate with peers, they are able to set rules for collegial discussions and decision-making, clear goals and deadlines. They are able to propel these conversations forward by clarifying, verifying or challenging ideas that are presented, actively incorporating others into the discussion, responding thoughtfully to diverse perspectives, and summarizing points of agreement and disagreement. They also are able to qualify, alter, or justify their own views and understanding in light of the evidence and reasoning presented by others. Just as in writing, individuals are able to evaluate a speaker's point of view, and in particular, assess the links among ideas, word choice, and points of emphasis and tone used. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: Individuals ready to exit the Low Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. Though some errors may be present, meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

High Adult Secondary Level 6: (CASAS Reading GOALS scale scores 249 and above)

Reading: Individuals who are ready to exit High Adult Secondary Level are able to read fluently at the college and career readiness level of text complexity (e.g., a Lexile Measure between 1185 and 1385).[6] This includes increasing facility with academic vocabulary and figurative language sufficient for reading, writing, speaking, and listening at the college and career readiness level. They are able to analyze the cumulative impact of specific word choices on meaning and tone. Individuals are able to make logical and well-supported inferences about those complex texts. They are able to summarize the challenging ideas, concepts or processes contained within them. They are able to paraphrase texts in simpler but still accurate terms. Whether they are conducting analyses of complex primary and secondary sources in history or in scientific and technical texts, they are able to analyze how the ideas and concepts within them develop and interact. Individuals are able to assess how points of view shape style and content in texts with particular attention to distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). Individuals are able to analyze how multiple texts address related themes and concepts, including challenging texts such as U.S. founding documents (Declaration of Independence, the Bill of Rights). In addition, they are able to compare and contrast treatments of the same topic in several primary and secondary sources. Individuals are also able to integrate and evaluate multiple sources of information presented in diverse media in order to address a question. Through their reading and research at complex levels, they are able to cite strong and thorough textual evidence for their findings and assertions to make sound decisions and solve problems.

Writing: Writing in response to one or more text(s), individuals ready to exit this level are able to compose arguments and informative texts (this includes the narration of historical events, scientific procedures/experiments, or technical processes). When writing arguments, they are able to create an organization that establishes clear relationships among the claim(s), counterclaim(s), reasons and evidence. They fully develop claims and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. When writing informative texts, they are able to organize complex ideas, concepts, and information to make important connections and distinctions through the effective selection and analysis of content. They use appropriate and varied transitions to clarify the relationships among complex ideas, create cohesion, and link major sections of the text. Individuals are able to maintain a formal style while they attend to the norms and conventions of the discipline in which they are writing. They are also able to take advantage of technology's capacity to link to other information and display information flexibly and dynamically. They conduct short research projects as well as more sustained research projects that require the synthesis of multiple complex sources to make informed decisions and solve problems. This includes the ability to draw evidence from several texts to support an analysis. It also includes the ability to gather and organize information, assess the credibility, accuracy, and usefulness of each source in answering the research question, noting any discrepancies among the data collected.

Speaking and Listening: Individuals ready to exit the High Adult Secondary level demonstrate flexibility, integrity, and initiative when collaborating as an effective member of a team. They are able to manage their time and other resources wisely in order to contribute to the team's overarching goal(s) and meet the agreed upon deadlines. This includes the ability to exercise[7]

leadership, resolve conflicts as they arise, and pose and respond to questions that relate the current discussion to broader themes or larger ideas. They are able to express alternative views clearly and persuasively, verify or challenge others' ideas and conclusions, and think creatively and critically in light of the evidence and reasoning presented. Just as in writing, individuals are able to evaluate a speaker's point of view, stance, premises, evidence, reasoning, rhetoric, and tone. They also are able to present their own findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, making strategic use of digital media. Individuals adapt their speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language: Individuals ready to exit the High Adult Secondary level demonstrate strong control of English grammar, usage, and mechanics and use these elements to enhance the presentation of ideas both in speech and writing. This includes the use of parallel structure and the correct use of various types of phrases and clauses to convey specific meanings. They are able to adapt their speech to a variety of contexts and tasks when indicated. The meaning of their written and oral communications is clear. Individuals are able to determine the meaning of unknown and multiple-meaning words and phrases as they are used in level-appropriate complex texts through context clues, knowledge of affixes and roots, and use of reference materials.

Exhibit B.1. Quantitative Analysis Chart for Determining Text Complexity[8]

CCR Levels of Learning	ATOS	Degrees of Reading Power	Flesch Kincaid	The Lexile Framework	Reading Maturity
B (Level 2)	2.75-5.14	42-54	1.98-5.34	420-820	3.53-6.13
C (Level 3)	4.97-7.03	52-60	4.51-7.73	740-1010	5.42-7.92
D (Level 4)	7.00-9.98	57-67	6.51-10.34	925-1185	7.04-9.57
E (Level 5)	9.67-12.01	62-72	8.32-12.12	1050-1335	8.41-10.81
E (Level 6)	11.20-4.10	67-74	10.34-14.2	1185-1385	9.57-12.00

Beginning Literacy Level 1: (CASAS Math GOALS scale scores 193 and below)

The Mathematical Practices: Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They

can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers. They are able to add whole numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations. They are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations.

Algebraic Thinking: Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.

Geometry and Measurement: Students prepared to exit this level can analyze and compare 2-dimensional and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can reason with two-dimensional shapes (e.g., quadrilaterals and half-and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to create composite shapes. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit.

Data Analysis: Students prepared to exit this level are able to organize, represent, and interpret simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.

Beginning Basic Level 2: (CASAS Math GOALS scale scores 194-203)

The Mathematical Practices: Students prepared to exit this level are able to decipher two-step problems presented in a context, visualizing a situation using diagrams or sketches, and reasoning about and applying the correct units and the proper degree of precision to the results. They can explain their processes and results using mathematical terms and symbols appropriate for the level and recognize errors in the reasoning of others. They strategically select and use the appropriate tools to aid in their work, such as pencil/paper, measuring devices, manipulatives, and/or calculators. They are able to see patterns and structure in sets of numbers, including in multiplication or addition tables, and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level understand place value for whole numbers to 1000 and can use that understanding to read, write, count, compare, and round three-digit whole numbers to the nearest 10 or 100. They are able to compute fluently with all four operations with whole numbers within 100. They use place value and properties of

operations to explain why addition and subtraction strategies work, and can demonstrate an understanding of the inverse relationship between multiplication and division. They can solve one-and two-step word problems involving all four operations within 100 and identify and explain arithmetic patterns. They have an understanding of fractions, especially unit fractions, and can represent simple fractions on a number line. They understand and can explain equivalence of fractions, can recognize and generate simple equivalent fractions, and can compare two fractions with the same numerator or denominator by reasoning about their size.

Algebraic Thinking: Students prepared to exit this level apply the properties of operations to multiplication and division of whole numbers. They understand the relationship between multiplication and division and can determine the unknown number in multiplication or division equations.

Geometry and Measurement: Students prepared to exit this level are able to reason about geometric shapes and their attributes. They can demonstrate an understanding that different shapes might share common attributes (e.g., four sides) and can compare and classify two-dimensional shapes, particularly quadrilaterals. They are able to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. They can use common U.S. Customary and metric units for linear measurements (e.g., inches, feet, centimeters, and meters) and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. They understand the concept of area and can relate it to addition and multiplication to solve real-world problems. They also understand, and can solve, real-world and mathematical problems involving perimeter of polygons.

Data Analysis: Students prepared to exit this level are able to draw and interpret simple graphs (e.g., bar graphs, picture graphs, and number line diagrams) including scaled bar and picture graphs. They can solve one-and two-step problems using scaled bar graphs. They can generate measurement data by measuring lengths to the nearest half-and quarter-inch and display that data by making a line plot marked off in appropriate units.

Low Intermediate Level 3: (CASAS Math GOALS scale scores 204-214)

The Mathematical Practices: Students prepared to exit this level are able to decipher multi-step problems presented in a context and reason about and apply the correct units and the proper degree of precision to the results. They can visualize a situation using diagrams or sketches, see multiple strategies for solving a problem, explain their processes and results, and recognize errors in the work and reasoning of others. They can express themselves using mathematical terms and notation appropriate for the level and can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, and/or technology. They are able to see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level understand place value for both multi-digit whole numbers and decimals to thousandths, and use their understanding to read, write, compare, and round decimals. They are able to use their place value understanding and properties of operations to fluently perform operations with multi-digit whole numbers and decimals. They can find common factors, common multiples, and understand fraction concepts, including fraction equivalence and comparison. They can add, subtract, multiply and divide with

fractions and mixed numbers. They are able to solve multi-step word problems posed with whole numbers and fractions, using the four operations. They also have an understanding of ratio concepts and can use ratio language to describe a relationship between two quantities, including the concept of a unit rate associated with a ratio.

Algebraic Thinking: Students prepared to exit this level are able to apply and extend their understanding of arithmetic to algebraic expressions, using a symbol to represent an unknown value. They can write, evaluate, and interpret expressions and equations, including expressions that arise from formulas used in real-world problems. They can solve real-world and mathematical problems by writing and solving simple one-variable equations and write a simple inequality that represents a constraint or condition in a real-world or mathematical problem. They can represent and analyze quantitative relationships between dependent and independent variables.

Geometry and Measurement: Students prepared to exit this level have a basic understanding of the coordinate plane and can plot points (i.e., ordered pairs) and place polygons in the coordinate plane to solve real-world and mathematical problems. They can classify two-dimensional shapes and use formulas to determine the area of two-dimensional shapes such as triangles and quadrilaterals. They can determine the surface area of three-dimensional shapes composed of rectangles and triangles, and find the volume of right rectangular prisms. They are able to convert like measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions to solve multi-step, real-world problems. They are also able to solve measurement word problems (such as those that involve area, perimeter, distance, time intervals, liquid volumes, mass, and money) that involve simple fractions or decimals.

Data Analysis and Statistics: Students prepared to exit this level have a basic conceptual understanding of statistical variability, including such concepts as center, spread, and the overall shape of a distribution of data. They can present data using displays such as dot plots, histograms, and box plots.

Middle Intermediate Level 4: (CASAS Math GOALS scale scores 215-225)

The Mathematical Practices: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can express themselves using the mathematical terms and notation appropriate to the level. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as pencil/paper, measuring devices, calculators, and/or spreadsheets. They are able to see patterns and structure in number sets, data, expressions and equations, and geometric figures.

Number Sense and Operations: Students prepared to exit this level have an understanding of the rational number system, including how rational numbers can be represented on a number line and pairs of rational numbers can be represented on a coordinate plane. They can apply the concept of absolute value to find horizontal and vertical distances. They are able to apply the properties of integer exponents and evaluate, estimate, and compare simple square roots and

cube roots. Individuals at this level also understand ratio, rate, and percent concepts, as well as proportional relationships.

Algebraic Thinking: Students prepared to exit this level understand the connections between proportional relationships, lines, and linear equations. They understand numerical and algebraic expressions, and equations and are able to use them to solve real-world and mathematical problems. They are able to analyze and solve linear equations and pairs of simultaneous linear equations. Individuals at this level are able to define, interpret, and compare linear functions.

Geometry: Students prepared to exit this level can solve real-world and mathematical problems that involve angle measure, circumference, and area of 2-dimensional figures. They are able to solve problems involving scale drawings of 2-dimensional geometric figures. They understand the concepts of congruence and similarity with respect to 2-dimensional figures. They understand the Pythagorean theorem and can apply it to determine missing lengths in right triangles.

Statistics and Probability: Students prepared to exit this level can summarize and describe numerical data sets in relation to their context, including determining measures of center and variability and describing patterns and/or striking deviations from patterns. They understand and can apply the concept of chance, or probability. They are able to use scatter plots for bivariate measurement data to describe patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association).

High Intermediate Level 5: (CASAS Math GOALS scale scores 226-235)

The Mathematical Practices: Students prepared to exit this level are able to think critically, determine an efficient strategy (from among multiple possible strategies) for solving a multi-step problem, and persevere in solving challenging problems. They can reason quantitatively, including using units as a way to solve problems. They are able to defend their findings and critique the reasoning of others. They are accurate in their calculations and use estimation strategies to assess the reasonableness of their results. They can create algebraic and geometric models and use them to answer questions and solve problems. They can strategically select and use tools to aid in their work, such as graphing calculators, spreadsheets, and/or computer software. They are able to make generalizations based on patterns and structure they discover in number sets, data, expressions and equations, and geometric figures and use these insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level can reason about and solve real-world and mathematical problems that involve the four operations with rational numbers. They can apply the concept of absolute value to demonstrate on a number line their understanding of addition and subtraction with negative and positive rational numbers. Individuals at this level can apply ratio and percent concepts, including using rates and proportional relationships to solve multi-step real-world and mathematical problems.

Algebraic Thinking: Students prepared to exit this level are able to use algebraic and graphical representations to solve real-world and mathematical problems, involving linear equations,

inequalities, and pairs of simultaneous linear equations. Individuals at this level are able to use linear functions to describe, analyze, and model linear relationships between quantities.

Geometry: Students prepared to exit this level can solve real-world and mathematical problems that involve volume and surface area of 3-dimensional geometric figures. They can use informal arguments to establish facts about various angle relationships such as the relationships between angles created when parallel lines are cut by a transversal. They apply the Pythagorean theorem to determine lengths in real-world contexts and distances in the coordinate plane.

Statistics and Probability: Students prepared to exit this level can use random sampling to draw inferences about a population and are able to draw informal comparative inferences about two populations using measures of center and measures of variability for numerical data from random samples. They can develop, use, and evaluate probability models. They are able to use scatter plots for bivariate measurement data to interpret patterns of association between two quantities (such as clustering, outliers, positive or negative association, linear or non-linear association) and a 2-way table to summarize and interpret bivariate categorical data.

Adult Secondary Education Level 6: (CASAS Math GOALS scale scores 236 and above)

The Mathematical Practices: Students prepared to exit this level are able to think critically, make assumptions based on a situation, select an efficient strategy from multiple possible problem-solving strategies, plan a solution pathway, and make adjustments as needed when solving problems. They persevere in solving challenging problems, including considering analogous, simpler problems as a way to solving a more complex one. They can reason quantitatively, including through the use of units, and can express themselves using the precise definitions and mathematical terms and notation appropriate to the level. They are accurate in their calculations, use an appropriate level of precision in finding solutions and reporting results, and use estimation strategies to assess the reasonableness of their results. They are able to make conjectures, use logic to defend their conclusions, and can detect faulty thinking and errors caused by improper use of technology. They can create algebraic and geometric models and use them to answer questions, interpret data, make predictions, and solve problems. They can strategically select and use tools, such as measuring devices, calculators, spreadsheets, and/or computer software, to aid in their work. They are able to see patterns and structure in calculations, expressions, and equations and make connections to algebraic generalizations, which they use to work more efficiently.

Number Sense and Operations: Students prepared to exit this level have extended their number sense to include irrational numbers, radicals, and rational exponents and understand and use the set of real numbers. They are able to assess the reasonableness of calculation results based on the limitations of technology or given units and quantities and give results with the appropriate degree of precision.

Algebraic Thinking: Students prepared to exit this level understand the structure of expressions and can use that structure to rewrite linear, exponential, and quadratic expressions. They can add, subtract, and multiply polynomials that involve linear and/or quadratic expressions. They are also able to create linear equations and inequalities and quadratic and simple exponential equations to represent relationships between quantities and can represent constraints by linear equations or inequalities, or by systems of linear equations and/or inequalities. They can

interpret the structure of polynomial and rational expressions and use that structure to identify ways to rewrite and operate accurately with them. They can add, subtract, and multiply polynomials that extend beyond quadratics. They are able to rearrange formulas to highlight a quantity of interest, for example rearranging Ohm's law, $V = IR$, to highlight resistance R . They are also able to create equations and inequalities representing relationships between quantities, including those that extend beyond equations or inequalities arising from linear, quadratic, and simple exponential functions to include those arising from simple rational functions. They are able to use these equations/inequalities to solve problems both algebraically and graphically. They can solve linear equations and inequalities; systems of linear equations; quadratic, simple rational, and radical equations in one variable; and recognize how and when extraneous solutions may arise.

Students prepared to exit this level also have a basic understanding of functions, can use function notation properly, and use such notation to write a function describing a relationship between two quantities. They are able to evaluate functions for inputs in their domains and interpret linear, quadratic, and exponential functions that arise in applications in terms of the context. They are able to construct, graph, compare, and interpret functions (including, but not limited to, linear, quadratic, and exponential). They can sketch graphs given a verbal description of the relationship and identify and interpret key features of the graphs of functions that arise in applications in a context. They are able to select or define a function that appropriately models a relationship and to compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal description).

Geometry: Students prepared to exit this level can solve problems involving similarity and congruence criteria for triangles and use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. They can apply the concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTU's per cubic foot).

Data Analysis and Statistics: Students prepared to exit this level can summarize, represent, and interpret data based on two categorical and quantitative variables, including by using frequency tables. They can compare data sets by looking at commonalities and differences in shape, center, and spread. They can recognize possible associations and trends in data, in particular in linear models, and distinguish between correlation and causation. They interpret one- and two-variable data, including those with linear and non-linear relationships. They interpret the slope (rate of change) and intercept (constant term) for a line of best fit and in the context of the data. They understand and account for extreme points of data in their analysis and interpret relative frequencies (joint, marginal and conditional).

Description of Guam's Adult High School (AHS) Diploma Program:

An eligible individual who is no longer eligible to enroll in the Guam Department of Education (GDOE) or who has not received a high school equivalency diploma is eligible for admission into the AHS Diploma Program (AHSDP). Eligible individuals must first take the Comprehensive Adult Student Assessment System (CASAS) – Reading and Math GOALS Series appraisal to determine their current abilities in the areas of reading, mathematics, and language.

Individuals scoring below 239 on the reading portion of CASAS and below 236 on the math portion will begin by taking courses to refresh basic skills (Adult Basic Education (ABE)) until

scores of 239 and above in reading and 236 and above in math are met. Individuals may go into the AHS Diploma Program after successfully completing the ABE program and exiting with the CASAS score. The time individuals spent in the ABE program will be evaluated for 3 credits into the AHS Diploma Program. Individuals who score at least a 239 in reading and 236 in math may go directly into the AHS Diploma Program or schedule to take the high school equivalency diploma (GED® or HiSET®). Students scoring below 236 will receive tutorial services.

The Individual's advisor/counselor must approve his/her enrollment into courses for the semester. Students will be limited to register in no more than 9 credit hours of adult high school courses (English, Mathematics, Science, Social Studies, and Student Success Workshop) and no more than 12 credit hours of a combination of adult high school courses and postsecondary career and technical (CTE)/elective courses.

Program Guidelines:

AHS students shall adhere to the following guidelines to maintain eligibility to continue to AHS Diploma Program:

1. Students receiving more than five (5) absences in any registered course will receive a failing grade (F) or unsatisfactory completion (NC), whichever is applicable, for the course. Students must communicate with instructors, Adult Education Office, and AHS advisor/counselor concerning absences. If a student receives more than two (2) failure grades (F) and/or unsatisfactory completion (NC) resulting from absences, the student will no longer be eligible to continue with the AHS Diploma Program and will be referred to the advisor/counselor to the Adult Education Office for other program options.
2. Students who receive a failing grade (F) or unsatisfactory completion (NC) will be allowed to retake the course only once. Students may retake no more than two (2) courses while enrolled in the AHS Diploma Program. Students must make an effort to seek tutoring services. After retaking two (2) courses and it is determined that the student will be unable to complete the requirements of the AHS Diploma Program, the student will be referred to his/her advisor/counselor or the Adult Education Office for other program options.
3. After the official add/drop dates posted in the Schedule of Classes, any student who withdraws (W), who has been technically withdrawn (TW), and/or who abandons any course he/she has registered in resulting in a failing grade (F) or a technical failure grade (TF) will not be eligible to continue to participate in the AHS Diploma Program. Admissions and Registration will automatically disapprove the student's application for admission as a Diploma Student, change the student's status to an undeclared status and the student will be referred to the advisor/counselor or the Adult Education Office for other program options.
4. Students will be loaned the required textbooks (e.g., English, Mathematics, Science, Social Studies, etc.) for their registered courses with an obligation of returning all textbooks in good condition to the Adult Education Office at the end of the semester.

Outstanding obligations will result in a “hold” on grades, transcripts, or other GCC related processes.

5. Students must take CASAS post-test as outlined in the Assessment Policy Guidelines. Failure to take a CASAS post-test will result in a “hold” on grades, transcripts, or other GCC related processes.

AHS Diploma Requirements:

- 1) Successful completion of courses in the following areas (either at GCC or through accepted transfer credit):
 - a. English - 9 credit hours
 - b. Mathematics - 9 credit hours
 - c. Social Studies - 9 credit hours
 - d. Science -6 credit hours
 - e. Computer Skills - 3 credit hours
 - f. CTE Electives - 9 credit hours. Nine credits of Career and Technical Education (CTE) electives should be from the same career program of study area as part of the student’s approved plan of study.
- 2) Admission to the College as a Diploma Student prior to or during the semester in which requirements for the Adult High School diploma are completed.
- 3) Development of an Individual Learning Plan with counselor or an advisor.
- 4) Upon evaluation of an official high school transcript by the advisor or counselor, high school credits earned from an accredited secondary high school may count towards GCC’s Adult High School Diploma program. High school credits earned will be converted to credit hours to meet the requirements of the adult high school diploma using the following equivalency: one Carnegie (1) is equal to three credit hours (3) on 050-099 level.
- 5) Students will take the ACT WorkKeys® National Career Readiness Certificate, a credential that verifies workforce readiness. AHS students must achieve a minimum cumulative GPA of 2.0 to earn an Adult High School Diploma.

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English as a Second Language[9]

Beginning ESL Literacy Level 1: (CASAS Life and Work Reading scale scores Reading: 180 and below and L&W Listening: 162-180))

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 7, 8)[10]

ELLs ready to exit the Beginning ESL Literacy Level are able to, with prompting and support (including context, and visual aids), identify a few key words and phrases from read aloud, visual images, and oral presentations using a very limited set of strategies.

ELLs ready to exit this level can, with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read aloud about familiar topics, experiences, and events. They can recognize the meaning of some words learned through conversations, reading, and being read to.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with prompting and support (including context and visual aids), communicate simple information or feelings about familiar topics, events, or experiences. They can express a preference or opinion about a familiar topic.

ELLs ready to exit this level are able to show limited awareness of differences between informal and formal language use.

With support (including context and visual aids), ELLs ready to exit this level are able to recognize and use a small number of frequently occurring nouns and verbs, use a narrow range of vocabulary and syntactically simple sentences, and understand and respond to simple questions.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to, with limited involvement, participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can respond to simple yes/no questions and some wh-questions.

ELLs ready to exit this level are able to, with prompting and support, participate in short, shared research projects, gather information from a few provided sources, and label some key information.

Low Beginning ESL Level 2: (CASAS Life and Work Reading scale scores Reading: 181-190 and L&W Listening: 181-189))

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 7, 8)

ELLs ready to exit the Low Beginning ESL Level are able to identify a few key words and phrases in oral communications and simple spoken and written texts using a very limited set of strategies. They can recognize the meaning of some words learned through conversations, reading, and being read to.

ELLs ready to exit this level are able to, with support, identify a point an author or a speaker makes.

Relying heavily on context, questioning, and knowledge of morphology in their native language(s), ELLs ready to exit this level are able to recognize the meaning of a few frequently

occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with support, communicate information and feelings about familiar texts, topics, and experiences.

ELLs ready to exit this level are able to express an opinion about a familiar topic, experience, or event and give a reason for the opinion.

ELLs ready to exit this level are able to show emerging awareness of differences between informal and formal language use.

ELLs ready to exit this level are able to, with support, use a narrow range of vocabulary and syntactically simple sentences. They can, with support, recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions and understand and respond to simple questions.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to actively listen to others. They can participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can present simple information and respond to simple yes/no questions and some wh-questions.

ELLs ready to exit this level are able to, with support, carry out short, shared research projects. They can, with support, gather information from a few provided print and digital sources, label collected information, experiences, or events, and recall information from experience or from a provided source.

High Beginning ESL Level 3: (CASAS Life and Work Reading scale scores Reading: 191-200 and L&W Listening: 190-199))

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the High Beginning ESL Level are able to identify the main topic in oral presentations and simple spoken and written texts and retell a few key details using an emerging set of strategies.

ELLs ready to exit this level are able to, with support, identify the main argument an author or speaker makes. They can, with support, identify one reason an author or a speaker gives to support the argument.

ELLs ready to exit this level are able to determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose simple written narratives or informational texts about familiar texts, topics, experiences, or events.

ELLs ready to exit this level are able to construct a claim about familiar topics, experiences, or events. They can introduce a familiar topic, experience, or event, give a reason to support a claim, and provide a concluding statement.

ELLs ready to exit this level are able to, with support, recount a short sequence of events in order. They can, with support, introduce an informational topic, provide one or two facts about the topic, and use common linking words to connect events and ideas.

ELLs ready to exit this level are able to show increasing awareness of differences between informal and formal language use. They can adapt language choices to task and audience with emerging control in various social and academic contexts.

ELLs ready to exit this level can begin to use some frequently occurring general academic and content-specific words.

ELLs ready to exit this level are able to, with support, use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. They can, with support, produce simple and compound sentences.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to participate in conversations and written exchanges about familiar topics and texts. They can present information and ideas, appropriately take turns in interactions with others, and respond to simple questions and wh-questions.

ELLs ready to exit this level are able to, with support, carry out short individual or shared research projects. They can, with support, gather information from provided print and digital sources, record information in simple notes, and summarize data and information.

Low Intermediate ESL Level 4: (CASAS Life and Work Reading scale scores Reading: 201-210 and L&W Listening: 200-209))

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the Low Intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts, retell key details, answer questions about key details, explain how the theme is developed by specific details in texts, and summarize part of a text using a developing set of strategies.

ELLs ready to exit this level are able to, with support, explain the reasons an author or a speaker gives to support a claim and identify one or two reasons an author or a speaker gives to support the main point.

Using context, questioning, and a developing knowledge of English and their native language(s)' morphology, ELLs ready to exit this level are able to determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose written informational texts about familiar texts, topics, or events. This includes developing the topic with a few details.

ELLs ready to exit this level are able to construct a claim about familiar topics. They can introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.

When producing written and spoken texts, ELLs ready to exit this level are able to, with support, recount a sequence of events, with a beginning, middle, and end. They can introduce and develop an informational topic with facts and details, use common transitional words and phrases to connect events, ideas, and opinions, and provide a conclusion.

ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts and show developing control of style and tone in spoken and written texts.

In their spoken and written texts, ELLs ready to exit this level can use an increasing number of general academic and content-specific words and expressions.

ELLs ready to exit this level are able to, with support, use simple phrases and clauses. They can produce and expand simple, compound, and a few complex sentences.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to, participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues. They can build on the ideas of others, express their own ideas, ask and answer relevant questions, add relevant information and evidence, restate some of the key ideas expressed, follow rules for discussion, and ask questions to gain information or clarify understanding.

ELLs ready to exit this level are able to, with support, carry out short research projects to answer a question. They can, with support, gather information from multiple provided print and digital sources, paraphrase key information in a short written or oral report, include illustrations, diagrams, or other graphics as appropriate, and provide a list of sources.

High Intermediate ESL Level 5: (CASAS Life and Work Reading scale scores Reading: 211-220 and L&W Listening: 210-218))

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the High intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts using an increasing range of strategies. They can analyze the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text.

ELLs ready to exit this level are able to analyze the reasoning in persuasive spoken and written texts and determine whether the evidence is sufficient to support the claim. They can cite textual evidence to support the analysis.

Using context, questioning, and an increasing knowledge of English morphology, ELLs ready to exit this level can determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics, or events. This includes developing the topic with some relevant details, concepts, examples, and information and integrating graphics or multimedia when appropriate.

ELLs ready to exit this level are able to construct a claim about a variety of topics. They can construct a claim, introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.

When producing written and spoken texts, ELLs ready to exit this level can recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. They can introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement.

ELLs ready to exit this level can also adapt language choices and style according to purpose, task, and audience in various social and academic contexts and adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.

In their spoken and written texts, ELLs ready to exit this level can also use a wider range of complex general academic and content-specific words and phrases.

ELLs ready to exit this level will use increasingly complex phrases and clauses, produce and expand simple, compound, and complex sentences, and use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues. They can build on the ideas of others, express his or her own ideas, clearly support points with specific and relevant evidence, ask and answer questions to clarify ideas and conclusions, and summarize the key points expressed.

ELLs ready to exit this level are able to carry out both short and more sustained research projects to answer a question, gather information from multiple print and digital sources, evaluate the reliability of each source, and use search terms effectively. They are able to synthesize information from multiple print and digital sources, integrate information into an organized oral or written report, include illustrations, diagrams, or other graphics as appropriate, and cite sources appropriately.

Advanced ESL Level 6: (CASAS Life and Work Reading scale scores Reading: 221-235 and L&W Listening: 219-227))

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)

ELLs ready to exit the Advanced ESL Level are able to determine central ideas or themes in oral presentations and spoken and written texts using a wide range of strategies. They can analyze the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text.

ELLs ready to exit this level are able to analyze and evaluate the reasoning in persuasive spoken and written texts, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.

Using context, questioning, and consistent knowledge of English morphology, ELLs ready to exit this level are able to determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)

ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics or events. They can fully develop the topic with relevant details, concepts, examples, and information, and integrate graphics or multimedia when appropriate.

ELLs ready to exit this level are able to construct a substantive claim about a variety of topics. They can introduce the claim and distinguish it from a counter-claim. They are able to provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and provide a conclusion that summarizes the argument presented.

ELLs ready to exit this level are able to recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. They can introduce and effectively develop an informational topic with facts, details, and evidence, use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas, and provide a concluding section or statement.

ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts. They can employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.

In their spoken and written texts, ELLs ready to exit this level can use a wide variety of complex general academic and content-specific words and phrases.

ELLs ready to exit this level will use complex phrases and clauses and produce and expand simple, compound, and complex sentences.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)

ELLs ready to exit this level are able to participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. They can build on the ideas of others, express their own ideas clearly and persuasively, refer to specific and relevant evidence from texts or research to support their ideas, ask and answer questions that probe reasoning and claims, and summarize the key points and evidence discussed.

ELLs ready to exit this level are able to carry out both short and more sustained research projects to answer a question or solve a problem. They can gather information from multiple print and digital sources, evaluate the reliability of each source, and use advanced search terms effectively. They can synthesize information from multiple print and digital sources, analyze and integrate information into clearly organized spoken and written texts, include illustrations, diagrams, or other graphics as appropriate, and cite sources appropriately.

Workforce preparation activities

To be developed

Guam will further advance the workplace adult education and literacy activities through the Student Success Workshop course.

Description/Eligibility:

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

-

Integrated education and training

To be developed

Guam will further advance the integrated education and training initiative through the Student Success Workshop course.

Description/Eligibility:

A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for 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.

Program Strategies for Populations

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

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

1. To develop comprehensive adult education programs that address the basic literacy requirements of adults that do not have a high school diploma and wish to seek them, people in need of English as a Second Language training and members of the community with disabilities, inclusive of learning disabilities.

2. To target economic and socially disadvantaged individuals, as well as eligible individuals with disabilities including learning disabilities. Strategies designed specifically to meet the needs of these target populations will be adopted.
3. To continually analyze and assess adult literacy requirements on Guam and to inform the community of the requirements of special populations and the progress of the State Agency/GCC in meeting their needs.
4. To develop alliances with key public and private sector organizations to ensure that the community is aware of the necessity for and the provision of the services offered through the State Agency/GCC. Communications strategies will be required from all eligible providers to enhance public awareness of the services being provided.
5. To continue in implementing special projects designed to increase the training skills of providers to ensure that instructional techniques specifically designed for eligible adult participants are continually improved.
6. To provide services such as, technical assistance, library resources, and interaction with other agencies to ensure that eligible providers are adequately prepared to design and implement programs that meet the standards of the State Agency/GCC.

INTEGRATION WITH STATE/LOCAL FUNDED ADULT EDUCATION:

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

INTEGRATION WITH OTHER BUREAUS

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

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

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

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

GCC's adult education and family literacy and postsecondary education and training programs and partnership with DOL were a form of community cement. GCC will collaboratively work

with the One-Stop Career Center members, as well as the Guam Workforce Development Board, to refine services and support to eligible individuals [§203(4)]. The entities involved include:

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

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

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

Steps to Ensure Direct and Equitable Access

GCC will provide Title II (AEFLA) funds through a competitive application (RFP) process by identifying, assessing, and awarding multi-year grants throughout Guam to eligible providers. As defined, an eligible provider is an organization (e.g., a local education agency; a community-based or faith-based organization; a volunteer literacy organization; an institution of higher education; a public or private nonprofit agency; a library; a public housing authority; a nonprofit institution with the ability to provide adult education and literacy services; a consortium or coalition of agencies, organizations, institutions, 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 a multiyear program agreement that develops, implement, and improve adult education and family literacy programs on Guam. Notice of Availability of Funds and the application process is used by all eligible providers. Besides, all eligible providers will be given the information and technical support necessary to complete the application process.

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

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

Eligible provider's grant/program agreement application shall also include a description, information, and assurances [§232] on the following:

1. How funds awarded under this title will be spent consistent with the requirements of this title;

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

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

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

Special Rule

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

[1] *Technical Assistance Guide for Performance Accountability - National Reporting System for Adult Education, August 2019 Appendix B. New Educational Functioning Level Descriptors*

[2] Refer to the Table complexity Chart at the end of this document for the CCR standards for adult education for the appropriate range of complexity for this level.

[3] Ibid.

[4] Ibid.

[5] Ibid.

[6] Ibid.

[7] Ibid

[8] This chart only identifies text complexity for levels B-E. At level A, students are just learning how to read, so it is not appropriate to focus on complexity of the text until level B.

[9] *Technical Assistance Guide for Performance Accountability - National Reporting System for Adult Education, August 2019 Appendix B. New Educational Functioning Level Descriptors*

[10] Numbers in parentheses represent English Language Proficiency Standards for Adult Education

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II subtitle C, any of the following academic programs for:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

c. Corrections Education and other Education of Institutionalized Individuals

The State Agency/GCC will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will

fund, in accordance with the requirements of Title II, subtitle C, any of the following academic programs for:

1. Adult education and literacy activities;
2. Special education, as determined by the eligible agency;
3. Secondary school credit;
4. Integrated education and training;
5. Career pathways;
6. Concurrent enrollment;
7. Peer tutoring; and
8. Transition to re-entry initiatives and other post-release services to reduce recidivism.

Eligible providers may offer programs that include adult education and literacy activities or other activities such as family literacy, special education, as determined by the eligible agency, secondary school credit, integrated education and training, career pathways, concurrent enrollment, peer tutoring, and transition to re-entry initiatives. A Memorandum of Agreement is maintained between GCC and the Guam Department of Corrections. Through GCC's Adult Education Office, Guam will continue to offer adult these activities at the Department of Corrections to individuals likely to leave the institution within five years of participation in the program.

GCC will continue to provide adult education programs and services at the Adult Correctional Facility (ACF). As part of its improvement efforts, emphasis will be to:

- Administer CASAS assessment test or an alternate assessment instrument as approved by USDE;
- Expand the availability and use of computers by both the instructors and the students;
- Modify Basic Skills curriculum to incorporate attainment of basic computer literacy skills;
- Implement the new Adult High School curriculum to address employability skills, increased academic standards and contextual learning relating to requirements of the workplace; and
- Conduct Professional development for instructors and administrators on techniques and approaches to increase learning gains and retention among adult learners.

Priority

On an annual basis, the Department of Corrections submits a memorandum to the Adult Education Office requesting for adult education courses to be held at the Adult Correctional Facility (ACF). The Adult Education Office ensures that priority for adult education programs and services will be given to those individuals designated to leave the Adult Correctional Facility (ACF) within next five (5) years.

Types of Institutional Settings

The Department of Correction's Adult Correctional Facility is the only state prison on Guam for adults. Its Adult Education program consists of Basic Skills classes and ESL classes for all ABE literacy levels and Adult High School classes for the ASE literacy level below the twelfth grade. The latter can be taken to meet the elective requirements towards earning an Adult High School Diploma. Inmates are given the opportunity to take the Placement Test and go through career and academic counseling to establish goals with education and training available to meet those goals.

Funds will be used to carry out a program for criminal offenders in a correctional institution to serve individuals who are likely to leave the correctional institution with five years of participation in the program. A criminal offender is an individual who is charged with or convicted of any criminal offense and serving a prison, jail, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries, including how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities.

Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

d. Integrated English Literacy and Civics Education Program

1. Guam does not receive funding to establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

2. Guam does not receive funding to support the requirements of Title II, subtitle C, an Integrated English Literacy and Civics Education program.

E. STATE LEADERSHIP

1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA

e. State Leadership

1. The State Agency/GCC will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

- Guam will continue to develop a career pathway to provide access to employment and training services in the area of construction technology and culinary arts. The State Agency Office will offer a professional development program for adult education faculty on teaching methodology and teaching to a diverse age group. The State Agency Office will continue to provide Exploring WIOA, Title II to disseminate instructional and programmatic practices. The SAO will also conduct site visits to monitor the adult education program and services.
- The Adult Education Professional Development Passport was developed to ensure effective teaching to adult learners and will be distributed during faculty orientation. The AEPDP contains subjects, to improve the instruction, such as to use thematic instruction, to effectively teach to a diverse age group, to use a variety of teaching modalities, to develop lesson plans to achieve learners' educational goals, to manage the classroom, to engage students in learning, and to use technology effectively in the classroom. The AEPDP also includes conducting evaluative classroom observations (3- each semester), to establish clear performance expectations based on observations, to develop the best strategy to mitigate faculty performance issues and to conduct mentoring sessions.
- In addition to telephone calls made between the State Agency Office and the eligible provider, shared materials and resources on a particular topic or an issue, and on-site consultation with small groups, the Exploring WIOA, Title II is a planned 1-hour monthly technical assistance sessions facilitated by the State Agency Office to disseminate information to adult education program providers on updates from OCTAE, Title II requirements (performance indicators, etc.), and best practices on providing services, programs, or activities (instructional or programmatic practices) to adult learners. Moreover, the technical assistance session is offered on a day and time most convenient to eligible providers, and participants are encouraged to recommend a topic for an upcoming session. Participants will include adult education program providers and one-stop partners.
- In addition to the annual site visit, monthly monitoring visits and reports are conducted. Through monitoring visits, the State Agency Office monitors, evaluates, and validates eligible providers' adult education and literacy program offerings, services, and activities, participants (attendance), equipment (inventory), budget, and discuss performance goals. Eligible providers submit a Cumulative Monthly Activity Report (CMAR) to describe effort towards realizing established goals and objectives. The State Agency Office reviews the CMAR and responds with new "information", request for clarification, and or "action".

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE

e. State Leadership

2. Guam will use funds to carry out permissible State Leadership Activities under section 223 of WIOA. These activities will focus on the development and implementation of technology to support the use of instructional technology when instructors and students are not physically present in a classroom, updating curricula to support this effort, and developing models for integrated education and training and career pathways.

F. ASSESSING QUALITY

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

f. Assessing Quality

The State Agency/GCC will assess the quality of providers of adult education and literacy activities under title II. through an annual site visit. The State Agency Office will meet local administrators, to ensure compliance with federal and local policies. Information compiled from the site visit (such as areas of underperformance) will contribute and personalize the technical assistance session which ensures continuous improvement. Should corrective action be needed, the grant/program agreement's program manager will develop a program improvement plan which will be sanctioned and monitored by the State Agency Office.

After a State Leadership Activity, participants complete a survey to (1) assess the usefulness of the activity and (2) how the activity will be incorporated into the adult education program.

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.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

States must provide written and signed certifications that:

The State Plan must include	Include
1. The plan is submitted by the State agency that is eligible to submit the plan;	Yes
2. The State agency has authority under State law to perform the functions of the State under the program;	Yes
3. The State legally may carry out each provision of the plan;	Yes
4. All provisions of the plan are consistent with State law;	Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;	Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;	Yes

The State Plan must include	Include
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and	Yes
8. The plan is the basis for State operation and administration of the program;	Yes

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Include
1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement);	Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;	Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;	Yes
4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.	Yes
5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	Yes

AUTHORIZING OR CERTIFYING REPRESENTATIVE

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Please download and sign the forms below. Please scan and return the forms to wioa@ed.gov at the same time you submit your State Plan via the portal.

1. SF424B - Assurances – Non-Construction Programs
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)
2. Grants.gov - Certification Regarding Lobbying
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)
3. SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>)

APPLICANT'S ORGANIZATION	Enter information in this column
Applicant's Organization	Guam Community College
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	Enter information in this column

APPLICANT'S ORGANIZATION	Enter information in this column
First Name	Mary A.Y.
Last Name	Okada
Title	President/State Director
Email	mary.okada@guamcc.edu

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the following instructions posted at <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

Section 427 of the General Education Provisions Act (GEPA)

Eligible recipients of WIOA, Title II funds shall ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. Barriers that can impede equitable access or participation include gender, race, national origin, color, disability, or age. In the grant/program agreement, eligible recipients shall describe clear and succinct steps to be taken to overcome and address these barrier to ensure that in designing its project, all can fully participate in the project and achieve high standards. Eligible recipients may use federal funds awarded to eliminate the barrier identified.

The following examples may help illustrate how an applicant may comply with Section 427.

1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
3. An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
4. An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

The State Agency will address barriers that impede equitable access or participation by incorporating the following:

- a. Guam Community College is an equal opportunity employer and does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic

status, national origin, race, gender or sexual orientation in its education and career and technical and adult education.

b. Dedicated offices, such as the Office of Accommodative Services, Student Support Services, Center for Student Involvement, Environmental Health and Safety, and Human Resources Office, provide reasonable and appropriate accommodations to meet student learning and employment needs of a diverse group of stakeholders.

c. Guam Community College's federally and locally supported programs, activities, and services allow for all stakeholders (students, faculty, employees, etc.) to fully participate in, for example, remote instruction.

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

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

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

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

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

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a

reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

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

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

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

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

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

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

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

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

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	15.0	15.0	16.0	16.0
Employment (Fourth Quarter After Exit)	15.0	15.0	16.0	16.0
Median Earnings (Second Quarter After Exit)	\$1,000.00	1,000.00	\$1,000.00	1,000.00
Credential Attainment Rate	25.0	25.0	26.0	26.0
Measurable Skill Gains	44.0	44.0	44.0	44.0
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

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

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

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan [13] must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by title IV of WIOA:

[13] Sec. 102(b)(2)(D)(iii) of WIOA

A. INPUT OF STATE REHABILITATION COUNCIL

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

Due to resignations and term expirations, the SRC has not been able to officially meet and to vote on items due to a lack of quorum. New members have been identified to fill these vacancies and we are in the process of submitting their applications and nomination forms to the Governor for appointment. The previous recommendations below that were provided by the SRC regarding goals and priorities are taken into consideration.

Update Case Services Manual

GDVR will recruit, employ, retain, and train the most qualified and highly skilled rehabilitation staff.

Strengthening the skills of public and private organizations involved in VR services

Develop new CRPs and/or enhance delivery of CRP services

VR Counselor Support and training

Strengthening the skills of public and private organizations involved in VR services and programs

Develop and refine planning strategies and program outcome measures

Develop and implement a case file review system

Develop program quality assurances measures and refine planning strategies and program outcome measurements

Strengthening partnerships with Guam business community

Promotion of innovative VR programs and services

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

GDVR supports the recommended goals and priorities that are listed above 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.

GDVR accepted all of the SRC's input and comments.

B. REQUEST FOR WAIVER OF STATEWIDENESS

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

No waiver of Statewideness will be requested by Guam DVR.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

Not applicable

3. REQUIREMENTS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN WILL APPLY TO THE SERVICES APPROVED UNDER THE WAIVER.

Not applicable.

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

- Federal Entities: A. Dept. of Defense Education Administration (DODEA): Collaborative outreach presentations to School Principals and Program Administrators and discussions on establishment of formal linkage agreement B. Joint Region Marianas: Diversity Presentations and Outreach to Military Officials and Civilian Personnel C. Office of Civilian Personnel Offices: Outreach presentations to promote the Schedule-A Hiring Authority and to comply with Section 501 of the Rehab Act D. Office of Federal Contract Compliance: Participation in Employer Network and Outreach with Federal Contractors in compliance with Section 503 of the Rehab Act and in preparation of the Military Build Up within the local Military Bases
- State Entities: A. Guam Dept. of Education (DOE): Assignment and participation of DVR Staff in IEP/Transition Services meetings including membership in the Guam Advisory Panel for Students with Disabilities (GAPSD) B. Guam Dept. of Administration (DOA) Human Resources Office: B. Guam Behavioral Health & Wellness Center: Two way referrals for mental health counseling services and employment services C. Department of Public Health and Social Services (DPHSS) - Bureau of Management Support - Works Program Section: Development of a Memorandum of Agreement/Understanding to allow mutual clientele to develop work skills and work experiences
- Local Entities and NPOs: A. Guam Trades Academy: Referrals for Vocational Training Services especially in the Construction Trades B.: Referrals for Job Coaching/Employment Training Services C. Flame Tree Freedom Center: Referrals for Job Exploration, Job Training and Job Placement Services D. I-CAN and PARE Inc.: Referrals for Job Training and Placement in the Military installations under the Ability One Program E. Catholic Social Services (CSS): Referrals for Community Habilitation Program Services and Emergency Housing Assistance F. Discover Abilities: Referrals for Job Coaching Services G. EDR Enterprise, Inc.: Referrals for Job Coaching, Work Exploration, On-The-Job Training, Job Placement H. AmeriCorps Program: Disability Awareness and Emergency/Natural Disaster Preparedness Trainings I. Veterans Affairs Office: Referrals for Training and Employment Services J. WestCare Inc.: Information & Referral for Housing Assistance and Counseling Services

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

University of Guam (UOG) Guam System for Assistive Technology (GSAT): Referrals for Client AT Assessments, Training, Demonstrations, AT Lending Library, Recycling and Equipment Exchange, and Alternative Financing • DISID/DVR currently serves as an active member of the GSAT Advisory Board and participates in the planning and implementation of the Annual AT

Conference and Resource Fair • DISID/DVR participates as a Co—sponsor and program presenter during the Annual Assistive Technology Conference and Resource Fair • The Annual AT Conference and Fair provides an opportunity for the community to experience and become greater aware of AT devices that could be utilized to overcome barriers and challenges within the work environment and at home.

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

GDVR has collaborated with our local Department of Agriculture and the Farm to Table NPO to provide training and placement services for our VR Clients. GDVR Counselors provide counseling and guidance to the clients and training is provided to the staff in these agencies on sensitivity issues and how to work with individuals with disabilities.

4. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

GDVR collaborated with the Guam Dept. of Youth Affairs (DYA) to conduct outreach and provide transition services to out of school youth • GDVR is currently an active member of the Youth Affairs Subcommittee under the Guam Workforce Development Board • GDVR also collaborates with representatives from our local juvenile justice system at the Guam Superior Court and child welfare agencies at the Dept. of Public Health and Social Services (DPHSS) • GDVR also participates in the Guam Systems of Care Council to support the development and implementation of Guam's first Child Mental Health Initiative Cooperative Agreement known as "I'Famagu' on—ta" (Our Children, for those of ages 14-21) under the Guam Behavioral Health & Wellness Center (GBHWC) for children with behavioral disorders

5. STATE USE CONTRACTING PROGRAMS.

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

D. COORDINATION WITH EDUCATION OFFICIALS

Describe:

1. THE DESIGNATED STATE UNIT'S PLANS, POLICIES, AND PROCEDURES FOR COORDINATION WITH EDUCATION OFFICIALS TO FACILITATE THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO THE RECEIPT OF VR SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, AS WELL AS PROCEDURES FOR THE TIMELY DEVELOPMENT AND APPROVAL OF INDIVIDUALIZED PLANS FOR EMPLOYMENT FOR THE STUDENTS

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

GDVR and GDOE will engage in providing the other with consultation and technical assistance to plan for and ensure the smooth transition of students with disabilities from school to post-

school activities including pre-employment transition services for students with disabilities who are in secondary education, ages 14-21 (in accordance with the GDOE's minimum and maximum age range for receipt of transition services as outlined in IDEA).

GDVR and GDOE will work collaboratively to provide or arrange for the provision of pre-employment transition services to all who meet the definition of a student with a disability who are in secondary education, ages 14-21, receiving either special education services through IDEA, or are an individual with a disability for the purposes of Section 504, and identified as requiring these services.

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

2. 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;

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

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

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

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

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

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

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

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

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

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

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

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

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

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

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

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

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

A. consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

- Planning meetings will be held quarterly with Guam DOE/SpED Staff to discuss and clarify any concerns regarding the transition of students with disabilities

B. transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

- VR Counselors are assigned to each of the local High Schools and collaboratively participates in providing input towards the development and implementation of the student's IEP

C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

It is mutually understood that Guam DOE/SpEd will be responsible for covering the financial costs of the educational and pre—employment related services identified in the IEP for the student until they graduate out of High School. In the best interest of the student, all known assistive technology device(s) provided for the student's use by Guam DOE during the student's senior year shall be considered as a possible AT need essential for employment outcome. Once the student is declared eligible for VR services and existing AT device is determined essential by the VRC for an employment outcome, GDVR shall purchase the AT device(s) so that when the student exits Guam DOE, the GDVR purchased AT device(s) can be returned to Guam DOE for use by other students. Should the GDVR purchased device not arrive by the student's graduation date, Guam DOE will loan the student the AT device(s) until arrival, provided that GDVR submit a copy of the requisition to Guam DOE. If the AT device(s) was customized for the student and is not usable for other students, GDVR will purchase the equipment at a reasonable used price. Qualified personnel responsible for Transition Services may include team members involved in the development and implementation of the Individualized Education Plan (IEP) such as the School Principal, Consulting Resource Teacher, School Transition Teacher (Certified Education Teachers at each school who monitors and coordinate the implementation of the transition plan) Occupational Therapist, Physical Therapist, Speech and Language Therapist, Psycho-Educational Evaluators, Job Coaches, Regular Education Teacher, School Counselor, VR Counselor, or other professional staff from the Guam Behavioral Health and Wellness Center (if student is being referred to their special programs).

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

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

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

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

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

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

D. procedures for outreach to and identification of students with disabilities who need transition services.

GDVR and GDOE will support outreach activities that will increase referrals to GDVR in an effort to provide eligible and potentially eligible students with disabilities a smooth school to work transition. The designated DVR Counselor/VR Designee will work closely with each high school to coordinate, identify students and implement pre-employment transition services. GDVR will provide the necessary forms and templates for required documentation including Pre-Employment Transition Services Student Consent/Referral Forms.

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

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

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

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

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

1. Pre-employment transition services or transition services under the Individuals with Disabilities Education Act (IDEA) and

2. Apply for vocational rehabilitation services and the individual was determined
 - a. Ineligible for vocational rehabilitation services.
 - b. Eligible for vocational rehabilitation services, had an approved individualized plan for employment, and the individual was unable to achieve an employment outcome in competitive, integrated employment after a reasonable period of time, and his/her case was closed.
 - c. Career counseling and information and referral services to federal and state programs to help the individual discover, experience and attain competitive integrated employment and the counseling and information was not for employment at sub-minimum wage.

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

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

GDVR will make information available to parents, teachers, and students at the high schools regarding VR services and the application process. The orientation presentation will also be provided to other Guam DOE staff that are responsible for referrals to GDVR for VR services. • GDVR will provide a description of the purpose of the VR program, eligibility requirements, application procedures, and the scope of services that may be provided to VR eligible individuals. • GDVR has designated a Vocational Rehabilitation Counselor (VRC) to become part of the transition team at each high school. The VRCs will attend monthly meetings with the Transition Team to identify potential students for which their presence in the Individualized Education Plan (IEP) is determined beneficial. Students not identified for a VRCs presence in the IEP may request their presence. VRCs will participate in the IEPs for the identified students. • GDVR will accept referrals from parents, students, desiring VR services after their attendance at a DVR orientation presentation. GDVR will schedule referred students for an appointment for an initial interview at which they may apply for VR Services. • GDVR will make a determination of eligibility for VR services within sixty days of the student/parent's and VRC's signing of the application during (or after) the initial interview. • GDVR will collaboratively develop with Guam DOE an Individualized Transition Plan (ITP) within the student's IEP for each VR eligible student to identify transition services needed. • GDVR will create an Individualized Plan for Employment (IPE) based on the ITP and provide VR services upon approval of the IPE. • During provision of services or during the eligibility process, should a VRC determine a student's need for Guam Behavioral Health & Wellness Center's Child/Adolescent Services Division (CADS) and/or DISID's DSS program services, a referral will be forwarded to the appropriate Department/Division.

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

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

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

The service provider application and agreement:

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

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

Guam DVR will continue to jointly work with community agencies and ongoing development of community vendors to provide Supported Employment Services. DVR is currently exploring models to ensure the fidelity of services and that service provision is provided by trained

individuals. Guam is currently evaluating capacity issues and looking at ongoing recruitment efforts alone and in collaboration with community agencies. Community education providers will be contacted and efforts of collaboration established to explore the possibility of a career pathway program that will establish an opportunity for future service providers in partnership with local education providers. The parameters of a pilot are being explored and have currently experienced a developmental setback due to COVID-19 closures.

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

G. COORDINATION WITH EMPLOYERS

Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR SERVICES; AND

GDVR partners with employers to promote the hiring of individuals with disabilities. GDVR will work collaboratively with the Employer Services Unit of the AJC to identify Private Employers, Federal Contractors, Federal Agencies, Government of Guam Agencies, and NPOs to identify competitive integrated employment and career exploration opportunities through their Virtual One Stop System (VOSS). • GDVR also participates in the Society of Human Resources Managers (SHRM) briefing meetings and foster relationships with member employers to identify competitive integrated employment and career exploration opportunities • GDVR collaborates with the Federal Civilian Personnel Office Human Resources Representatives to identify individuals with disabilities who may qualify for VR services.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

GDVR partners with employers to promote the hiring of youth and students with disabilities. GDVR will continue to work with GDOE to foster relationships with existing employers that participate in the Community—Based Education (CBE) Placement Programs • GDVR will work with local Federal Agencies such as U.S.D.A, U.S.E.P.A. and SSA to establish Internships on Guam • GDVR will collaborate with employers to develop pre—employment trainings opportunities for students with disabilities • GDVR will work collaboratively with the DOL/AJC to establish pre—employment transition training services for youth with disabilities.

H. INTERAGENCY COOPERATION

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

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

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

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

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

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

GDVR and Behavioral Health will enter into an MOU in the first Quarter of FY 2021, in which both agencies will agree that assisting individuals with behavioral health disorders to explore and attain employment is integral to the overall missions of both GDVR and Behavioral Health. High quality employment and support services for individuals with behavioral health disorders are high priorities for both agencies.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

I. THE NUMBER OF PERSONNEL WHO ARE EMPLOYED BY THE STATE AGENCY IN THE PROVISION OF VR SERVICES IN RELATION TO THE NUMBER OF INDIVIDUALS SERVED, BROKEN DOWN BY PERSONNEL CATEGORY;

Guam DVR served over 600 individuals with disabilities with the following (12) Full time VR employees:

One (1) Acting VR Administrator, Two (2) VR Counselor-III, Three (3) VR Counselor-I, One (1) VR Counselor-II, Two (2) VR Workers, Two (2) VR Support Staff, One (1) Fiscal & Administration Staff

Guam does not currently mandate licensure for rehabilitation counselors; as a result, DVR has adopted the Commission on Rehabilitation Counselor Certification academic degree requirements as its standard. Strategies that DVR employs to ensure an adequate supply of qualified vocational rehabilitation professionals are:

- Participating in local job/career fairs;
- Offering paid and non-paid graduate internships;
- Supporting staff in fulfilling academic requirements to qualify for CRC certification;
- Seeking out training to help staff achieve CRC re-certification and professional growth;
- Arranging presentations to graduate level counseling students at the local university.

II. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

One (1) VR Administrator, Two (2) VR Counselor-III, One (2) VR Counselor II (4) VR Counselor-I, Three (3) VR Workers, Two (2) Secretaries, for the Fiscal & Administration Unit - One (1) PC IV, One (1) PC I, Two (2) Accounting Techs, One (1) Buyer and One and (1) Customer Service Clerk.

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.

We are projecting adding three more counseling staff to the program within the next five years to address expected program attrition and to expand counseling services. Guam will evaluate supportive program staffing as client services capacity expands to ensure agency and community partnership efforts are not the cause of counselors to reduce the time spent in active counseling/caseload activities. In the next 18 months while staff is added, trained and new clients are brought into the program, program support needs will be met when possible on a consultant basis. By leveraging expertise of consultants we will establish program function

based on professional best practices, effectively update and implement policies and ensure qualified staff have a pathway to effectively ensure they receive ongoing professional development to meet program needs as they evolve and expand. By using consulting services where appropriate agency staff is not redirected from their material and substantial program duties. We will then ascertain what assistance was needed on a temporary basis and what needs to be integrated in to the program as a permanent staffing need moving forward.

B. PERSONNEL DEVELOPMENT

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

I. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM;

Guam does not have an institution of higher education that offers a rehabilitation counseling program leading to a Master's degree.

GDVR staff have access to the on-line Rehabilitation Counseling Program at San Diego State University's Interwork Institute.

The Guam Community College offers programs in Human Services, Allied Health, ASL Interpreting Courses.

The University of Guam offers programs in Counseling, Sociology, Psychology, Health Sciences, Social Work, Pre Medical, Nursing.

II. THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND

NA, however, one GDVR staff has completed the Masters Level Program with the SDSU Interwork Institute and is planning on taking the CRC exam within the upcoming year.

III. THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

Two GDVR Staff participated in the SDSU Distance Education Program leading towards a Master of Science Degree in Vocational Rehabilitation Counseling. One of the staff will be taking the CRC exam in 2021.

2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

Guam DVR evaluates its personnel needs annually as part of our strategic planning process. The recruitment of qualified personnel has been historically challenging in Guam due to the lack of rehabilitation counseling programs in Guam. Out-of-state recruitment is also challenging, however after unsuccessful on island recruitments, off-island recruitments are an option consideration.

Guam DVR utilizes several recruitment strategies in addition to the preferential points offered for people with disabilities. One of the more successful strategies is to hire entry or journey level rehabilitation counselors who are highly supervised and have limited authority and assist them in obtaining the education and certification required to become a qualified rehabilitation counselor.

Guam relies upon educational institutions that deliver their curriculum via distance education. Relationships with educational institutions change based upon staff enrollment.

Guam DVR has a strong working relationship with San Diego State University (SDSU) and we are cultivating working relationships with other educational institutions in our recruitment efforts. Two staff participated in the SDSU program.

The Territory of Guam does not require licensure requirements for Rehabilitation Counselors; however, Guam DVR has adopted the Commission on Rehabilitation Counselor Certification (CRCC) academic requirements as the standard.

The Comprehensive System of Personnel Development (CSPD) requires Guam DVR to establish personnel standards that assure personnel are adequately prepared and trained. Strategies in development by Guam DVR to ensure the training, recruiting and hiring of personnel include: Attendance at local job/career fairs; Formation of an in-house training and staff development team; Offering graduate internship opportunities; Supporting rehabilitation counseling as an employment goal for clients; Supporting staff to obtain the academic requirements by CRC; Providing CRC accredited training to maintain CRC recertification and to provide for general staff development by utilizing in-house and web based training whenever possible; Presentations to graduate level counseling students at local university; and the development of a career advancement system that integrates educational and credentialing required and measures knowledge and skills in hiring and promotional consideration. This system is consistent with the national certification of rehabilitation counselors.

Guam DVR expects that newly hired personnel who do not meet the CRC academic requirements will do so within five years of employment if employed as a VRC-I and within three years if hired as a VRC-II. At a minimum, newly hired personnel must have a Bachelor's degree, with the goal of securing a Master's degree within their first two years with GDVR. A consequence of hiring graduates without a Master's Degree in Rehabilitation Counseling is the additional time required for these new staff to master the work.

3. PERSONNEL STANDARDS

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE

REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH
PERSONNEL ARE PROVIDING VR SERVICES; AND

Guam DVR considers it a priority to hire and retain personnel who meet national standards for Rehabilitation Counseling. The Commission on Rehabilitation Counselor Certification education and work experience standards has been adopted as the qualified staff standard for rehabilitation professional.

All VR Counselors, VR Counselor Supervisor and VR Administrator are expected to meet the staff standards by becoming qualified and eligible to sit for the Certified Rehabilitation Counselor (CRC) exam within five years of their initial hire date.

Personnel not meeting the requirements upon hire will be required to review and sign an Employee Education Agreement indicating their intention to meet qualified staff standards within five years of hire.

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

DVR is actively developing and implementing a uniform onboard training process for new staff in accordance to the updated policy and procedure manual. Staff will be trained in specific rehabilitation counseling areas of Ethics, Boundaries, Dual Relationships and Counseling With Technology. The CRCC provides the basis for our staff professional standards even in the absence of CRCC certification and the code of ethics will be increasingly used and referred to in our best practices. Increase all staff understanding and utilization of non-cost professional tools to aid in providing counseling and assessment services such as the Job Accommodation Network, O*NET, and BLS tools. This removes the impediment of vendor specific tools, provides ease of use and transparency to clients as both counselors and clients will have access to these tools. Counselors will be encouraged to provide areas of training opportunities for consideration during the next five years of our ongoing professional development roles. We are also developing more experienced staff into Subject Matter Experts (SMEs) as an in-house resource for less experienced staff in areas requires a more complex understanding of policies and counseling expertise. All ongoing training and professional development are being developed to ensure current exposure to knowledge and techniques based on the national standards of professional expectations as modeled by the CRC, using modern technology.

4. STAFF DEVELOPMENT

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. A SYSTEM OF STAFF DEVELOPMENT FOR PROFESSIONALS AND PARAPROFESSIONALS
WITHIN THE DESIGNATED STATE UNIT, PARTICULARLY WITH RESPECT TO ASSESSMENT,
VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY,

INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

Each of the GDVR Professional and Para Professional Staff have developed their CSPD plan in consultation with the VR Administrator. These plans are updated each year when performance evaluations are conducted and the training needs of the VR Counseling Staff are discussed.

On-island training opportunities are offered and provided to GDVR Staff to include attendance in conferences such as ADA (in collaboration with the Guam DOL, the Regional Equal Employment Opportunity Commission Office and SHRM), Assistive Technology (in collaboration with the Guam System for Assistive Technology), AJC Work Experience Program and Virtual One Stop System (in collaboration with the Guam DOL), Self-Employment and Entrepreneurship Conference (in collaboration with the UOG Guam Small Business Development Center (SBDC).

Off island Training: National Leadership Rehabilitation Institute (NRLI), Council of State Administrators of Vocational Rehabilitation (CSAVR), etc. Technical Assistance Training in vocational counseling, assessment, and job development strategies which were provided by the San Diego State University Interwork Institute.

GDVR staff attended a WIOA Workshop Training for Island VR Programs that was conducted by the Workforce Innovation and Technical Assistance Center (WINTAC) in Hawaii from March 13-17, 2018. Training topics focused on the background on WIOA, purpose, important changes, youth services in WIOA, pre-employment transition services, required and authorized services, allowable costs, potentially eligible youth, challenges and opportunities experienced by VR programs, subminimum wage employment and Section 511 of the Rehab Act, supported employment, customized employment, integration of VR in the Workforce Development System, and the common performance measures.

B. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO DESIGNATED STATE UNIT PROFESSIONALS AND PARAPROFESSIONALS.

Dissemination of new policies and procedures begin by announcing changes and expectations via email to all staff; overview provided in staff meetings and trainings where appropriate; discussed in staff supervisory meetings; and by making timely updates and changes to the policy and procedure manual for both staff and clients to reference in the spirit of program transparency and partnership.

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

Guam DVR maintains or obtains the services of individuals who are able to communicate in the native languages of individuals who have limited English speaking ability or modes of communication of the individual, applicant, and consumer.

Guam DVR have staff who are able to speak the various languages of the South Pacific islanders as well as interpreters for the deaf. There are also requirements concerning knowledge of cultural issues that may impact services to these groups.

Guam DVR requires the use of Guam certified interpreters for the deaf when sign language interpreter services are required in the provision of VR services.

Guam DVR also supports staff who would like to gain skills in ASL.

Guam DVR participated in the Language Equality Access Forum to address language access barriers for those who work in Education, Public Health, and the Legal System on Guam and also attends the Culture, Language Access Service Partners (CLASP) strategic planning meetings.

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

Guam DVR collaborates with the Guam Department of Education on coordinating service delivery to eligible individuals. Guam DVR Staff will be cross trained and afforded personnel development opportunities in collaborative partnership with the Guam DOE/SpEd Program through the formal linkage agreement.

DVR Transition Services – DVR reaches out to students with disabilities throughout the Guam Schools in order to foster their smooth transition from secondary school into vocational/academic training and into the world of work. VR counselors are assigned to specific schools to streamline the referral process, ensure counselor participation in Individualized Employment Plan (IEP) development, and ensure that all schools are informed of DVR services. Contact with schools is carried out, at a minimum, on a monthly basis. A teleconference with GDOE staff involved in transition initiatives will be held each quarter. These quarterly teleconferences will allow staff to share information, brainstorm ideas, and develop effective strategies for service delivery.

J. STATEWIDE ASSESSMENT

1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

SE has always been a need for many of the Most Significant Disabilities (MSD) participants. There is a great need for an Autism Specialist on Guam to help with early identification, assessments, treatment, and education regarding the need for adequate supported employment services and extended services for this targeted population.

There is also a great need for Clinical Psychologist to assist Individuals with Mental Health conditions to cope with the stress and anxieties in the workplace.

A new Non-Profit Organization (Hunter's Speak) has been established on Guam with a mission of establishing a Comprehensive Autism Center which could provide early diagnostic assessments, therapeutic treatment, support, and training for parents and family members. The organization has conducted numerous fundraising activities to provide scholarships for

individuals on Guam that wish to be trained as an Applied Behavioral Analyst and the organization has already identified a temporary facility to operate from.

B. WHO ARE MINORITIES;

As a result of the Compact of Free Association agreement that was signed by the U.S. Government and the Federated States of Micronesia, immigrants from the islands of Chuuk, Pohnpei, Yap, Kosrae, the Republic of Palau, the Republic of the Marshall Islands currently reside on Guam and are considered minorities that have been unserved or underserved by the VR Program. Native and other Pacific islanders comprise the largest ethnic group in Guam.

Guam is a very diverse community and there are other minorities that have migrated to Guam from Asia to include individuals from Japan, Korea, China, and Vietnam and due to the cultural and language communication challenges, these individuals have been unserved or underserved by the VR Program but have accessed other components of the workforce development system.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

Again, a number of the minorities listed earlier have been unserved or underserved due to cultural and language challenges that they face.

Those with Severe Developmental Disabilities that may have dual diagnosis and those with transportation issues are also included in this population.

Those that have recently been released from incarceration and have challenges in seeking jobs due to their conviction record which may have not been expunged.

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

Out-of-school youth and youth activities programs.

Displaced or dislocated workers.

Those requiring vocational education training or post-secondary education.

Those in need of Work-Experience Program.

Those participating in the Senior Community Services Employment Program (SCSEP)

Those in apprenticeship programs.

Those requiring adult education and training programs.

Those in worker retraining programs

Students are referred to the Classroom to Career Programs at the AJC or Work Experience Program (WEP) to gain work experience and learn job responsibilities and to develop work behaviors in the worksite. VR services that supplement work experience include the provision of Assistive Technology, and job coaching services.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

Guam DVR works collaboratively with the Child Adolescent Services Division at the Guam Behavioral Health & Wellness Center that administers the I'Famagu'on-ta Program which provides integrated, community-based outpatient services for adolescents youth who are high risk and those with serious emotional disturbances (SED).

Services include care-coordination (wrap around), individual, group, and family counseling, training and support, home-based services, 24-hr crisis hotline, transition-placement services, and education and awareness outreach for early identification, prevention, and intervention services.

Youth with disabilities could include those that are in or out of school and may exceed the age of 21.

Students with disabilities could include those that are still in school and are under age 21.

Other youth with disabilities include those that have been placed at the Department of Youth Affairs Facility due to uncontrollable behavioral issues or having committed a crime.

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

There is a need to establish community rehabilitation programs on Guam due to the lack of existing programs and specialist such as Occupational Therapist, Physical Therapist, Speech and Language Pathologist, Autism Specialist, etc. It is very difficult to recruit these Specialist due to the competitive salaries that exist in the mainland and the high cost of living on Guam.

The lack of training for local CRPs is a critical factor and Guam DVR is currently working with the Guam Community College and the University of Guam to develop new curriculum programs and certificates to help build the capacity of the local CRPs.

To work with CRPS to establish CARF standards and to access and utilize the various Technical Assistance Centers

3. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

There is still a need to further improve the transition career services and pre-employment transition services within the Guam DOE/SpEd program. Guam DVR is finding that there are a number of students with disabilities that are graduating from high school that have a need to take remedial courses in English, Reading and Math as they pursue higher educational opportunities or to pursue competitive job market.

Though the Community-based education program (CBE) provides opportunities for work exploration, employers still have a need to receive training on how to effectively communicate and provide reasonable accommodations or AT for individuals with disabilities.

Guam DVR will be working collaboratively with Guam DOE/SpEd to address these concerns and to incorporate pre-employment transition services within the IEP and transition process.

Guam DVR will also be working collaboratively with the Guam DOL-AJC to develop apprenticeship and internship programs for transition age youth in the high schools

K. ANNUAL ESTIMATES

Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES

The Labor Force Participation data for the Territory of Guam does not include information regarding those who are unemployed but actively seeking work. The data found for Guam includes those who are employed and those who are not employed as collected from the U.S. Census Bureau in 2010. GDVR is servicing 650-700 individuals with disabilities in FFY 2020 and anticipate the numbers to increase to 700-750 plus in FFY 2021.

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

600-650 Eligible Individuals will receive services from Guam DVR

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

10-15 Individuals are eligible for the Supported Employment Program on Guam in FFY 2020 and FFY 2021.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION.

Not Applicable.

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

Not Applicable.

4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.

Average costs for services could be estimated around \$8,000-\$9,000 per Client for an expected employment outcome

In FY 2019 Guam DVR served over 600 individuals. DVR is not operating under an Order of Selection (OOS), and has not operated under OOS at any time in the last five fiscal years. There is adequate funding and Guam DVR is working on CSPD requirements and recruitment efforts to ensure that we are staffed with qualified rehabilitation counselors and adequate support staff.

Guam DVR will continue to closely monitor expenditures and obligations as well as staffing patterns in relation to the number of applicants, and those receiving services.

Guam DVR will also continue monitoring the number of IPEs and the relative cost of each throughout the year to ensure our ability to serve all eligible clients.

L. STATE GOALS AND PRIORITIES

The designated State unit must:

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED AND AGREED TO BY THE STATE VR AGENCY AND THE STATE REHABILITATION COUNCIL, IF THE STATE HAS A COUNCIL, AND JOINTLY AGREED TO ANY REVISIONS

Using the 2017 Comprehensive Statewide Needs Assessment (CSNA), the State Rehabilitation Council (SRC) and Guam Division of Vocational Rehabilitation (DVR) reviewed seven CSNA need areas and asked to rank those needs in terms of their top three priorities. Using color dots, each dot assigned a numerical value. Two ranking sessions allowed different groups to rank the need areas. The SRC and Guam DVR took part in a mandatory state plan modification planning session to set vocational rehabilitation priorities for Guam. The second ranking session invited Guam Systems for Assistive Technology (GSAT) March 2, 2018 conference participants to rank the seven need areas.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS

Priorities are increasing the availability of qualified service providers by community partnership and innovative collaboration such as previously mentioned with piloting in conjunction with community education programs. Increasing counseling staff will allow for increased number of clients served. Ensuring adequate program staffing moving forward will allow us more accurate service needs and provide more timely identification of individuals needing services. Expanding our capacity to meet the need by increasing counseling staff by three counselors over the next five years will contribute to identifying unmet needs moving into the future and significantly improve our succession planning.

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

- A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

The most recent Comprehensive Statewide Needs Assessment (CSNA) was completed in 2017 through a service contract that was awarded to SDSU Interwork Institute. SDSU was also awarded the contract at the end of FY 2019 to conduct the CSNA. The assessment is ongoing.

- B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

Guam DVR's strategic planning process is developing into a comprehensive process and includes defining the agency's mission, guiding principles, goals, strategies and outcome measurements.

Input for the development of guiding principles, goals, strategies and outcome measurements, will come from the CSNA, ongoing client satisfaction surveys, and other program evaluation activities including the development of an annual case file review process, MIS reports, monitoring activities and administrative contribution.

Guam /DVR is developing a system to continually monitor the progress towards meeting the standards and indicators and make necessary adjustments to priorities and strategies as required.

Baseline data will be utilized to meet the performance standards and indicators requirements.

Guam DVR will collaboratively work with the core partners of the AJC to improve the performance accountability measures under Section 116 of WIOA.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

Consumer Satisfaction Surveys that are conducted during each phase of the VR Process from Intake and application, IPE Development and implementation and closure are reviewed by the SRC.

Feedback from Public Forums are also very beneficial.

Review of Client Assistance Program Reports

M. ORDER OF SELECTION

Describe:

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES

GDVR is not on an Order of Selection.

B. THE JUSTIFICATION FOR THE ORDER

Not Applicable.

C. THE SERVICE AND OUTCOME GOALS

Not Applicable.

D. TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER; AND

Not Applicable.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES

Not Applicable.

2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT

Not Applicable.

N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS

1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

To pursue supported employment outcomes for individuals with disabilities, especially those with significant disabilities, that achieve competitive integrated employment.

To ensure that subminimum wage is not utilized for VR Clients that are provided with supported employment services

To collaborate with Guam DOE/SpEd in identifying transition age students and youth with disabilities that require and may be eligible for supported employment services.

To identify new extended program service providers and to also utilize Guam DVR services funds if needed.

The primary service provided to clients in supported employment is job coaching services. These direct services are provided by a Job Coach, who supports the client through activities such as interactions with supervisors and peers, and integration into the workplace culture.

Additional services that may be provided as needed include social skills training, consultation with the employer and facilitation of natural supports.

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

The Supported Employment Program provides services for individuals with the most significant disabilities, including youth with the most significant disabilities, who require supported employment services following the achievement of a supported employment outcome.

Supported employment services is provided to an eligible individual who has been placed in supported employment, for up to 24 months, except for youth with disabilities under the age of 25, who may receive extended services for up to four years.

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 .

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

Internship and apprenticeship programs will be established for our VR Clients.

Staff development opportunities will be afforded to our VR Staff.

Public Transportation issues will be addressed.

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

Self-Advocacy and Independent Living Trainings will be provided for VR Clients.

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

Identification and establishment of new Community Rehab Providers will be provided for VR Clients.

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

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS

Guam DVR will work collaboratively with the Guam System for Assistive Technology (GSAT) to assess the client's AT needs in the employment environment and to provide training in the use of these technologies.

Adaptive software and hardware will be provided to the DOL/AJC for use by Clients with disabilities.

Effective communication strategies will be utilized for Clients that are deaf or hard of hearing or are blind or have vision loss through the uses of qualified ASL Interpreters, off-site real time captioning and interpreting services, provision of alternative formatted materials, and the provision of other auxiliary aids and services at the VR office and the AJC.

3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST

SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM

Guam DVR developed a multi marketing campaign to conduct community outreach and promote the VR services through the local KUAM TV station.

Guam DVR has participated in community outreach events such as the AT Fair, Veterans Events, Homeless Coalition Events, Autism and Down Syndrome Conferences and have set up table display at the Mall and Hotels.

Guam DVR has conducted outreach presentations for various ethnic community based organizations and through the school districts.

Guam DVR is currently updating the organization's website and will be posting a link of the DOL/AJC HireGuam site.

Guam DVR will be working collaboratively with the various disability organizations on Guam to conduct outreach and to identify individuals that could be served.

4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE- EMPLOYMENT TRANSITION SERVICES)

Guam DVR updated their formal linkage agreement with Guam DOE/SpEd and the contract was submitted to the Office of the Attorney General for review/approval. The agreement will articulate the process for the coordination of services.

If a student is in a transition plan and prior to transitioning to VR services, the team involved in the student's IEP and transition plan will ensure that services that had been identified by Guam's DOE/SpEd are provided to the fullest extent possible and to allow the student to have utmost informed choice in their employment goals based on their skills, abilities, and interest.

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

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

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE

The Guam Division of Vocational Rehabilitation (DVR) will provide high quality services to all eligible individuals to assist them in obtaining employment consistent with their career goals and provide support and guidance through each step.

Strategies to Improve VR service delivery include leveraging and increased use of the Guam American Job Center and HIRE GUAM system.

Enhance and improve the efficiency and effectiveness 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 programs are developed. Furthermore, most community rehabilitation programs do not adhere to national standards, such as The Joint Commission or Commission on Accreditation of Residential Facilities. Local mandated standards require a thorough review and overhaul. Better accountability is required to improve overall services. The GCC is embarking on certified social programs to ensure proper training is provided and minimal acceptable standards for certain healthcare related positions.

Guam DVR's preference is for local community rehabilitation programs to be certified through a national or local entity. At the moment, there are no local standards for the community rehabilitation programs, so local programs/providers are encouraged to seek accreditation through the Commission on Accreditation of Rehabilitation programs.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA

The GDVR program acknowledges that it would be subject to the common performance accountability measures, established in section 116 of WIOA, applicable to core programs of the workforce development system.

GDVR will develop a program delivery system that is comprehensive, effective, efficient and accountable. The purchase and implementation of a case management software will help GDVR to achieve this goal.

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.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES

GDVR will have VR Counselors provide information to prospective applicants at the American Job Center who may be interested in applying and receiving VR services at the Center.

GDVR will work collaboratively with the Guam DOL/AJC to provide staff with disability awareness training and technical assistance to comply with the Section 188 equal access and reasonable accommodations requirements under WIOA.

GDVR will work towards assisting the components of the statewide workforce development system to become greater aware of accommodations strategies that could be utilized in the work environment.

8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

GDVR will work collaboratively with the US Attorney's Office Workforce Development Initiative to address issues regarding the challenges of having the public transit access the military base because our Clients that use the Para transit services can only be dropped off at the front gate entrance and the distance to the work site can be several miles. Agreements will be established with Ability One Programs to assist in providing transportation services within the base.

GDVR will work towards addressing the need for AT vendors to assess, provide and train individuals with disabilities on various AT equipment and communication devices

GDVR will work towards addressing the needs of individuals that are deaf that are experiencing difficulty in accessing services due to the lack of qualified ASL Interpreters.

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

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

Staff development opportunities will be afforded to our VR Staff.

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

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

Identification and establishment of new Community Rehab Providers will be provided for VR Clients.

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

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

GDVR will embark on a more aggressive outreach program to promote awareness on the services that DVR provides to individuals with significant disabilities.

GDVR will continue to support the SRC in joint efforts to support and expand services to individuals with disabilities.

GDVR will continue to engage with WINTAC and other federally funded technical assistance centers to support the innovation and expansion activities allowable under WIOA. GDVR maintains a technical assistance agreement with WINTAC on Pre-Employment Transition

Services and will identify new and innovative practices related to the provision of pre-employment transition services.

Expand professional development activities for both staff and CRPs.

C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

Guam DVR will work collaboratively with the Guam Department of Labor (DOL) American Job Center (AJC) Staff to address the transportation challenges that are faced by many individuals with disabilities who are seeking employment. An MOU will be developed between the Guam Regional Transit Authority (GRTA), Veterans Affairs Office (VA), and DOL to maximize the use of existing GRTA accessible minivans and to identify funding support to operate and maintain these vans and individuals that are interested in receiving training to transport clients with disabilities to and from work. There is a lack of qualified Job Coaches on Guam and Guam /DVR plans on providing formal Job Coaching Training for the community. There is also a lack of qualified Personal Care Assistants on Guam so Guam /DVR plans on collaborating with the local Care Provider Association to coordinate a formal training program for the community.

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

Describe:

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

Onsite training from WINTAC on Transition Services and other VR issues, followed with ongoing conference calls, has greatly helped GDVR staff to have a better understanding of providing transition services to eligible students graduating out of the high schools. They were very instrumental in updating the much needed MOU agreement between GDVR and GDOE.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

VR Administrator recruitment difficulty.

Inability to fill vacated positions due to a combination of a freeze in hiring between and the DSA Director's interpretation of cost cutting measures by imposing restrictions on expending VR funds and filling much needed positions.

Staff restricted travel to attend RSA approved training/conferences imposed as a part of cost cutting measures.

Personnel resources overly committed.

SRC's interpretation of stipend payments not in line with Rehab Act and local policies.

GovGuam administrative bureaucracies negatively impacting the ability to expend VR funds.

Services Manual not up to date with changes in the Rehab Act and the WIOA.

Challenges to procure for a new management information system.

2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

For individuals who require supported employment supports the transition to extended services follows the timeframe established in the Individualized Plan for Employment and is no later than 24 months after placement in supported employment, unless under special circumstances a longer period is necessary for the individual to be stabilized in the job. Prior to the transition the counselor must assure that the extended services are available and can be provided without a hiatus in services.

Guam DVR worked with existing employers to provide the needed extended services for VR Clients with significant disabilities

Guam DVR ensured that subminimum wage is not utilized for VR Clients that were placed under supported employment,

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

In addition to the lack of service providers to provide SE services, staffing issues has interfered with plans for training and implementation of customized employment as a formalized option for individuals with the most significant disabilities who require supported employment services.

Lack of active Employment Networks on island that can assist individuals with disabilities who are not making substantial gainful activity.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA

GDVR is examining performance accountability information under Section 116 of WIOA and will have performance indicator data once they have been agreed upon with the other state entities.

This plan is filed at a transitional period for standards and indicators in vocational rehabilitation. Section 116 of WIOA establishes six new performance indicators to align these measures across programs in the state. GDVR has not traditionally reported these measures as defined.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED

GDVR sets aside a portion of funds for development and implementation of innovative approaches to improve the provision of VR services, particularly for individuals with significant disabilities. Funds are used to support the Agency goals and priorities. GDVR intends to sponsor more outreach events to create a better understanding of DVR's services. Funds will be used to support Business Engagement efforts and to support the State Rehabilitation Council.

Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES

Include the following:

1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES

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

Supported employment services may include:

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

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

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

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES

The Supported Employment Program provides services for individuals with the most significant disabilities, including youth with the most significant disabilities, who require supported employment services following the achievement of a supported employment outcome. Supported employment services is provided to an eligible individual who has been placed in supported employment, for up to 24 months, except for youth with disabilities under the age of 25, who may receive extended services for up to four years.

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

States must provide written and signed certifications that:

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY WIOA[14], AND ITS SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT[15];

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

Guam Division of Vocational Rehabilitation (GDVR), (Designated State Unit)

2. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (ENTER THE NAME OF DESIGNATED STATE AGENCY)[16] AGREES TO OPERATE AND ADMINISTER THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[17], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[18], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER SECTION 111 OF THE REHABILITATION ACT ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

ENTER THE NAME OF DESIGNATED STATE AGENCY

Department of Integrated Services for Individuals with Disabilities (DISID)

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY AGREES TO OPERATE AND ADMINISTER THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[19], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[20], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

4. THE DESIGNATED STATE AGENCY AND/OR THE DESIGNATED STATE UNIT HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

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

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

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

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Rita Sotomayor

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

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Acting VR Administrator, GDVR

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

FOOTNOTES

[14] Public Law 113-128.

[15] Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

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

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

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

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

[20] Applicable regulations, in part, include the citations in footnote 6.

CERTIFICATION SIGNATURE

Signatory information	Enter Signatory information in this column
Name of Signatory	Rita Sotomayor
Title of Signatory	Acting VR Administrator
Date Signed	04/29/2020

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in

sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances: **The State Plan must provide assurances that:**

The State Plan must include	Include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.	
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.	
3. The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to: Administration of the VR services portion of the Unified or Combined State Plan:	
3.a. The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act	
3.b. The establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (A or B must be selected):	
3.b.(A) "is an independent State commission" (Yes/No)	No
3.b.(B) "has established a State Rehabilitation Council" (Yes/No)	Yes
3.c. Consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act	
3.d. The financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3)	
3.e. The local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds (Yes/No)	No
3.f. The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs (Yes/No)	No

The State Plan must include	Include
3.g. Statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan	No
3.h. The descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act	
3.i. All required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act	
3.j. The requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act	
3.k. The compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act	
3.l. The reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities	
3.m. The submission of reports as required by section 101(a)(10) of the Rehabilitation Act	
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:	
4.a. Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act	
4.b. Impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act	
4.c. Provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)	Yes
4.d. Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act	
4.e. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	

The State Plan must include	Include
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.g. Provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act	
4.h. Comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act	
4.i. Meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs	
4.j. With respect to students with disabilities, the State,	
4.j.i. Has developed and will implement,	
4.j.i.I. Strategies to address the needs identified in the assessments; and	
4.j.i.II. Strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and	
4.j.ii. Has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25))	
5. Program Administration for the Supported Employment Title VI Supplement:	
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act	
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act	
5.c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act	
6. Financial Administration of the Supported Employment Program:	
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program;	

The State Plan must include	Include
and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act	
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act	
7. Provision of Supported Employment Services:	Yes
7.a. The Designated State Agency Assures That it Will Provide Supported Employment Services as Defined in Section 7(39) of the Rehabilitation Act	
7.b. The designated State agency assures that:	
7.b.i. The comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act	
7.b.ii. An individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act	

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

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

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such

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

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

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

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

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

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

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

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

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021

will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

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

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

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

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

¹

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

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult program, Dislocated Worker program, Youth program, Wagner-

Peyser Act program, Adult Education and Family Literacy Act program, and the Vocational Rehabilitation program— and also submit relevant information for any of the eleven partner programs it elects to include in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. 24 If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II-IV of this document, where specified, as well as the program-specific requirements for that program.

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

EMPLOYMENT AND TRAINING PROGRAMS UNDER THE SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (PROGRAMS AUTHORIZED UNDER SECTION 6(D)(4) OF THE FOOD AND NUTRITION ACT OF 2008 (7 U.S.C. 2015(D)(4)))

A. GENERAL REQUIREMENTS [27]

The State agency must prepare and submit an Employment and Training (E&T) Plan to its appropriate Food and Nutrition Service (FNS) Regional Office. The E&T Plan must be available for public inspection at the State agency headquarters. A State agency may include its plan for the SNAP E&T program in a Combined Plan under WIOA but will require FNS approval prior to implementation and must continue to make a copy of the plan available for public inspection. If a State includes SNAP E&T in a Combined Plan under WIOA, the State agency will detail the following for each year covered by the Combined Plan:

[27] 7 CFR § 273.7(c)(6)

1. THE NATURE OF THE E&T COMPONENTS THE STATE AGENCY PLANS TO OFFER AND THE REASONS FOR SUCH COMPONENTS, INCLUDING COST INFORMATION. THE METHODOLOGY FOR STATE AGENCY REIMBURSEMENT FOR EDUCATION COMPONENTS MUST BE SPECIFICALLY ADDRESSED;

The following are the SNAP E&T Component details as specified on the Approved Guam Employment Training Program (GETP) State Plan for FY 2020 (October 1, 2019 to September 30, 2020). The detailed information is located on page 18 thru 32.

Non-Education, Non Work Components:

1. Job Search (which includes Supervised Job Search)
2. Job Search Training (JST)
3. Job Retention Services (JRS)

Education Components:

1. Basic/Foundational Skills Instruction (Includes High School Equivalency)

2. Career/Technical Education Programs or other Vocational Training (CTEP/VOCED)
3. English Language Acquisition (ELA)
4. Integrated Education and Training (IET)/Bridge Programs
5. Work Readiness Training (WRT)

Work Components:

1. Community Work Experience Program (CWEP)
2. Subsidized Work Experience Training with Guam Department of Labor (WIOA Funded)
3. Senior Community Service Employment Program (SCSEP)
4. Internships
5. Pre-Apprenticeship/Apprenticeship
6. On-the-Job Training (OJT)
7. Other work experience training program not specifically listed in this category

Self-Employment Training (SET)

2. AN OPERATING BUDGET FOR THE FEDERAL FISCAL YEAR WITH AN ESTIMATE OF THE COST OF OPERATION FOR EACH FEDERAL FISCAL YEAR COVERED BY THE COMBINED PLAN. ANY STATE AGENCY THAT REQUESTS 50 PERCENT FEDERAL REIMBURSEMENT FOR STATE AGENCY E&T ADMINISTRATIVE COSTS, OTHER THAN FOR PARTICIPANT REIMBURSEMENTS, MUST INCLUDE IN ITS PLAN, OR AMENDMENTS TO ITS PLAN, AN ITEMIZED LIST OF ALL ACTIVITIES AND COSTS FOR WHICH THOSE FEDERAL FUNDS WILL BE CLAIMED, INCLUDING THE COSTS FOR CASE MANAGEMENT AND CASEWORK TO FACILITATE THE TRANSITION FROM ECONOMIC DEPENDENCY TO SELF-SUFFICIENCY THROUGH WORK. COSTS IN EXCESS OF THE FEDERAL GRANT WILL BE ALLOWED ONLY WITH THE PRIOR APPROVAL OF FNS AND MUST BE ADEQUATELY DOCUMENTED TO ASSURE THAT THEY ARE NECESSARY, REASONABLE AND PROPERLY ALLOCATED. A STATE MUST SUBMIT A PLAN AMENDMENT TO REQUEST BUDGET ADJUSTMENTS AT LEAST 30 DAYS PRIOR TO PLANNED IMPLEMENTATION;

	State cost	Federal cost	Total
I. Direct Costs:			
a) Salary/Wages (This is paid under the SNAP E&T 100%)	\$0	\$0	

	State cost	Federal cost	Total
Grant)			
b) Fringe Benefits* Approved Fringe Benefit Rate Used _____%	\$0	\$0	
c) Contractual Costs (Admin Only)	\$73,880	\$73,880	\$147,760
d) Non-capital Equipment and Supplies	\$1,850	\$1,850	\$3,700
e) Materials	\$0	\$0	\$0
f) Travel	\$4,000	\$4,000	\$8,000
g) Building/Space	\$17,000	\$17,000	\$34,000
h) Equipment & Other Capital Expenditures	\$4,000	\$4,000	\$8,000
Total Direct Costs	\$100,730	\$100,730	\$201,460
II. Indirect Costs:			
Indirect Costs*Approved Indirect Cost Rate Used: _____%	\$0	\$0	\$0
III. In-kind Contribution			
State in-kind contribution	\$0	\$0	\$0
Total Administrative Cost (Total of items I, II, and III)	\$100,730	\$100,730	\$201,460
<i>100 Percent Federal E&T Grant</i>		\$113,671	\$113,671
<i>50 percent Additional Administrative Expenditure</i>	\$100,730	\$100,730	\$201,460
IV. Participant Reimbursement (State plus Federal):			
a) Dependent Care (including contractual costs)	\$2,400	\$2,400	\$4,800
b) Transportation & Other Costs (including contractual costs)	\$435,000	\$435,000	\$870,000
c) State Agency Cost for Dependent Care Services	\$0		\$0
<i>Total 50 percent Participant Reimbursement Expenses</i>	\$437,400	\$437,400	\$874,800
<u>V. Total Costs</u>	\$538,130	\$538,130	\$1,076,260

3. THE CATEGORIES AND TYPES OF INDIVIDUALS THE STATE AGENCY INTENDS TO EXEMPT FROM E&T PARTICIPATION, THE ESTIMATED PERCENTAGE OF WORK REGISTRANTS THE STATE AGENCY PLANS TO EXEMPT, AND THE FREQUENCY WITH WHICH THE STATE AGENCY PLANS TO REEVALUATE THE VALIDITY OF ITS EXEMPTIONS;

The SNAP E&T Program anticipates an estimate of 5,000 work registrants to be exempted from E&T. The following are the categories of types and estimated number of individuals Guam SNAP E&T Program intends to exempt from E&T Participation:

1. Under 16 yrs old or 60 yrs old and above (1,024)
2. Age 16 or 17 who is not the head of household or who is attending school (0)
3. Person physically or mentally unfit for employment as defined by the agency for purpose of work requirement (260)
4. Subject to complying with any work requirement under Title IV of the Social Security Act (e.g. participating in the TANF/JOBS Programs) (0)
5. Parent or household member responsible for the care of dependent child under age 6 or an incapacitated person (70)
6. Receiving unemployment compensation (0)
7. A regular participant in a drug and/or alcohol treatment and rehabilitation program (1)
8. Employed or self-employed a minimum of 30 hours per week or earning weekly wages at least equal to the federal minimum wage multiplied by 30 hours. (250)
9. Student enrolled half-time in school, training program, or higher education but must meet student eligibility requirements (Section 273.5). (10)
10. Under 18 or 50 years old and Over (3,000)
11. Pregnant (70)

The following are the 15% exemption allowances that Guam will use for those mandatory ABAWDS:

1. Laid off and expected to return to work within 90 days (10)
2. Offered a job to begin within 90 days. (50)
3. Striker or locked out worker who expects to return to work within 90 days (0)
4. Homeless with no or lack of reliable transportation no more than 90 days (40)
5. At risk of homelessness (verified by eviction or financial institution notices) or “Roving” as determined by Mayors Verification but not more than 90 calendar days. (50)
6. Pending trial or incarceration. (20)
7. Undergoing treatment or counseling for Alcohol, substance abuse or family violence. (15)
8. Individual for whom participation is impractical (identified at assessment with consultation from supervisor) because of personal circumstances such as lack of job readiness and remote locations of work opportunities. (100)
9. Educational level is below the 8th grade and program will difficulty in engaging in a reasonable work component. (30)

10. Unable to place in an allowable work component within 30 days due to lack of available worksite training sponsors. (200)

11. Participant did not meet the ABAWD work requirement in the same month in which a notice of action is being prepared to terminate SNAP benefits for the following month for failure to meet ABAWD work requirements. (200)

4. THE CHARACTERISTICS OF THE POPULATION THE STATE AGENCY INTENDS TO PLACE IN E&T;

The following table is reflected in the Approved Guam Employment and Training Plan (GETP) page 35:

	71%
IV. Anticipated number of mandatory E&T participants (line I – line II)	2,000
V. Anticipated number of voluntary E&T participants	100
VI. Anticipated number of ABAWDs in the State during the Federal FY	5,800
VII. Anticipated number of ABAWDs in waived areas of the State during the Federal FY	0
VIII. Anticipated number of ABAWDs to be exempted under the State's 15 percent ABAWD exemption allowance during the Federal FY	715
IX. Number of potential at-risk ABAWDs expected in the State during the Federal FY (line VI–(lines VII+VIII))	5,085

5. THE ESTIMATED NUMBER OF VOLUNTEERS THE STATE AGENCY EXPECTS TO PLACE IN E&T;

100

6. THE GEOGRAPHIC AREAS COVERED AND NOT COVERED BY THE E&T PLAN AND WHY, AND THE TYPE AND LOCATION OF SERVICES TO BE OFFERED;

The SNAP Guam Employment Training Program services are offered island-wide.

7. THE METHOD THE STATE AGENCY USES TO COUNT ALL WORK REGISTRANTS AS OF THE FIRST DAY OF THE NEW FISCAL YEAR;

PHPro is a database system currently used and is able to create reports that can identify and separate duplicate registrations occurring during the fiscal year. In addition to the reports, the Social Services Supervisor or GETP program staff assures work registrants are not counted more than once in any fiscal year. A work registration list is generated by DPHSS's PHPro

System vendor on a quarterly basis. The estimated number of work registrants is based on an unduplicated count of individuals from the list.

The listing which is converted to an excel file, is compared to the previous quarter work registrant listings to ensure that a work registrant is counted once during the fiscal year.

8. THE METHOD THE STATE AGENCY USES TO REPORT WORK REGISTRANT INFORMATION ON THE QUARTERLY FORM FNS-583;

The SNAP E&T Program utilizes a database system, PhPro, which automatically generates a work registrant report that can identify and separate duplicate registrants quarterly and annually. Program staff then convert the data to an excel file to validate and compare the work registrants to the previous quarters. This is additional step to ensure the work registrant is counted once in any of the quarters within the fiscal year.

9. THE METHOD THE STATE AGENCY USES TO PREVENT WORK REGISTRANTS FROM BEING COUNTED TWICE WITHIN A FEDERAL FISCAL YEAR. IF THE STATE AGENCY UNIVERSALLY WORK REGISTERS ALL SNAP APPLICANTS, THIS METHOD MUST SPECIFY HOW THE STATE AGENCY EXCLUDES THOSE EXEMPT FROM WORK REGISTRATION UNDER 7 C.F.R.

§273.7(B)(1). IF THE STATE AGENCY WORK REGISTERS NONEXEMPT PARTICIPANTS WHENEVER A NEW APPLICATION IS SUBMITTED, THIS METHOD MUST ALSO SPECIFY HOW THE STATE AGENCY EXCLUDES THOSE PARTICIPANTS WHO MAY HAVE ALREADY BEEN REGISTERED WITHIN THE PAST 12 MONTHS AS SPECIFIED UNDER 7 C.F.R. §273.7(A)(1)(I);

PHPro is a database system currently used and is able to create reports that can identify and separate duplicate registrations occurring during the fiscal year. In addition to the reports, the Social Services Supervisor or GETP program staff assures work registrants are not counted more than once in any fiscal year. A work registration list is generated by DPHSS's PHPro System vendor on a quarterly basis. The estimated number of work registrants is based on an unduplicated count of individuals from the list. The listing which is converted to an excel file, is compared to the previous quarter work registrant listings to ensure that a work registrant is counted once during the fiscal year.

10. THE ORGANIZATIONAL RELATIONSHIP BETWEEN THE UNITS RESPONSIBLE FOR CERTIFICATION AND THE UNITS OPERATING THE E&T COMPONENTS, INCLUDING UNITS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM, IF AVAILABLE. FNS IS SPECIFICALLY CONCERNED THAT THE LINES OF COMMUNICATION BE EFFICIENT AND THAT NONCOMPLIANCE BY THE PARTICIPANT BE REPORTED TO THE CERTIFICATION UNIT WITHIN 10 WORKING DAYS AFTER THE NONCOMPLIANCE OCCURS;

Bureau of Economic Security (BES) Eligibility Specialists (ES) in the Certification Unit are required to determine and register mandatory members of the household who must comply with the work registration requirements.

All mandatory work registrants will be required to register and will be provided information at initial application about GETP. The ES will inform the client that participation in GETP is a voluntary program, but it is an option if they are identified as an ABAWD with no exemptions. The ES will input the date the client was work registered and advise the client to contact the Work Programs Section by telephone, email or office visit. The PhPro System electronically adds the work registrant as a referral for SNAP E&T. A list is generated for review and provides

opportunity for the staff to contact the client. WPS can then send an individual notice and information to SNAP recipients informing them of ABAWD requirements.

Any ABAWD who meets an exemption can also choose to volunteer in SNAP E&T, but priority will be those who are mandated to meet ABAWD work requirements.

There are three types of participants we will be assisting: Serving applicants (Students only), voluntary Non-ABAWD participants (Able-bodied Adult with Dependents), and mandatory ABAWD (Able Bodied-Adult without Dependents) since the disapproval of the ABAWD waiver for Guam. We will also provide services to those ABAWDs who meet an exemption but chose to volunteer.

SNAP E&T wants to ensure the opportunity is provided to all SNAP recipients should they choose to avail of the services.

I. Screening Process for Students:

The Bureau of Economic Security (BES) Eligibility Specialist will refer applicants who are students prior to eligibility determination in order to meet the student eligibility rule for SNAP benefits. Once enrolled with E&T program, E&T will inform BES once the student has completed the enrollment process to include initial assessment. The applicant will be provided support services beginning the month in which SNAP benefits are received.

II. Able-bodied Adult without Dependents (ABAWDs) - Mandatory

The BES ES may use the SNAP Work Registration Process Flow Chart (**Appendix F**) which will provide as a guide as to when to refer to SNAP E&T which also includes ensuring the ABAWD codes on Phpro System are accurate. The ES will refer to SNAP E&T ABAWDs who are not exempted from the general work requirements and ABAWD requirements.

III. Able-bodied Adult with Dependents (Non-ABAWD)

SNAP E&T also operates a voluntary program for those who are not required to meet work requirements to maintain their benefits. Adults with dependents can choose to volunteer in SNAP E&T.

Once the screening process is completed by Eligibility Staff, the participant is contacted to initiate the process with E&T enrollment, the participant is scheduled for an Initial Assessment with an assigned Case Manager (CM). The CM will review existing work history (if any), job skills, credentials, education, employment/career/occupational goals, and needs of the participant. The CM will ensure a participant's resume' is on file as well. All the information obtained through the employability assessment process will be incorporated into the participant's IEP/CSP.

If warranted, The CM will coordinate the development of an E&T contract with the participant and the employer, business, organization, community based organizations, etc. to effectuate participation. The contract outlines the participant's responsibilities, WPS/DOL

responsibilities, and the placement agency or employer's responsibilities. The contract also includes information regarding: the start and end dates of the activity, the number of hours the participant is required to work daily and weekly; daily work schedule, position title, skills participant will acquire, and job duties. While developing the contract, support services such as transportation will be coordinated between the agencies. The E&T contract must be aligned with the Individual Employment Plan/Career Strategy Plan (IEP/CSP) with the goal being employment or earning a credential. The IEP is designed for 18 months in order to properly transition a participant from an unpaid work experience program to On-the-Job Training towards unsubsidized employment.

In addition, the Guam Department of Labor (GDOL) staff will provide case management services in addressing potential challenges to the participant's ability to become gainfully employed. They address such challenges by discussing the participant's circumstances and provide possible alternative solutions/options and initiate referrals to appropriate agencies/non-profit organizations such as Guam Behavioral Health and Wellness Center (formerly known as Department of Mental Health & Substance Abuse), Salvation Army, etc. They will provide the additional mandatory case management services that include but not limited to: Career Counseling/Planning, conduct follow-up and monitoring of cases, review performance evaluations and progress, and file maintenance.

The 18 Month "Roadmap to Success" Individual Plan (Appendix D)

Once a participant becomes engaged with SNAP E&T, a community work experience contract will be developed and will be for a period of 6 months (level 1). On the 6th month, the CM will review participant's progress and will make that determination if the participant is to be transitioned to level 2. This is a joint decision between the CM and SNAP E&T Supervisor. This is to ensure that the participant has demonstrated the necessary skills towards paid employment. However, on a case to case basis, the CM & E&T Supervisor, will determine, based on the participants IEP/CSP, if the E&T contract needs to be extended/renewed beyond 12 months especially when it involves aligning a credential with an employment opportunity or the participant needs additional work experience/training, or soft skills training.

Should the participant reveal that employment is not the goal, and then the participant will be determined ineligible for E&T because their purpose does not align with the mission of SNAP E&T.

However, if employment is the goal. Then the CM will review with the participant the career goal identified but looking at the Labor Market Data which will show current jobs in demand and the progression of the chosen career.

If a career goal is not identified, then the participant will complete the Self-Assessment Profile offered in VOSS or any on-line interest profile to help determine strengths in possible career opportunities. These will be incorporated into their Individual Employment Plan/Career Strategy Plan.

The IEP/CSP will indicate the goals and objectives with milestones to include anticipated completion dates. The participant must demonstrate progression towards their employment

goal which can indicate earning a credential intended to “boost” a participant’s employment opportunities.

The participant must demonstrate effort in seeking employment. The CM will review the participant’s progress through a series of periodic check-ins either face to face/telephone contact, office visit, email, or using on-line systems such as VOSS. The purpose of the periodic check-ins is to ensure that the participant is or has applied for jobs aligned with their IEP/CSP.

Should the participant deter away from their IEP/CSP, the CM will then decide whether to terminate the participant’s participation in the SNAP E&T Program, re-evaluate or make changes to the milestones (estimated date of completion) indicated on their IEP/CSP.

SNAP E&T recognizes that every participant is unique and may require to be reviewed on a case to case basis.

DPHSS and DOL staff is responsible for monitoring and tracking the participant’s attendance and performance during placement. Monitoring activities include reviewing documents submitted by the participant, telephone contacts, office visit, or visitation to the placement site. The participant is required to submit a monthly “Attendance Calendar” or other documentation prepared by the placement agency. Participants will be reassessed at the end of the contract period or as specified by the component for continued participation in the component either with the same employer, a change in employer, or placement in another component. As mentioned earlier, the continued participation must be warranted (including a justification as to the reason) and specified in the IEP/CSP.

The Guam Employment Training Program is an all-volunteer program. Should a SNAP ABAWD participant choose to participate in SNAP E&T in order meet the ABAWD work requirement and fail to do so, The GETP Supervisor will notify the SNAP certification unit within ten days via email of the ABAWD's non-compliance so that they may take the necessary action on the case. All of the actions taken on a case are documented on PhPro.

11. THE RELATIONSHIP BETWEEN THE STATE AGENCY AND OTHER ORGANIZATIONS IT PLANS TO COORDINATE WITH FOR THE PROVISION OF SERVICES, INCLUDING ORGANIZATIONS IN THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM, IF AVAILABLE. COPIES OF CONTRACTS MUST BE AVAILABLE FOR INSPECTION;

in Fiscal Year 2018, the Guam Department of Public Health and Social Services, SNAP Employment and Training Program entered into a memorandum of understanding with the Guam Department of Labor(GDOL)/American Jobs Center (AJC) which differentiated the roles and responsibilities, support services, and performance measures of employment outcomes of E&T participants. This MOU (attached) will be renewed for FY2020 but will extend until December 29, 2020 as long as funding is available and will be initiated through a work request. Adding the extension of the MOU will alleviate disruption of services such as case management for the participants between the end of the fiscal year and the beginning of the next fiscal year.

All participants enrolled and participating in GETP are required to register on Guam Department of Labor's Virtual One Stop System called Hire Guam. Customers (both job seekers and employers) can work register and avail of AJC Services by registering on www.hireguam.com without having to physically visit the center to receive services.

SNAP E&T also integrates and collaborates with the Temporary Assistance for Needy Families (TANF) Program which has an Employment and Training (E&T) component under the JOBS Program. TANF recipients who are SNAP recipients, who participate in the JOBS Program, are exempted from the requirement to work register under GETP. General Assistance recipients who are also SNAP recipients are required to work register but can opt to volunteer to participate under GETP. TANF families who have exceeded their 60 month time limit, or cash assistance was terminated/expired; can transition to the SNAP E&T as long as the individual is a SNAP recipient.

Should a particular component not be available locally through the system, the SNAP E&T will coordinate all efforts with Department of Labor's American Jobs Center (AJC) in identifying existing training programs being provided by their established Eligible Training Provider Listing (ETPL) to providing training and education leading to employment opportunities.

DPHSS E&T Program collaborates with the Guam Department of Labor (DOL) in which a SNAP participant may be co- enrolled and receiving services from both SNAP E&T Program and Department of Labor's American Job Center. The following DOL/AJC employment programs will also be an allowable work component under the SNAP E&T Program.

The roles and responsibilities between DPHSS SNAP E&T Program and Department of Labor are outlined in a Memorandum of Understanding (MOU). The department of Labor American Jobs Center will be responsible for providing mandatory case management services which include employability assessments, creating Individual Employment Plans (IEP), monitoring and follow-up of participation in SNAP E&T, making appropriate referrals to AJC partner programs, community-based organizations and other community resources. In addition to these case management services, they also conduct site visits to meet with worksite/training site participants' supervisor to follow up on progress and address any concerns that need to be resolved as well as peer to peer consultations. DPHSS focuses on the social services aspect and support services for each eligible SNAP E&T participant.

12. THE AVAILABILITY, IF APPROPRIATE, OF E&T PROGRAMS FOR INDIANS LIVING ON RESERVATIONS AFTER THE STATE AGENCY HAS CONSULTED IN GOOD FAITH WITH APPROPRIATE TRIBAL ORGANIZATIONS;

This section is not applicable to Guam.

13. IF A CONCILIATION PROCESS IS PLANNED, THE PROCEDURES THAT WILL BE USED WHEN AN INDIVIDUAL FAILS TO COMPLY WITH AN E&T PROGRAM REQUIREMENT. INCLUDE THE LENGTH OF THE CONCILIATION PERIOD; AND

At any time a participant disagrees with an action which results in loss of SNAP benefits due to non-compliance with SNAP E&T work requirements, they have a right to request for a Fair Hearing. The participant will complete the Fair Hearing Form and submit to the Fair Hearing Coordinator (FHC). The participant can decide to restore benefits or wait pending the result of the FH. Should the participant decide to have benefits restored during this conciliation process, there is a clear understanding that if not ruled in participant's favor, repayment will be initiated. The FHC will then schedule an Agency Conference with the participant, Case Manager and Work Programs Section Supervisor.

Disqualification Policy will not be applicable to Guam's SNAP E&T Program because it operates as both an All-volunteer program and one of the options for ABAWD's to utilize to meet the ABAWD work requirement. Therefore, should a participant not fulfill work hours; the SNAP benefits for ABAWDs who are mandatory or non-exempt, will be terminated the following month. If a participant does not meet SNAP work requirements; then the participant only will be determined ineligible for SNAP benefits until such time the requirements are met or they reappplies for benefits.

First Occurrence: 3 months

Second Occurrence: 6 months

Third or Subsequent Occurrence: Permanently disqualified

14. THE PAYMENT RATES FOR CHILD CARE ESTABLISHED IN ACCORDANCE WITH THE CHILD CARE AND DEVELOPMENT BLOCK GRANT PROVISIONS OF 45 CFR 98.43, AND BASED ON LOCAL MARKET RATE SURVEYS.

Reimbursement assistance for approved dependent care expenses is \$200 for children below 13 years old, with 50 percent federal cost sharing of component participation. Child care expenses above the GETP authorized amount will be supplemented through the 100% federally funded Child Care and Development Fund (CCDF) only if the participant meets CCDF Eligibility criteria, funding is available and if CCDF is accepting new and/or reopen applications. In addition, if CCDF is not supplementing any child care cost that exceeds GETP maximum amount per child, and if a participant utilizes his/her parental choice by selecting a relative or non-relative to provide care for his/her children, then that provider will be subject to obtaining the various clearances (sanitary permit, health certificate) as required under CCDF. However, if the participant is using child care that is either partially funded or funded in its entirety by CCDF, then that relative or non-relative providing child care will be required to obtain such clearances as required under CCDF.

15. THE COMBINED (FEDERAL/STATE) STATE AGENCY REIMBURSEMENT RATE FOR TRANSPORTATION COSTS AND OTHER EXPENSES REASONABLY NECESSARY AND DIRECTLY RELATED TO PARTICIPATION INCURRED BY E&T PARTICIPANTS. IF THE STATE AGENCY PROPOSES TO PROVIDE DIFFERENT REIMBURSEMENT AMOUNTS TO ACCOUNT FOR VARYING LEVELS OF EXPENSES, FOR INSTANCE FOR GREATER OR LESSER COSTS OF TRANSPORTATION IN DIFFERENT AREAS OF THE STATE, IT MUST INCLUDE THEM HERE.

Transportation Reimbursements

GETP participants will receive \$5.00 a day for each day worked but at a maximum of \$100.00 a month for transportation allowance for each month in which they participate in a GETP component. Receipts for transportation expenses will not be required from the participants. However, participation attendance calendar or other types of documentation that verifies participation (i.e. letter from placement site, DOL certification, etc.) must be attached to the request. Payment will be processed on a monthly basis, except that reimbursements will not be provided to participants who are in an allowable DOL component who receive gas coupons, or other supportive services from DOL's Workforce Development Unit. GETP Transportation Reimbursements are automated through PHPro. Transportation reimbursements that are approved by the assigned worker are interfaced with the Department of Administration.

Ancillary/Work Related Reimbursements

Each participant can request up to a maximum of \$250 of work related expenses in a 12 month period beginning October 1, 2019 thru September 30, 2020. Original receipts must be provided. An approved list will be provided to the participants that will indicate allowable and unallowable expenses.

16. INFORMATION ABOUT EXPENSES THE STATE AGENCY PROPOSES TO REIMBURSE. FNS MUST BE AFFORDED THE OPPORTUNITY TO REVIEW AND COMMENT ON THE PROPOSED REIMBURSEMENTS BEFORE THEY ARE IMPLEMENTED.

List of Allowable and Unallowable participants reimbursements up to \$250 in a fiscal year (October 1, 2019 thru September 30, 2020)	
Allowable Expenses:	Unallowable Expenses:
Automobile repairs or maintenance service (includes shipping cost)	Automobile Insurance, Car Registration, or Automobile Purchase
Background checks, Fingerprinting (if required by the employer, worksite, or placement/training site), Police/Court/Traffic Clearances, Health Certificates. Employment Physicals or Vaccinations (required by Worksite/ placement <u>AND</u> not covered by medical insurance).	Living Stipends or Student Loans, Traffic clearance fines or tickets.
Books only if required by the approved E&T Educational/training session	Drug/Alcohol Counseling or Therapy, or Mental Health Treatment
Clothing/Shoes (necessary work attire) needed for work/training/placement in which a participant can showcase professionalism while performing the job assigned. (This includes shipping cost for clothing/Shoes purchased online or via internet.)	Personal Computers

List of Allowable and Unallowable participants reimbursements up to \$250 in a fiscal year (October 1, 2019 thru September 30, 2020)	
Allowable Expenses:	Unallowable Expenses:
Course registration Fees and student activity fees (fees are not to be higher than what would have been charged for the general public).	Relocation Expenses
Driving School Classes/Courses	
Tuition/Fees as it relates to their approved E&T Component.	
Drug Testing if required by the Employer/worksites/placement/ training site.	
Equipment or Tools as it relates to their E&T Component and approved by E&T Program. (Example: Yard maintenance tools or Equipment, hard hat, tool belt, etc.).	
Driver's License and or Guam I.D. card (New/Renewal/Replacement)	
Vision needs such as prescribed eye glasses and/or Eye Exam provided it is not a covered benefit under their medical insurance.	

B. ABLE-BODIED ADULTS WITHOUT DEPENDENTS (ABAWD) [28]

1. A State agency interested in receiving additional funding for serving able-bodied adults without dependents (ABAWDs) subject to the 3- month time limit, in accordance with 7 C.F.R. §273.7(d)(3), must include the following for each Federal fiscal year covered by the Combined Plan under WIOA:

[28] 7 CFR § 273.7(c)(7)

1. ITS PLEDGE TO OFFER A QUALIFYING ACTIVITY TO ALL AT-RISK ABAWD APPLICANTS AND RECIPIENTS;

At this time Guam opts not to participate as a "pledge" State.

2. ESTIMATED COSTS OF FULFILLING ITS PLEDGE;

Not Applicable.

3. A DESCRIPTION OF MANAGEMENT CONTROLS IN PLACE TO MEET PLEDGE REQUIREMENTS;

At this time Guam opts not to participate as a "Pledge" State, therefore this section does not apply.

4. A DISCUSSION OF ITS CAPACITY AND ABILITY TO SERVE AT-RISK ABAWDs;

This section is covered under Section D: Pledge to Serve All At-Risk ABAWDs. However, Guam opts not to participate as a "Pledge" State as indicated in the previous section.

5. INFORMATION ABOUT THE SIZE AND SPECIAL NEEDS OF ITS ABAWD POPULATION; AND

We anticipate the number of ABAWDs in the State during the fiscal year is 5,800 with an estimated 1,000 ABAWD's meeting exemptions from the 3 month time limit. Our ABAWD population face homelessness and some are determined unfit for employment or vocational training. We currently have relationships with Government of Guam Agencies, Community Based Organizations, and some private sector businesses who assist with program as employment training providers. One of the main need or focus that needs to be addressed is Guam's public transportation system.

6. INFORMATION ABOUT THE EDUCATION, TRAINING, AND WORKFARE COMPONENTS IT WILL OFFER TO MEET THE ABAWD WORK REQUIREMENT

Guam's SNAP E&T Program offers the following education, training and workfare components for all participants enrolled in GETP:

Education components:

a. Basic/Foundational Skills Instruction (Includes High School Equivalency) (BFSI):

Programs that offer academic instruction and education services below the post-secondary level. These services are provided to a participant attempting to achieve a high school diploma. Participants have the option of earning an equivalency diploma through a series of test or taking traditional classes for high school credit. Such programs include Adult Basic Education (ABE), basic literacy, and high school equivalency (GED, HiSET, or other). This educational component must be specified in the participants IEP/CSP. The participant activities under the Guam Department of Labor/American Job Center (**Appendix E**) will fall within this component.

b. Career/Technical Education Programs or other Vocational Training (CTEP/VOCED):

Any organized vocational educational programs (pre/post-secondary) directly related to the preparation of individuals for employment in current or emerging occupations requiring training which includes a degree (i.e. Associates), instructional certificate programs, industry skills certifications, and other course work. The Career/Technical Education and Vocational Training Programs must be specified in the participants IEP/CSP and aligned with the employment goal. The participant activities under the Guam Department of Labor/American Job Center (**Appendix E**) will fall within this component which includes Distance learning (i.e. E-learning program or course, etc.).

c. English Language Acquisition (ELA): This component is designed to help English language learners achieve competence in reading, writing, speaking and comprehension of the English Language. If the ELA is embedded into course or class, then it will be counted as part of the other component activity. The participant activities under the Guam Department of Labor/American Job Center (**Appendix E**) will fall within these components which are designed to increase their English language proficiency so they can attain training and/or employment success

d. Integrated Education and Training (IET)/Bridge Programs: These are programs that provide adult education and literacy activities simultaneously with other workforce preparation activities and workforce training for a specific occupation or group of occupations for the

purpose of educational and career advancement. It also includes a participant enrolled in an employer's customized training program which is designed to meet the specific requirement by the employer with the intent to employ the participant upon successful completion of the training. The employer does pay a portion of the participants cost. The participant activities under the Guam Department of Labor/American Job Center (**Appendix E**) will fall within this component such as Employed Worker Skills Upgrading/Retraining. This allows a participant to upgrade or re-tool their skills in an existing field of work so that they might obtain, retain and or advance in employment in that field.

e. Work Readiness Training (WRT): These are intensive programs that include skill assessment and educational remediation services that prepare individuals for the workforce. This includes "**soft skills**", where are defined as personal characteristics and behavioral skills that enhance and individual's interaction, job performance, and career prospects such as adaptability, integrity, cooperation and workplace discipline. Work readiness skills may include both foundational cognitive skills such as reading for information, applied mathematics, locating information, problem solving, and critical thinking and non-cognitive skills.

Other American Jobs Center activities listed include but not limited to: Referrals to Educational Services and/or to a service provider funded under WIOA, mentorship, short-term pre-vocational services, and Financial literacy education.

Work/Training Components:

I. Work Experience:

a. Community Work Experience Program (CWEP) is the primary placement for all participants. This program provides unpaid work experience and new job skills through unpaid work either in a public (government) service or in a community-based private sector organization. A participant engaged in the CWEP must have an E&T contract developed by the CM and participant.

b. Subsidized Work Experience Training with Guam Department of Labor (WIOA Funded) and/or Senior Community Service Employment Program (SCSEP): These are work/training activities the participant is engaged in prior to or after their entry into SNAP E&T. These are adults who are working in a subsidized employment training program (WIOA Funded and non-WIOA funded) such as the Senior Community Service Employment Program (SCSEP). Most of the programs will be an allowable component for a period of one year from date of enrollment with SNAP GETP, provided that they meet the progressive milestones indicated in their Individual Employment Plan/Career Strategy Plan.

d. Internships are a short-term period of work experience offered by an organization for a wide range of placements with businesses, non-profit organizations and government entities. These are students looking to gain relevant skills and experience in a particular field. Internships can either be paid or unpaid.

e. Pre-Apprenticeship/Apprenticeship is administered by DOL and operated by both the private and public sectors. They are engaged in planned supervised system of work experience with participating employers, community-based organizations, and institutions of higher education. This includes but not limited to: University of Guam (UOG), Guam Community College (GCC), Guam Trades Academy (GTA), and Guam Hotel and Restaurant Association (GHRA). We

recognize that Pre- Apprenticeship/Apprenticeship programs continue beyond one year. The SNAP E&T case manager will determine if the participant continues with E&T after their 12 months on the program.

f. On-the-job Training (OJT) is Administered through the American Jobs Center (AJC) and the Guam Housing Urban Renewal Authority (GHURA) designed for participants to be employed and productive while being trained by another within the company.

g. Other work experience training program not specifically listed in this category.

II. Self-Employment Training: A component that improves the employability of participants by providing training in setting up and operating a small business or other self-employment venture. This would include attending various workshops offered by the Small Business Development Association (SBDA) and Guam Department of Labor – American Job Center Labor Clinic. Some examples of the GDOL Labor Clinics include “Small Business Opportunities”, “How To's on Developing a Small Business”, etc.

Non-Education, Non-Work Components:

Job Search: The participant may conduct job search independently or within a group setting. This includes JS activities with Guam Department of Labor. Job Search activities are identified either through the Job Search Log submitted by the participant which entails a list of jobs the participant has applied for in person, by phone/fax, online, email or postal service, direct referrals from the American Job Center staff to various employers for job opportunities documented in the Hire Guam website.

The JS activity requires that the participant make a minimum of 12 contacts with potential employers per month. The participant is required to submit their JS Log on a monthly basis for the 2 months they are engaged in JS activities. The SNAP E&T Case Manager will use DOL VOSS to review any JS activities the participant engaged in but may not have captured it in their JS Log. The AJC CM will contact the employers to verify the JS activity if it is not captured in VOSS. The JS search activity shall be embedded in their IEP/CSP. The following Participant Activities within the Guam Department of Labor/American Jobs Center will be inclusive in this JS component.

Supervised Job Search (as required by the Agriculture Improvement Act of 2018): The AJC's customers and businesses/employers utilize the Virtual One Stop System (VOSS), Hire Guam. Customers are able to search for available employment opportunities, update and submit resumes to various employers without having to leave their home or training site. This allows customers/participants access to services virtually, especially if transportation is a challenge. The Hire Guam website records any activity the participant/customer completes. A meeting between GDOL and GETP determined that the approved locations for Job Search Activities include the following: The American Job Center (either face to face contact, via phone, email communication, and utilizing the Hire Guam website). The Hire Guam allows for a setting of a “virtual” location.

The team defined ‘supervised’ as any job search activity that is staff assisted (via phone, use of social media platform, real-time communication and email) only because this is direct contact with staff. All Job Search Activities (supervised or not) are validated by the AJC CM.

Job Search Training (JST) are activities that are intended to enhance the job search skills of participants by providing instruction in job seeking techniques, self-confidence and motivation. It is also to prepare an individual to obtain employment or enroll in SNAPE&T Training. This component includes but not limited to: Employability Assessment, Interest and Aptitude testing, developing an Individual Employment Plan (IEP), counseling activities (career counseling, individual/group, career guidance/planning, referrals to apprenticeship programs, jobs corps and other federal training (non-WIA/WIOA Training), job and or work training placement services, or other direct training or support activities, resume writing workshops/job application workshop, and learning how to use online job search tools, Orientations, computer classes, interviewing skills, etc. The participant activities under the Guam Department of Labor/American Job Center will fall within this component. The participant must demonstrate effort while aligning with their Individual Employment Plan/Career Strategy Plan (CSP).

Job Retention Services (JRS) Job Retention Services is a component meant to provide support services for a minimum of 30 calendar days up to a maximum of 90 calendar days for those who have secured employment of 30 hours per week (which means the participant is exempted from the general work requirements and ABAWD requirements). These participants must be a GETP participant in order to qualify for this service.

JOBS FOR VETERANS' STATE GRANTS

(OMB Control Number: 1225-0086)

The Jobs for Veterans' State Grants (JVSG) are mandatory, formula-based staffing grants to States (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 quarterly on a Program Year basis (as with the ETA-9002 Series). Currently, VETS JVSG operates on a 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 Guam Department of Labor (GDOL) JVSG staff provides employment, job training and job placement services to eligible transitioning service members, veterans and eligible spouses who have a Significant Barrier to Employment (SBE). The DVOP Specialists are located at the American Job Center (AJC) and are fully integrated into the workforce development system with other programs at the AJC to include Wagner-Peyser Employment Services, Title 1 programs

under the Workforce Innovation and Opportunity Act (WIOA), and other local employment and training partner programs.

1. EMPLOYMENT PROGRAMS ARE PROVIDED AS FOLLOWS:

A. Intake process

1. Intake process in person:

At the American Job Center (AJC) in Guam, the staff provide access to programs and services with the customer intake and orientation enrollment process. When individuals enter the AJC seeking assistance for programs and services, a staff member provides them with the standard AJC Customer Intake Form which they will then be asked to fill out. Upon determination that the individual is a veteran, the staff conducting the intake process will then ask the veteran customer to fill out the DVOP Questionnaire. The DVOP questionnaire will determine eligibility for DVOP services. If a veteran responds “yes” to any of the questions on the DVOP Questionnaire and are identified to have a Significant Barrier to Employment (SBE), then he/she is referred to the DVOP Specialist.

If no SBE is indicated and they choose to receive staff support, the veteran will work with an Employment Development Worker (EDW) from whom the veteran will receive priority of service in receiving employment-related services with other programs at the AJC. The veteran may also opt to continue the employment search using the HireGuam website online.

Intake process online:

The DVOP staff will input the DVOP questionnaire online on HireGuam to better assist the veterans coming for services at AJC. The DVOP questionnaire will determine eligibility for DVOP services. If the veteran acknowledges and confirms the presence of one or more Significant Barriers to Employment (SBE), a DVOP will contact the veteran and let them know he or she may meet with a DVOP counselor to determine the level of service the veteran will receive. If no SBE is indicated and they choose to receive staff support, the veteran will work with an Employment Development Worker (EDW) from whom the veteran will receive priority in receiving employment-related services from the AJC. The veteran may also opt to continue the employment search using the HireGuam website.

After assessment of veteran customer(s), DVOP staff will also inform them of the programs and services offered through the AJC, their entitlement to priority of service, and resources and options that may be available to them. Once the form is completed and signed, the information is entered into the VOS, the case management system.

B. Employment Services provided by the DVOPs are:

- Assessing skills, abilities, education, work experience, employment goals, and barriers to achieving employment goals
- Providing Career guidance and labor market information
- Establishing a participant Individual Employment Plan (IEP) to overcome employment barriers and achieve employment goals using the case management process
- Following up with employed participants to assist with employment retention

- Providing individual and group counselling and mentoring
- Providing basic staff assisted career services
- Determining/identifying program eligibility and provide quality referrals to programs which the veteran desires to improve employment outcomes and which assure priority of service to covered persons.

The DVOP Specialist will provide direct employment development services until the veteran is employed or the veteran informs the DVOP Specialist that services are no longer needed. When the veteran secures employment or when the veteran indicates that he or she no longer wants the support of the DVOP Specialist, the DVOP Specialist will complete the exit process on HireGuam. After the program completion, the DVOP Specialist will conduct quarterly follow-ups to confirm employment after the second quarter and confirm employment retention after the fourth quarter.

C. Training services provided by DVOPS are:

- Resume preparation
- Interview preparation
- Instruction on the use of HireGuam
- Referral to other WIOA programs for job readiness assessments, workshops (career advancement and enhancement, and personal skills upgrade) and training services to include apprenticeship and VR&E programs

D. Job Placement services provided by DVOPs:

- Referral of participants to other WIOA programs with job opportunities. In addition to AJC partners, GDOL and the JVSG staff have implemented strategies with different community partner organizations such as the Guam Probation Office, the Guam Department of Corrections, the Guam Homeless Coalition, Guam Veterans Clinic, and the Guam Office of Veterans Affairs including other non-profit organizations. The strategy is to optimize employment outcomes for these targeted veterans.
- Coordination with the BSU for job development and placement by providing the team resumes and following up with them on employment opportunities
- Daily review of HireGuam and contacting their participants with any employment opportunities that fit their employment goals, skills and abilities
- Assistance to their veterans in applying online for job opportunities ensuring resumes are appropriate for the particular job applying for
- Coordination with the Business Service Team to identify veteran friendly employers such as those who have applied for the HIRE VETS Medallion Program to expand the employer base of companies wishing to hire veterans

**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;

Guam JVSG staff follows the duties in VPL 03-14, under 38 U.S.C. 4103A(a). A DVOP Specialist provides Individualized Career Services and facilitates placements to meet the employment needs of veterans, prioritizing service to special disabled veterans, other disabled veterans, and other categories of veterans in accordance with priorities determined by the Secretary of Labor and who meet the definition of an individual with a Significant Barrier to Employment (SBE) and who voluntarily attest to meeting the SBE criteria

DVOPs develop the Individual Employment Plan (IEP). A veteran agreeing to work with a DVOP Specialist will discuss his/her background, articulate any SBEs, and work with the DVOP Specialist to develop an Individual Employment Plan (IEP). The IEP will provide an assessment of DVOP eligibility criteria, education, employment history, skills and abilities, employment goal(s), barriers to achieving the employment goals, and list specific activities and timelines for removing the barriers to employment. The IEP will include the development or revision of the veteran's resume on HireGuam. Once the IEP is completed and agreed upon, the veteran will sign the IEP and the DVOP Specialist counselor will sign off on officially working with the veteran in the DVOP.

The DVOP will use the case management process to track, revise and continue engagement with the veterans. DVOPs will determine activities to address barriers to employment. The Specialist will enlist the support of other AJC staff members and programs, members of the Business Services Unit (BSU) staff, and any partner agencies or organizations within the community that can assist with activities to overcome the employment barriers.

DVOP Specialists will maintain case notes of all interactions with veterans and all attempts to maintain communication with the veterans. Case management will indicate that DVOP Specialists are providing comprehensive assessments that result in individualized career services designed to overcome employment barriers and achieve employment goals. All services will be recorded in HireGuam and demonstrate that services provided are consistent with the IEP and appropriate to overcoming the employment barriers.

DVOPs will maintain contact with the VA VRE counselor. An Intensive Service Coordinator (ISC) receives referrals from the VA VRE and assigns a DVOP to assist the VRE participant in finding a job. The DVOP and VRE counselor will keep in close touch, at least every two weeks to discuss the status and progress of their joint participants. VRE participants will receive the same services as all other DVOP participants. DVOPs will use the individual employment plan provided with a VA VRE referral to guide their services to the VRE participant.

DVOPs will provide job search assistance and direct employment development services until the veteran is employed or the veteran informs the DVOP Specialist that services are no longer needed. GDOL/VETS requires follow up with employed participants to help ensure employment retention. DVOP Specialists will conduct quarterly follow-ups to (a) confirm employment after the 2nd quarter; and (b) confirm employment retention after the 4th quarter.

DVOP Specialists will respond to referrals, initial notification of self-service registration, that contain an attestation of a serious barrier to employment, or walk-in registration, in which the veteran has attested to a serious barrier to employment, in a timely manner (3 or 4 days). They will set up an initial meeting to complete the IEP, capture the veteran's information, and

encourage the engagement with the DVOP Specialists within a week of the completed registration process. They will maintain communication within regular intervals (at least every two weeks) to (a) identify any concerns and necessary adjustments to the veteran's resume and IEP; (b) identify and discuss any new sources for the job search; (c) record any activities addressing barriers to employment and job search activities; and (d) confirm the veteran's agreement to continue services with the DVOP Specialist.

DVOP Specialists will demonstrate best efforts to maintain contact with the veterans (email, phone call, USPS mail). If any attempt to contact a veteran is initially unsuccessful and the veteran is unresponsive (within 2-3 days for phone calls and email messages and within 10 days for communication by mail), the DVOP Specialist will attempt repeated communication at least three times using three modes of communicating. When the veteran is unresponsive after the communication by mail is attempted (within 10 days), the DVOP Specialist will proceed to exit the veteran from the system and inform any partner agency or organization which requires that information to satisfy their record-keeping requirements.

DVOPs will maintain contact and follow-up with participants referred to other programs by maintaining weekly case management activities. They will also maintain contact and coordinate services with referred program specialists by meeting with these specialists weekly to discuss services, progress and ensure seamless service delivery.

DVOPs will maintain contact with the VA VR&E counselor who refers job ready participants to the AJC for employment. An Intensive Service Coordinator (ISC) receives referrals from the VA VRE and assigns a DVOP to assist the VRE participant in finding a job. The DVOP and VRE counselor will keep in close touch, at least every two weeks to discuss the status and progress of their joint participants. VRE participants will receive the same services as all other DVOP participants. DVOPs will use the individual employment plan provided with a VA VRE referral to guide their services to the VRE participant.

DVOPs have limited outreach responsibilities. Outreach is limited to times when DVOPs do not have a full caseload and file management for current participants is up to date. In those limited circumstances they may conduct relationship building, outreach and recruitment activities with other service providers in the local area to enroll SBE and priority category veterans in the AJC.

Guam does not have assigned LVER staff.

C. THE MANNER IN WHICH DVOP SPECIALISTS AND LVER STAFF ARE INTEGRATED INTO THE STATE'S EMPLOYMENT SERVICE DELIVERY SYSTEM OR AMERICAN JOB CENTER;

DVOPs are fully integrated into the employment services provided by the American Job Center (AJC) on Guam from initiation, assessment and referral for services including training and job placement for veterans that are aligned with the AJC programs. DVOPS are also integrated by attending AJC staff meetings, training sessions, and by sharing information among programs so that all staff are aware of the many programs available to veterans.

DVOPs and the JVSG program are integrated with the VA VRE program. 100% of Guam VRE job ready veterans are referred by the VA counselor to the JVSG staff for employment services. The VRE counselor and the assigned DVOPs maintain bi-weekly contact. Both work together to ensure continuity of services.

Veterans will initiate activities with the American Job Center by (a) walking into and signing in at the center; (b) completing the self-registration process online in HireGuam; (c) referral from a partner veteran services agencies and entities, Veteran organizations; or (d) meeting with AJC staff at local outreach activities. No matter what route a veteran takes to initiate activities, AJC staff (not JVSG staff) are utilized to do initial assessment of eligibility and program services required. It is only after this initial assessment that a participant will be referred to the JVSG DVOP program, if they meet the SBE criteria.

DVOP assessments of needs and service availability includes all programs in the AJC. The DVOP will make referrals to all partner programs that the participant is eligible for and desires to participate in. These include WIOA Title I programs and Title I of the Rehabilitation Act of 1973 (DVR) as amended by WIOA Title IV. This also includes the Senior Community Service Employment Program (SCSEP).

DVOPs are integrated into the AJC job placement programs by referring participant resumes to the Business Service Unit for job development when job opportunities are not available in HireGuam or the participant has not been successful in job applications in HireGuam. They coordinate with all programs that DVOP participants were referred to for job readiness and job placement activities to both avoid duplication and to expand the employer resources available to participants. Activities with program referrals are coordinated with DVOP efforts.

DVOPs rely on the AJC staff and partner programs for employer outreach that will benefit JVSG program participants. The AJC staff assists DVOPs by planning and participating in job and career fairs; in conjunction with employers conducting job searches and workshops, and establishing job search groups; coordinating with apprenticeship programs and businesses or business organizations to promote and secure employment and training programs for veterans; informing Federal contractors of the process to recruit qualified veterans; promoting credentialing and licensing opportunities for veterans; and coordinating and participating with other business outreach efforts.

D. THE INCENTIVE AWARD PROGRAM IMPLEMENTED USING THE 1% GRANT ALLOCATION SET ASIDE FOR THIS PURPOSE, AS APPLICABLE;

Based on the guidance from VPL 04-19, the Service to Veterans Award is given by the Guam Workforce Development Board (GWDB) to recognize, promote and encourage individuals and offices to achieve excellence in the provision of services to veterans and /or to demonstrate improvements to the system for the delivery of those services. Monetary awards of significant value will be given to recipients along with recognition in front of their peers to encourage future improvements. The managers and supervisors of the American Job Center Guam (AJC) will conduct the nominations for providing direct and indirect services to veterans and submit those to the Guam Workforce Development Board (GWDB). The GWDB, along with the Director and Deputy Director of the Guam Department of Labor (GDOL) will review nominations and approve those demonstrating excellence in the various criteria.

The Service to Veterans Award is 1% of total grant funds. Recipients will receive a monetary award. The amount of the award will be determined by the number of approved individuals, offices, and work groups nominated divided by the total funding available. All nominations are due by September 1 and award approval will be determined by September 30.

The Incentive Award program has two types of awards and exists to:

- Encourage the improvement and modernization of employment, training, and placement services for veterans; and to
- Recognize the efforts of eligible employees for excellence in how they provided such services or for having made demonstrated improvements in providing services to veterans.

The Outstanding Service to Veterans Award is based on the following criteria.

Nominations will give specific, written examples of how the nominee or workgroup provided outstanding services to a veteran or veterans.

- In the performance of their regular job duties
 - Searches to match a veteran to jobs in HireGuam
 - Contacting employers on behalf of veterans
 - Providing training services to veterans
 - Increasing the amount of intensive services provided to veterans
 - Other services to veterans not listed above

OR

- Performing duties other than their regular job duties.
 - Going the extra mile to improve the employability of a veteran
 - Other “going-the-extra-mile” services to veterans

The Improving Services to Veterans Award is based on the following criteria. Nominations will provide written examples of how the nominee or workgroup ensured that there is improvement to the overall system of providing services to veterans. Examples include:

- Improvement of pathways within the Guam Workforce Development Board for providing services to veterans
- Improved percentage of intensive services delivered to eligible veterans or eligible spouses
- Ensuring that eligible veterans and eligible spouses with significant barriers to employment are served by the DVOP specialist
- Other services not listed above that improve the overall system of services to veterans

The AJC managers and supervisors will submit their approved Service to Veterans Award recipient information to the Administrative Services Officer (ASO) of GDOL. The State will monitor the awards program to ensure the awards are being used and that the recipients meet the criteria for the Service to Veterans Award.

Total costs for this award is currently \$1,380. However, this amount may change annually based on the requirement for the award to be not more than 1% of grant funding.

E. THE POPULATIONS OF ELIGIBLE 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);

Pursuant to VPL 03-14, and VPL 03-14 Change 1 and Change 2, VPL 03-19 and VPL 07-14 promulgated under 38 U.S.C. 4103(A)(a) a DVOP Specialists limit their activities to providing services to eligible veterans and eligible spouses who meet at least one of the criteria below:

Special disabled and disabled veteran who are entitled to compensation (or who but for receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs; or who were discharged or released from active duty because of a service connected disability;

Homeless veterans as defined in Section 103(a) and (b) of the Stewart B. McKinley Homeless Assistance Act (42 U.S.C. 11302(a) and (b)), as amended

Recently separated service members as defined in 38 USC 4211(6), who at any point in the previous 12 months has been unemployed for 27 or more consecutive weeks;

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

A veteran lacking a high school diploma or equivalent certificate;

A low income veteran as defined by WIOA Section 3 (36) defines the term “low income individual” for eligibility purposes;

Transitioning members of the Armed Forces who per VPL on 7- 14 have been identified as not meeting career readiness standards by their commander on DD Form 2648 as they are transitioning from active duty.

Members of the Armed Forces who are wounded, ill, or injured and receiving treatment in military treatment facilities (MTF) or warrior transition units (WTU);

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

Vietnam-era veterans

No additional populations of veterans have been targeted by the Territory of Guam for DVOP services.

F. HOW THE STATE IMPLEMENTS AND MONITORS THE ADMINISTRATION OF PRIORITY OF SERVICE TO COVERED PERSONS;

Per Grant Officer Memo 01-20, a response to this section is not required.

G. HOW THE STATE PROVIDES OR INTENDS TO PROVIDE AND MEASURE, THROUGH BOTH THE DVOP AND AMERICAN JOB CENTER STAFF:

1. JOB AND JOB TRAINING INDIVIDUALIZED CAREER SERVICES,

Per Grant Officer Memo 01-20, a response to this section is not required.

2. EMPLOYMENT PLACEMENT SERVICES, AND

Per Grant Officer Memo 01-20, a response to this section is not required.

3. JOB-DRIVEN TRAINING AND SUBSEQUENT PLACEMENT SERVICE PROGRAM FOR ELIGIBLE VETERANS AND ELIGIBLE PERSONS;

Per Grant Officer Memo 01-20, a response to this section is not required.

H. THE HIRE DATE ALONG WITH MANDATORY TRAINING COMPLETION DATES FOR ALL DVOP SPECIALISTS AND LVER STAFF; AND

Guam's two (2) Disabled Veterans' Outreach Program (DVOP) specialists function within the AJC, serving each as a catalyst for navigating eligible veterans and eligible spouses who have significant barriers to employment and are most in need of intensive services to become gainfully employed.

FOLLOWING UP ON THE MANDATORY TRAINING

DVOP Specialists:

(1) Arnold Marcus Hire Date: January 26, 2015

Mandatory Training Completion Date: August 10, 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.

VISIT FROM JVSG/DVOP REGIONAL DIRECTOR

Ann M. Greenlee, JVSG Regional Director for Hawaii and Guam came to visit us in Guam from March 4 - 7, 2019 at the department to conduct an audit of the JVSG grant application for the DVOP program. The purpose of the audit was to determine if we are compliant with the program, to see how many veterans were being assisted by the DVOP Specialists, to ensure that they are performing their duties and responsibilities in their respective roles. This also included services to nonveterans from the DVOP staff funded by JVSG.

Interviews were conducted on-site with all JVSG/DVOP staff, the American Job Center (AJC) staff and management and the Guam Department of Labor (GDOL) management office at the GCIC Building in Hagatna.

Random DVOP files were reviewed to ascertain compliance to the Federal program guidelines and further, an examination was done on various files from random participants to determine how service was provided and delivered by the Guam DVOP Specialists, to the veterans being assisted and what case management system was utilized. In this case, HireGuam, is the Virtual One Stop (VOS), case management system being used by the department.

Throughout the course of the audit, staff and management of the Guam Department of Labor were very helpful in making sure the audit was done accordingly and considered the audit a learning experience as opportunities to improve processes to bring the JVSG/DVOP program

into compliance. A few compliance issues were noted that will be addressed and corrected by staff and management to ensure necessary changes are made for the JVSG program to be in compliance. It is recommended that a perusal be done to determine improvements with procedures or DVOP processes.

The audit result was considered an Area of Concern in this triennial audit cycle. correspondence, "A Finding is indicated when the case management framework is not found in more than 50% of ICS files reviewed, and a Corrective Action Plan is required. During this triennial audit cycle, this issue will be documented as an Area of Concern and considered hold harmless". An audit is conducted every 3 years by the U.S. DOL/VETS regional office of the JVSG.

The DVOP is under the AJC structure of programs and services provided by U.S. DOL ETA for WIOA and Wagner-Peyser (W-P) Guam Employment Service (GES) along with DVOP case files. Performance measures are reported quarterly on a Program Year (PY) basis.

HIRE Vets Medallion Program Outreach by Ann M. Greenlee

GDOL/AJC also held a special "Speaker Series" with the retired Brigadier General Ann M. Greenlee on March 5, 2018 at the American Job Center Guam. The event focused on on the HIRE Vets Medallion Program. Ms. Greenlee highlighted program criteria for employers, the granting of awards, procedures, employer incentives, and the application process for the program. Below is the flyer that was sent to the media.

AMERICAN JOB CENTER SPEAKER SERIES

MARCH 5, 2019 • 10AM • AJC BELL TOWER (3RD FLOOR)



ANN M. GREENLEE

VETERANS' EMPLOYMENT &
TRAINING SERVICE (VETS)
U.S. DEPARTMENT OF LABOR

**LEARN ABOUT:
THE HIRE VETS
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ABOUT ANN GREENLEE

Ann M. Greenlee is the Director, US Department of Labor, Veterans Employment and Training Service (VETS) for Hawaii and Guam. VETS serves as the focal point for veterans employment by preparing military service members for transition to civilian employment, providing veterans the services to assist them with getting good jobs, and protecting their employment rights.

Ann is a retired Brigadier General with over 32 years of military service. Her last assignment was as the Assistant Adjutant General, Air, Headquarters, Hawaii National Guard. General Greenlee has been awarded the Legion of Merit, as well the Air Force Meritorious Service, Commendation and Achievement Medals. She was also awarded the Hawaii Medal of Merit for outstanding service to the people of Hawaii.

Ann is also active in her community. She founded Hawaii Hires Heroes, a partnership between businesses, government agencies, and military organizations whose goal is to increase job opportunities for Hawaii's veterans and service members.

This Speaker Series will focus on the HIRE Vets Medallion Program describing the criterias for employers, the granting of awards, procedures regarding the program, and the application reviewal process.

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In addition to the Speaker Series, GDOL's Business Services Unit and along with GDOL's Fair Employment Office, assisted Ms. Greenlee to conduct further outreach for the HIRE Vets Medallion Program at a local Society for Human Resource Management (SHRM) breakfast meeting held on March 6, 2018 at the Dusit Thani Guam Resort.

In the picture below - SHRM Guam Breakfast Briefing presenters: Former Office of Federal Contract Compliance (OFCCP) partner and Compliance Officer, Mr. Philip Marlowe, former Brigadier General and U.S. DOL Director of VETS, Ms. Ann Greenlee, and Ms. Lorraine Okada, Owner/Business Consultant for Okada Managing Consulting Services.



SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM (SCSEP)

(OMB Control No. 1205-0040)

A. ECONOMIC PROJECTIONS AND IMPACT

1. DISCUSS LONG-TERM PROJECTIONS FOR JOBS IN INDUSTRIES AND OCCUPATIONS IN THE STATE THAT MAY PROVIDE EMPLOYMENT OPPORTUNITIES FOR OLDER WORKERS. (20 CFR 641.302(D)) (MAY ALTERNATIVELY BE DISCUSSED IN THE ECONOMIC ANALYSIS SECTION OF STRATEGIC PLAN.)

Please refer to Guam's overall economic analysis of the strategic plan.

Status of the Guam SCSEP Program POST-COVID-19

TEGL 22-19 provides grant planning guidance to the Senior Community Service Employment Program (SCSEP) grantees for PY 2020, including the number of authorized positions and associated allotments for the program year and ETA's requirements for obligating funding to grantees. This TEGL also provides implementation guidance for SCSEP provisions of the CARES Act.

The SCSEP provides training and employment to older workers who are low-income and help them develop their job skills. The uncertainty with the post recovery phase of the COVID-19 dilemma, affects older unemployed or retired workers looking for unsubsidized employment. Rebuilding workforce development and the burden of reviving the economy and the expansion, attracting, recruiting, and retaining of a new and improved skilled and diverse workforce brings numerous challenges and opportunities to Guam.

One approach requires a unified local and regional workforce agenda that focuses on individuals accessing opportunities to attain a sustainable livelihood through suitable training and employment, and for them to achieve their goals, inclusive of a knowledgeable and skilled workforce. The demand for social economic improvements will require increased planning efforts by the community to support this move and the one new norm is automation, to upskilling and reskilling of the workforce. Broader community capital, the focus area of this having a knowledge-based workforce, use management information systems, are capable of the use of computer technology and programs, softwares and other technical applications for performance and delivery of service. The Guam community requires varying levels of program delivery and recognizes cultural and political sensitivity to Guam's distinct characteristics.

Guam will strive to improve performance by coordinating and leveraging resources while implementing internal systematic improvements to support employment opportunities for SCSEP or older workers participants to include retirees. We will also continue efforts to be responsive to the workforce development initiatives or requirements that lead to program success. Working together with the American Job Center (AJC) partners, SCSEP will provide training; education and support services to ensure Guam employers have a skilled workforce. The focus and emphasis on demand driven occupations is a common theme across the communities. Guam SCSEP will expand the trainee positions to include retirees who are mature, qualified and responsible individuals. SCSEP partners with private and public-sector employers in:

- Business and financial operations,
- Community and social services,
- Education, healthcare support, food preparation, building and grounds maintenance and service related occupations.

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 projection 2012-2022 (10 Year Base) the top five industries are in 1. Wholesale Trade, 2. Support Activities for Transportation, 3. Professional, Scientific, and Technical Services, 4. Furniture and Home Furnishings Stores and 5. Water Transportation. With the top five industries being identified, the Guam Workforce Development Board will align funding among core programs to prepare for the increase of potential jobs in these industries. This alignment will include utilizing SCSEP participants to co-enroll with core programs to receive the necessary occupational training to meet the demands.

The Guam Senior Community Service Employment Program (SCSEP) State Plan is our framework guidance on how to move forward in providing our participants the opportunity to upgrade and enhance their skills, so they can qualify for the types of jobs available. Guam continues to build on strategies to improve SCSEP services available at the American Job Center (AJC) and continue engaging with our AJC Partners. The State plan includes strategies for the statewide provisions of community services and other authorized activities for eligible individuals under SCSEP.

The development of this State Plan is to assist us in meeting both our short and long term goals with our AJC partners in providing training to our older workers who lack the basic skills to join the local workforce. We will incorporate sections of the Guam Workforce 2020 State Plan as a guiding framework. The WIOA State Plan clearly states the importance of partnership with the other programs, initiatives and entities operating within the American Job Center (AJC),

Included in this state plan are WIOA's five (5) new strategic goals stated in Guam's 2020 State Plan as follows:

The new 2020 State Plan goals are:

1. To increase employment and skill levels by implementing effective strategies that deliver high quality services to employers and those seeking employment to include up-skilling and reskilling, as well as capacity building to recover from Guam's current economic state due to the COVID-19 pandemic.
2. Provide useful and timely data and reports that align with economic and workforce development.
3. Provide an effective and integrated workforce learning environment or system to promote lifelong learning continuum and align regional economies.
4. Increase economic opportunities for Guam residents through partnerships, collaboration with businesses, local and federal government and non-government organizations (NGOs) as well as Community-based and Faith-based organizations.
5. Provide WIOA stakeholders with a workforce investment system that is easy to access, navigate and assess with the HireGuam.com Virtual One Stop (VOS) system to ensure efficiency and effectiveness in the delivery of services to both employers and job seekers.

Faced with the post recovery phase of the COVID-19 dilemma, aligned with ongoing military buildup projects, the expansion, attracting, recruiting, and retaining of a skilled and diverse workforce brings numerous challenges and opportunities to Guam. One approach requires a unified regional workforce agenda that focuses on individuals accessing opportunities to attain a sustainable livelihood through suitable training and employment, and for them to achieve their goals, inclusive of a knowledgeable and skilled workforce. The demand for social economic improvements will require increased planning efforts by the community to support this move and the new norm is automation with computer technology and upskilling and reskilling of the workforce. roader community capital, the focus area of this effort with the Guam community is on human capital, which requires varying levels of program delivery and recognizes cultural and political sensitivity to Guam's distinct characteristics.

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 Guam's long term projection 2012-2022 (10 Year Base) the top five industries are in 1. Office and Administrative Support Occupations, 2. Food Preparation and Serving Related Occupations, 3. Construction and Extraction Occupations, 4. Management Occupations, 5. Construction trades. With the top five industries being identified and the top five occupations 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.

Increasing Participant Placement in Unsubsidized Employment and Employer Outreach

As a partner to the American Job Center, SCSEP has come up with several strategies for increasing placement in unsubsidized employment. The Guam Workforce Investment Act State Plan and Plans of Work was modified to ensure a continuum of workforce development and training opportunities supporting an increase in a skilled and competitive workforce. Additionally, some strategies for employer outreach are as follows:

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

The coronavirus has crippled the economy of Guam and left a lot of workers unemployed, displaced, or jobless. The shutdown is to be lifted gradually on May 5, 2020 depending on the number of COVID-19 cases reported and testings are to continue to be performed. Federal funds have been received for processing to assist those affected by the COVID-19 pandemic. A further extension of the shutdown might be extended according to the Governor and slowly lift restrictions for the Guam economy to begin recovery.

As a partner to the American Job Center, SCSEP has come up with several strategies for increasing placement in unsubsidized employment. The Guam Workforce Investment Act State Plan and Plans of Work was modified to ensure a continuum of workforce development and training opportunities supporting an increase in a skilled and competitive workforce. Additionally, some strategies for employer outreach are as follows:

- Building partnerships with Guam Hotel and Restaurant Association (GHRA) and expanding the list of host agencies to include GHRA membership in hotel, hospitality and restaurants. The partnership will enhance job placement opportunities for SCSEP participants in Food Preparation and Serving Related Occupations such as: Cooks, Fast Food, Counter Attendants, Wait Staff, Dining and Cafeteria Attendants, etc.

Since the Guam economy needs to recover from the Coronavirus pandemic, the new WIOA 2020 Combined State Plan has five (5) new strategic goals. These are accompanied by a Nomenclature Classification of Work Areas (WAs) that are relevant to the Goals to be accomplished. Applicable Work Areas for SCSEP are:

- WA 204.1: To link and enroll participants in the Guam Community College and ASMUYAO.
- WA 204.2: Senior Outreach Efforts - Assign participants to different host agencies.
- WA 204.2A1: Building partnerships with Guam Hotel and Restaurant Association (GHRA) and expanding the list of host agencies to include GHRA.
- WA 204.2A2: Building partnership with Guam Contractors Association (GCA) and the GCA Academy to expand the list of host agencies to include federal contractors and other general contractors. The partnerships will enhance job placement opportunities for SCSEP participants in Building and Group Cleaning and Maintenance Occupations such as: Groundskeeping Workers, Janitors and Cleaners, Maids and Housekeeping, etc.
- WA 204.2A3: Maintain a close working relationship and establish linkages with various organizations such as: GHRA, GCA, Society for Human Resources Management (SHRM), to include Human Resources division of numerous employers in other industries and businesses.
- WA 204.2A4: To attend GHRA, GCA and SHRM meetings as required.
- WA 204.2B1: Employer database System
- WA 204.3: Priority Enrollment, Veterans, Spouse of a Veteran, and Eligible individuals age 60 or older Eligible individuals age 55 to 59
- WA204.3B: Actionable Strategies to follow above recruitment priority
- WA 204.4: Program Recruitment Participation and Distribution

In general, the level of recruitment effort will be determined by the number of subsidized training slots available. SCSEP will promote the program among as many candidates as possible through a variety of approaches. Primary among these is the maintenance of a close liaison with the partners assigned to the American Job Center in Guam who will disseminate information regarding Program vacancies and refer interested potential applicants to SCSEP. The project will evaluate current participants to determine if anyone has the skills, and interest to be moved to the OJT program. Additional recruitment efforts will include, but not limited to, the use of:

1. written articles for publication in local newspaper and senior publications
2. classified advertising

3. slide presentation to local community organizations
4. public service announcement on radio and TV
5. placement of brochures and posters in Social Security Office, Post Offices, banks, shopping center and other public places which older people frequent.

Applicants recruited through means will be enrolled in the project in accordance with the procedures outlined in the Program regulations and eligibility standards. Each sponsor will perform the income determination and complete an application verifying eligibility. The guidelines for eligibility are as follows:

- Not less than 55 years of age
- A resident of the State of Guam
- Earn no more than 125% of the federal poverty limit as per federal regulations

WA 204.5: Avoidance in Disruption in Service - COVID-19

Disruption in service has not been a problem in Guam SCSEP. However, if disruptions in service do occur, the program will utilize current SPARQ data, including updated Census information, the Guam Workforce System and other trends to determine where positions need to be placed in order to meet the demand for services.

Building partnerships with the Guam Contractors Association (GCA) and GCA Trades Academy to expand the list of host agencies to include federal contractors and other general contractors. The partnerships will enhance job placement opportunities for SCSEP participants in Building and Groups Cleaning and Maintenance Occupations such as: Grounds Keeping Workers, Janitors and Cleaners, Maids and Housekeeping Cleaners, etc.

Attending general membership meetings to develop and maintain close working relationships and establish linkages with various organizations such as GHRA, GCA, Civilian Military Task Force Labor Sub-Committee Human Resources Group, Society for Human Resources Management (SHRM), to include Resources divisions of numerous employers in other industries.

Supporting Employment Opportunities for Participants

Guam will strive to improve performance by coordinating and leveraging resources while implementing internal systematic improvements to support employment opportunities for SCSEP participants. We will also continue efforts to be responsive to the workforce development initiatives or requirements that lead to program success. Working together with the American Job Center (AJC) partners, SCSEP will provide training; education and support services to ensure Guam employers have a skilled workforce. The focus and emphasis on demand driven occupations is a common theme across the Economic, Education and Employment communities (E3). Guam SCSEP will expand the trainee positions and partner with private and public-sector employers in business and financial operations, community and social services, education, healthcare support, food preparation, building and grounds maintenance and service related occupations.

B. SERVICE DELIVERY AND COORDINATION

1. A DESCRIPTION OF ACTIONS TO COORDINATE SCSEP WITH OTHER PROGRAMS. THIS MAY ALTERNATIVELY BE DISCUSSED IN THE STATE STRATEGIES SECTION OF THE STRATEGIC PLAN, BUT REGARDLESS OF PLACEMENT IN DOCUMENT, MUST INCLUDE:

A. PLANNED ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEES WITH WIOA TITLE I PROGRAMS, INCLUDING PLANS FOR USING THE WIOA ONE-STOP DELIVERY SYSTEM AND ITS PARTNERS TO SERVE INDIVIDUALS AGED 55 AND OLDER. (20 CFR 641.302(G), 641.325(E))

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 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 section describes the service delivery that are to be in place for all employment and training services and establishes the standards for each specific service provide with 1) AJC Orientation 2) Career Services 3) Training Services and 4) Business Services. 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.

The Guam American Job Center (AJC) service delivery system is robust. It is the kind of service delivery that is readily available to the people of Guam. It is a customer-centered design kind of service for job seekers and employers come to look for assistance to find a job so they can be gainfully employed. So businesses are encouraged to register, there are participants and applicants with skill sets that they're looking for to fill a position. And due to the COVID-19 pandemic, a lot has changed since then when it comes to employment. The SCSEP program will be aligned along with the Title I programs for youth, adult and dislocated workers, inclusive of Wagner-Peyser for matching with employment services to employers and businesses as well as the JVSG grant-funded program, the Disabled Veterans' Outreach Program (DVOP). Older workers are considered a valuable resource in the labor market.

Working together with the American Job Center (AJC) partners, SCSEP will provide training; education and support services to ensure Guam employers have a skilled workforce. The focus and emphasis on demand driven occupations is a common theme across the Economic, Education and Employment communities (E3). Guam SCSEP will expand the trainee positions and partner with private and public-sector employers in business and financial operations, community and social services, education, healthcare support, food preparation, building and grounds maintenance and service related occupations. The SCSEP program will be aligned along with the Title I programs for youth, adult and dislocated workers, inclusive of Wagner-Peyser

for matching with employment services to employers and businesses as well as the JVSG grant-funded program, the Disabled Veterans' Outreach Program (DVOP).

Basic Distribution of SCSEP Positions within the State.

The Guam Department of Labor will develop strategies for equitable distribution of SCSEP slots to ensure all eligible participants are provided access to employment opportunities. As the single operator of SCSEP, GDOL will continue to work with village mayors, employers and community-based organizations to improve the distribution of SCSEP positions to underserved areas.

Supporting Employment Opportunities for Participants

Guam will strive to improve performance by coordinating and leveraging resources while implementing internal systematic improvements to support employment opportunities for SCSEP participants. We will also continue efforts to be responsive to the workforce development initiatives or requirements that lead to program success.

B. PLANNED ACTIONS TO COORDINATE ACTIVITIES OF SCSEP GRANTEEES WITH THE ACTIVITIES BEING CARRIED OUT IN THE STATE UNDER THE OTHER TITLES OF THE OLDER AMERICANS ACT (OAA). (20 CFR 641.302(H))

The State SCSEP office is located at the American Job Center and coordinates with core programs authorized under the Workforce Innovations and Opportunity Act and other partner programs such as:

- Department of Public Health Division of Senior Citizens Guam Employment and Training Program, State Office on Aging - in gathering and sharing of data on Guam's senior population necessary for program recruitment strategies;
- Mayors' Council – in building partnerships as host agencies in various Mayoral Offices on Guam (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 University of Guam (UoG) and 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 and GDOE.

Actionable Strategies:

Partner with AJC in conducting outreach efforts that involve other organizations to improve workforce development strategies for senior workers such as:

- Department of Public Health Division of Senior Citizens, State Office on Aging
- Mayors' Council of Guam
- Guam Association of Retired Persons (GARP) Sibision Para I Manamko Association (SPIMA), Senior Centers, and various non-profit and community based organizations.

- GDOL Guam Employment Service Office
- Division of Integrated Services for Individuals with Disabilities.
- University of Guam – Guam Community College
- Faith Based Organizations

C. PLANNED ACTIONS TO COORDINATE SCSEP WITH OTHER PRIVATE AND PUBLIC ENTITIES AND PROGRAMS THAT PROVIDE SERVICES TO OLDER AMERICANS, SUCH AS COMMUNITY AND FAITH- BASED ORGANIZATIONS, TRANSPORTATION PROGRAMS, AND PROGRAMS FOR THOSE WITH SPECIAL NEEDS OR DISABILITIES. (20 CFR 641.302(I))

Involvement of Organizations and Individuals

The role of the Guam Workforce Development Board (GWDB) provides expanded collaboration and involvement of various local and federally funded job training and vocational education programs. Board members, a majority of whom are business and industry leaders, look at Guam's employment trends and emerging occupations to ensure training resources are available to job seekers and that our workforce is prepared to meet the demands of high-growth industries. The GWDB consists of private sector and government representatives from the Guam Department of Labor which has immediate oversight of the SCSEP Program, UoG, GCC, Guam Economic Development Authority (GEDA), public and vocational education, business and industry, faith and community-based organizations, supportive service organizations, and the DISID department for persons with disabilities and DVR.

SCSEP was recognized as a partner program over a decade ago by the GWDB. The Board incorporated SCSEP as a partner of the (One Stop Center), now known as the American Job Center (AJC). Incorporated in Guam's WIOA 2020 State Plan and Goal 3 with Work Areas is a blending of strategies focused on service integration and a lifelong learning philosophy inclusive of SCSEP, designed to ensure cross planning occurs among all workforce programs that support but are not limited to this core group.

D. PLANNED 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 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 section describes the service delivery that are to be in place for all employment and training services and establishes the standards for each specific service provide with 1) AJC Orientation 2) Career Services 3) Training Services and 4) Business Services. 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.

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 for statistical information specific to Guam's industries.

The Guam SCSEP plan builds upon a public and private partnership that is aimed at inspiring Guam's global competitiveness by connecting workforce skills and lifelong learning strategies with economic development.

E. ACTIONS TO ENSURE THAT SCSEP IS AN ACTIVE PARTNER IN THE ONE-STOP DELIVERY SYSTEM AND THE STEPS THE STATE WILL TAKE TO ENCOURAGE AND IMPROVE COORDINATION WITH THE ONE-STOP DELIVERY SYSTEM. (20 CFR 641.335)

The Guam Department of Labor 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. The Department of Labor has a Memorandum of Understanding with the Guam Workforce Development Board that demonstrates the alignment of programs.

Solutions-Based Service Delivery

- Tools, resources, and assistance for job search and placement, career development and advancement
- Full-array of services for individuals with specific employment issues, such as persons with disabilities, older workers, and veterans
- Access to education and training in growing occupations
- Data-Driven Career Guidance
- Workforce information and local labor market information, including information about wages and employment trends, and high growth occupations
- Career guidance and planning based on the needs of local business and industry
- Assessment of the knowledge, skills and abilities of individual job seekers and support for training

The American Job Center Guam provides access to a wide range of services, and are a nexus of relationships for many federal programs. Several partners are required to be physically or

virtually present in the American Job Center Guam, also known as Guam's One-Stop Career Center.

Required One-stop partners in addition to Core Programs:

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

F. EFFORTS TO WORK WITH LOCAL ECONOMIC DEVELOPMENT OFFICES IN RURAL LOCATIONS.

Guam is a single state recipient of funding for the SCSEP work-based program.

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 Bureau of Statistics and Plans to coordinate activities in areas identified as rural locations on Guam.

Other entities and other partner programs include:

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

Community Partners:

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

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

Work Sponsorship Activities

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

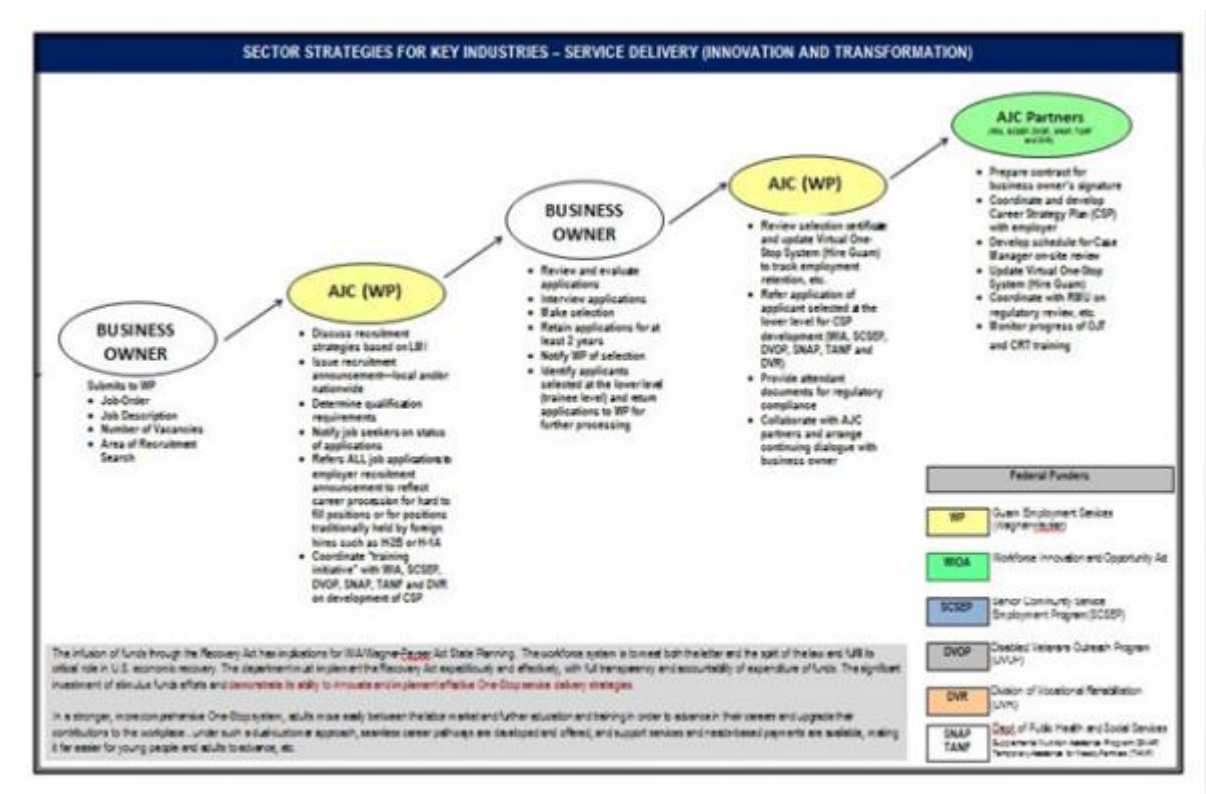
2. THE STATE'S LONG-TERM STRATEGY FOR ENGAGING EMPLOYERS TO DEVELOP AND PROMOTE OPPORTUNITIES FOR THE PLACEMENT OF SCSEP PARTICIPANTS IN UNSUBSIDIZED EMPLOYMENT. (20 CFR 641.302(E)) (MAY ALTERNATIVELY BE DISCUSSED IN THE STATE STRATEGIES SECTION OF STRATEGIC PLAN.)

The Senior Community Service Employment Program (SCSEP) is also part of the new State Plan and older workers are the members of the community assisted with this work-based program. 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 customer-centered delivery system that is designed to meet WIOA implementation. All programs at the American Job Center (AJC) with the GDOL are located within the capital of Guam and 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 which offers integration of services among partner agencies as well as renewed collaboration; improved access provided for services to adults, youth and dislocated workers programs; the use of Individual Training Accounts (ITAs) for training services, as well as other services more readily available in light of the current

economic conditions dealing with COVID-19 to include job assistance with older workers and retirees.

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 Diagram B (below):



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 was modified to ensure a continuum of workforce development and training opportunities supporting an increase in a skilled and competitive workforce. (WA)

Additionally, some strategies for employer outreach are as follows:

- Building partnerships with Guam Hotel and Restaurant Association (GHRA) and expanding the list of host agencies to include GHRA membership in hotel, hospitality business establishments and restaurants. The partnership will enhance job placement opportunities for SCSEP participants in Food Preparation and Serving Related Occupations such as cooks, fast food workers, restaurant counter attendants, customer wait staff, dining and cafeteria attendants, etc.

- Building partnerships with the Guam Contractors Association (GCA) and GCA Trades Academy (GCATA) to expand the list of host agencies to include federal contractors and other general contractors. The partnerships will enhance job placement opportunities for SCSEP participants in building/group cleaning and maintenance occupations such as groundskeeping 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.

The Senior Community Service Employment Program (SCSEP) is also part of the new State Plan and older workers are the Guam members of the community assisted with this work-based program. 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 customer-centered delivery system that is designed to meet WIOA implementation. All programs at the American Job Center (AJC) with the GDOL are located within the capital of Guam and 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 which offers integration of services among partner agencies as well as renewed collaboration; improved access provided for services to adults, youth and dislocated workers programs; the use of Individual Training Accounts (ITAs) for training services, as well as other services more readily available in light of the current economic conditions dealing with COVID-19 to include job assistance with older workers and retirees.

3. THE STATE'S LONG-TERM STRATEGY FOR SERVING MINORITY OLDER INDIVIDUALS UNDER SCSEP. (20 CFR 641.302 (C))

Service to minorities under SCSEP will be measured annually by Dept. of Labor. Guam SCSEP

Will use the current Minorities data report to help guide us and inform efforts to engage diverse low income seniors in job training activities. Guam SCSEP will target group will be the white and black population. We will seek the assistance of the community as we preform our outreach to the public. Guam SCSEP will engage with local organizations and village leaders to help recruit seniors who experience limited English proficiency as a barrier to employment. This may open up opportunities to using OJEs to engage business who may specialize in multi-language job opportunities. Guam SCSEP will address the employment needs of the community and enroll the under serve population.

1. Establish a roadmap for diverse cultural services
2. Develop links with host agencies that welcome diverse people into the community
3. Refer participants to business resources, technical assistance and training offered in their language.

4. Market SCSEP to diverse organizations within the community via the media, and other service providers and direct referrals.
5. Insure recruitment/marketing efforts include specific targeted groups including veterans, persons with disabilities and diverse cultures.

In addition to the above priority populations, the following relative distribution of eligible individuals must also be recruited for SCSEP:

1. Persons with greatest economic need are those at or below poverty level established by the Federal Department of Health and Human services and approved by the Office of Management and Budget.
2. Minority individuals at or below the 125% of the Federal Poverty Level
3. Persons with greatest social need as a result of non-economic factors which include:
 - Persons with physical and mental disabilities
 - Persons with language barriers
 - Persons with cultural, social or geographic isolation
4. A LIST OF COMMUNITY SERVICES THAT ARE NEEDED AND THE PLACES WHERE THESE SERVICES ARE MOST NEEDED. SPECIFICALLY, THE PLAN MUST ADDRESS THE NEEDS AND LOCATION OF THOSE INDIVIDUALS MOST IN NEED OF COMMUNITY SERVICES AND THE GROUPS WORKING TO MEET THEIR NEEDS. (20 CFR 641.330)

The provision of community service is a key component of SCSEP. Community Service positions are available for low income seniors to earn the minimum wage of \$8.75 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.

Community Services Needed	Places where these services are most needed
Office Support Trainee	SCSEP Offices
Clerical Trainee	American Job Center
Messenger Trainee	Department of Labor Offices
	Civil Service Commission

Community Services Needed	Places where these services are most needed
	<p>Department of Administration Offices</p> <p>Department of Chamorro Affairs</p> <p>Guam Ancestral Land Commission</p>
General Helper Trainee	<p>Guam Housing Corporation</p> <p>Guam Housing and Urban Renewal</p>
Community and Social Services Trainee	<p>Public Health and Social Services</p> <p>Mayor's Council of Guam</p> <p>Department of Youth Affairs</p>
Farming/Agricultural and Parks Trainee	<p>Department of Agriculture</p> <p>Department of Parks and Recreation</p>
Health Care Trainee	Guam Behavioral and Wellness
<p>Education</p> <p>Office aide Trainee</p> <p>General Helper Trainee</p>	<p>Department of Education Offices</p> <p>Public Schools</p> <p>University of Guam</p>
<p>Transportation</p> <p>General Helper Trainee</p>	Department of Public Work
Energy/Environmental Trainee	<p>Guam Energy Office</p> <p>Guam Environmental Protection Agency</p>

Community Service Needs:

GDOL will continue collaborative efforts with village mayors and employers to ensure that community service needs are identified, and recruitment of host agencies are aggressively pursued to submit position description for each participant to ensure that the training is aligned with the participant's Individual Employment Plan (IEP) and O-Net task description. The Following host agencies are and will continue to be utilized as training sites:

- Guam Public School System
- Village Senior Citizen Centers
- Village Public Libraries
- Village Mayor's Office
- Community and Resource Centers
- University of Guam
- Guam Community College
- Public Health Centers, and
- Other government agencies that expressed a desire to train participants.

Job sites which offer training activities in the Tourism Industry may include but are not limited occupations and positions such as:

- Park attendants
- Food Service Workers
- Clerical Workers
- Administrative Assistants
- Customer Service Representatives
- Housekeepers

Non-Profit organizations and associations may qualify as host Agencies provided they have a 501-3 c status. Other positions that may be offered to seniors and retirees are:

- Medical Helper for COVID-19 testing centers
- Child care provider
- Customer service representative
- Teachers' aide
- Computer technician
- Language Translators for DCA
- Building Grounds Management/Maintenance
- Business office worker

- Health care worker
- Supermarket bagger/helper

5. THE STATE'S LONG-TERM STRATEGY TO IMPROVE SCSEP SERVICES, INCLUDING PLANNED LONG-TERM CHANGES TO THE DESIGN OF THE PROGRAM WITHIN THE STATE, AND PLANNED CHANGES IN THE USE OF SCSEP GRANTEES AND PROGRAM OPERATORS TO BETTER ACHIEVE THE GOALS OF THE PROGRAM. THIS MAY INCLUDE RECOMMENDATIONS TO THE DEPARTMENT AS APPROPRIATE. (20 CFR 641.302(K))

Selected services are identified with improvements that could lead to cohesive service system. The SCSEP mandates (CFR 641.535) designed to help program participant's increase their skill level so that they can advance from the program into subsidized employment.

Participant will be provided orientation to the SCSEP participant, including information on project goals and objectives, community service assignments, training opportunities, available supportive services, the availability of a free physical examination, participant rights and responsibilities, and permitted political activities, grievance procedures, time and attendance procedures. The orientation is a vital service which ensures that all program participants have a complete understanding of the level of commitment required and their role in meeting the requirements and expectations of the program. All program participants must be properly orientated to balance their understanding of the program and the outcomes that may be achieved. Improvements will be realized when program orientation is given the thoroughness and completed required to ensure that participants and host agency supervisors understand the program and their respective roles.

The program participants must also be assessed on their work history, skills and interests, talents, physical capabilities, aptitudes, needs for supportive services, occupational preferences, training needs, potential for performing community service assignments, and potential for transition to unsubsidized employment. Program assessments take different paths because of the variety of instruments used to capture information about program participants. Regardless of the tool used for this purpose, if the information is documented in a format that is useful, beneficial and transferable, it will produce results that will help create a better picture for participants and how to successfully work with them while enrolled in the program.

Any information that is gathered during the assessment process must be used to develop an Individual Employment Plan (IEP) that includes an appropriate employment goal for each participant. The IEP is a very useful document that is intended to provide a clear path for how services will be provided to program participants to help find them employment. The key successful implantation of the plan is to make it a living document that is referenced often and updated where there are relevant changes or progress that has been made toward achievement of the goals listed in the plan. This particular service can be improved by ensuring that there are systems in place to include routine updates and the inclusion of host agency supervisors in understanding the goals outlined in the plan.

Participants must be placed in appropriate community service assignments in the community in which training must be provided or arranged based on the needs identified in the participant's IEP and consistent with SCSEP's goal of unsubsidized employment. Participants facing transportation challenges, SCSEP will try to accommodate and place participants within their village, if able. SCSEP participants will be allowed additional training outside the participant's

community service assignments. This is a good option that is available to program participants who are seeking jobs without the desire to take advantage of additional training opportunities, while other participants are interested in short-term training that may not supplement their community service training at the level necessary to meet the demands of the job market.

Appropriate services must be provided for participant, or the participants must be referred to appropriate services through the WIOA Title I. Continuous improvement in local relationships with various partners would ensure that our SCSEP participants are able to thrive with the services through the program and those they need from community partners.

Currently, there are no major long-term changes planned for SCSEP program, but our partners are encouraged to assist us in bringing new and innovative ideas that could potentially enhance SCSEP's performance and increase our operational efficiencies.

Implementation of the Workforce Innovation and Opportunity Act (WIOA) initiatives include continuous robust engagement with employers and work sponsors, to address skill gaps. Comprehensive work-based training with programs such as pre-apprenticeship, apprenticeship, and other training were considered to encourage employers and job seekers to register with HireGuam.com. All this is available at the American Job Center (AJC) and all are informed about career pathways and priority of service to individuals utilizing our services both online with HireGuam.com and walk-ins for those who come to the AJC seeking assistance for employment and training services.

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

6. THE STATE'S STRATEGY FOR CONTINUOUS IMPROVEMENT IN THE LEVEL OF PERFORMANCE FOR SCSEP PARTICIPANTS' ENTRY INTO UNSUBSIDIZED EMPLOYMENT, AND TO ACHIEVE, AT A MINIMUM, THE LEVELS SPECIFIED IN OAA SECTION 513(A)(2)(E)(II). (20 CFR 641.302(F))

The region economic challenges on the horizon for older Chamorro's include the following:

1. Income insecurity
2. Food insecurity and nutrition education
3. Homeless
4. Lack of health care services and hygiene; long term care support
5. The need for emergency preparedness for a wide range of potential disasters
6. Increase of utility cost and soaring energy
7. Length of unemployment is greater for those 55 and older than that of younger job seekers
8. The need for emergency preparedness

Guam SCSEP providers will recommend training in Guam's critical demand occupations to include health care, administrative and support services.

1. Grantee will develop relationship with businesses to determine local workforce skill needs and pair job ready participants with those businesses.
2. SCSEP providers will coordinate with the workforce system to represent the interest of older workers by:
 - Developing strategies to educate state, regional and local workforce investment boards about older worker issues.
 - Explore development of a team of Title V organizations and other interested stakeholders to increase public awareness of the needs of the older worker
 - SCSEP provider participation in Regional Workforce Board meetings, conferences and workshops
 - Develop marketing materials to promote older worker issues to the Department of Labor, partners, employers, etc.
 - Encourage past and present SCSEP participants to attend in the Workforce Board Meetings as well as seeking a board position.
 - Conduct/Perform outreach and recruitment of diverse older workers and older individuals seeking employment, including those with barriers
 - Conduct outreach and recruitment of diverse older workers and older individuals seeking employment, including those with barriers to employment
 - Assure that older workers have access to all skills development services provided through the American Job Center.

C. LOCATION AND POPULATION SERVED, INCLUDING EQUITABLE DISTRIBUTION

1. A DESCRIPTION OF THE LOCALITIES AND POPULATIONS FOR WHICH PROJECTS OF THE TYPE AUTHORIZED BY TITLE V ARE MOST NEEDED. (20 CFR 641.325 (D))

Census data is used to determine equitable distribution. The population shifts each year causes some areas to be over-served and some to be under-served even though the numbers meet at the census figures. Guam SCSEP will adhere to any recommendation from the U.S. Department of Labor whenever new census data indicated shift in the location or over-enrollment for any other reason. Current SCSEP participants in subsidized community service assignments are encouraged to move into unsubsidized employment positions and ensure compliance with the Older American Act time limits.

Guam Department of Labor oversees and administers the Senior Community Service Employment Program (SCSEP) for the following Villages:

1. Agana Heights
2. Agat
3. Asan, Maina

4. Barrigada
5. Dededo
6. Hagatna
7. Inarajan
8. Mangilao
9. Merizo
10. Mongmong – Toto – Maite
11. Piti
12. Santa Rita
13. Sinajana
14. Talofofo
15. Tamuning- Tumon- Harmon
16. Umatac
17. Yigo
18. Yona

2. LIST THE CITIES AND COUNTIES WHERE THE PROJECT WILL BE CONDUCTED. INCLUDE THE NUMBER OF SCSEP AUTHORIZED POSITIONS AND INDICATE WHERE THE POSITIONS CHANGED FROM THE PRIOR YEAR.

Village	PY 19 Positions 93	PY19 Modified Positions
Total Allocated	Assign to Host Agency/Resident	71
Hagatna/Anigua	18 1	18
Agana Heights	2 1	2
Agat	2 2	2
Asan	3 1	3
Barrigada	4 4	4
Chalan Pago/Ordot	5 5	5
Dededo/Harmon	19 19	19

Village	PY 19 Positions 93	PY19 Modified Positions
Inarajan	2 2	2
Mangilao	9 9	9
Maina	0 0	0
Merizo	1 1	1
MongMong/Toto/Maite	3 3	3
Piti	0 0	0
Santa Rita	1 1	1
Sinajana	2 0	2
Talofofo	4 4	4
Tamuning/Tumon	5 5	5
Umatac	3 1	3
Yigo	8 8	8
Yona	0 0	0
Total	73 73	73

3. DESCRIBE CURRENT SLOT IMBALANCES AND PROPOSED STEPS TO CORRECT INEQUITIES TO ACHIEVE EQUITABLE DISTRIBUTION.

Slot imbalances are dependent on participant enrollment pending village certification and request of assignment of participants from various areas.

4. THE STATE'S LONG-TERM STRATEGY FOR ACHIEVING AN EQUITABLE DISTRIBUTION OF SCSEP POSITIONS WITHIN THE STATE THAT:

A. MOVES POSITIONS FROM OVER-SERVED TO UNDERSERVED LOCATIONS WITHIN THE STATE IN COMPLIANCE WITH 20 CFR 641.365.

Another Strategic Goal that SCSEP has is to:

PROVIDE AN EFFECTIVE AND INTEGRATED WORKFORCE LEARNING CONTINUUM OR SYSTEM TO PROMOTE LIFELONG LEARNING AND ALIGN REGIONAL ECONOMIES (LINKING GDOE, GDOL, GCC, AND UOG).

The following Work Areas (WAs) are from the Classification of Work Areas for Workforce Development

WA 204 Senior Community Service Employment Program (SCSEP)

Sub WA 204.1 Re-training and Education for Older Workers

Sub WA 204.2 Senior Outreach Efforts

Sub WA 204.3 Priority Enrollment

- Sub WA 204.4 Program Participant Recruitment & Distribution
- Sub WA 204.5 Avoidance of Disruption in Service
- Sub WA 204.6 Unsubsidized Employment
- Sub WA 204.7 Collaboration and Partnerships
- Sub WA 204.8 Needs Assessment & Program Evaluation
- Sub WA 204.9 Program Service Improvement
- Sub WA 204.10 SCSEP Performance and Results Quarterly Report (SPARQ)
- Sub WA 204.1 Re-training and Education for Older Workers

To enroll eligible applicants into SCSEP program and assign to different Host Agencies for on the job training. Project participants are encouraged to improve their employability by attending training and computer classes. To upgrade their employment skills and partner with the Workforce Innovation and Opportunity Act (WIOA) and American Job Center to enroll participants in the different night school or community college classes so they may earn their high school diploma or GED, and these are available at no cost to the SCSEP participants.

B. EQUITABLY SERVES RURAL AND URBAN AREAS.

Guam is considered a rural area and as such all areas are served equitably.

C. SERVES INDIVIDUALS AFFORDED PRIORITY FOR SERVICE UNDER 20 CFR 641.520. (20 CFR 641.302(A), 641.365, 641.520)

Priority is given to Veterans; Spouse of Veteran; 65 years and older; Homeless; Non-high graduate; convicted felon and or previous records with the law.

5. THE RATIO OF ELIGIBLE INDIVIDUALS IN EACH SERVICE AREA TO THE TOTAL ELIGIBLE POPULATION IN THE STATE. (20 CFR 641.325(A))

Since Guam is a one service area, the population is the same as the state and ratio is 100%.

6. THE RELATIVE DISTRIBUTION OF ELIGIBLE INDIVIDUALS WHO:

A. RESIDE IN URBAN AND RURAL AREAS WITHIN THE STATE

Guam is considered a rural area.

B. HAVE THE GREATEST ECONOMIC NEED

Individuals or applicants living in poverty have the greatest economic need due to lack of employment or little to no employment history.

C. ARE MINORITIES

Causasians and Black Americans living on Guam are considered minorities, therefore, priority is given to them in enrollment in the SCSEP program.

D. ARE LIMITED ENGLISH PROFICIENT

This applies to applicants who have English as a second language, to no English speaking or understanding. They are then assisted in enrolling in English as a Second Language (ESL) courses.

E. HAVE THE GREATEST SOCIAL NEED. (20 CFR 641.325(B))

This need is priority in enrollment in SCSEP.

7. A DESCRIPTION OF THE STEPS TAKEN TO AVOID DISRUPTIONS TO THE GREATEST EXTENT POSSIBLE, WHEN POSITIONS ARE REDISTRIBUTED, AS PROVIDED IN 20 CFR 641.365; WHEN NEW CENSUS OR OTHER RELIABLE DATA BECOME AVAILABLE; OR WHEN THERE IS OVER-ENROLLMENT FOR ANY OTHER REASON. (20 CFR 641.325(I), 641.302(B))

The census data is used to determine equitable distribution. The population shifts each year causing some areas to be over-served and some to be under-served even though the numbers meet at the census figure. Guam SCSEP will adhere to any recommendation from the U.S. Department of Labor whenever a new census data indicates shift in the location and ensure it is in compliance with the Older Americans Act time limit.

Coordination with Other Programs, Initiatives and Entities

Senior Workers were included since 2007 by the Guam Workforce Investment Board who modified the WIA & Wagner-Peyser State Plan and Plans of Work to include the Senior Workers within the LifeLong Learning continuum. The Board is now known as the Guam Workforce Development Board or GWDB. Guam's economic development goals have taken a higher authority in order to satisfy transformation efforts and successfully shift from a job training system to a talent development system. The co-location of AJC partners begins to establish coordinated and cross-planning efforts with other programs, initiatives, and entities to accomplish goals and objectives within the broader workforce development framework. AJC serves as a catalyst to bring public and private entities to work collaboratively to ensure that seniors are included as part of the workforce pipeline.

SCSEP STRATEGIES

- Enhance American Job Center Program Delivery for Employers, Employees and Career Strategies.
- Empower people and communities through Enhanced People Reporting of Economic and Workforce Data for Community Solutions
- Adopt a collective Lifelong Learning Philosophy with the (Youth, Adult, Dislocated Worker, Incumbent Worker and Senior Worker) programs and integrate the Workforce Learning Continuum as the Guiding Framework for the Power of e3 aligned with Regional Economies.
- Support Increased Economic opportunities for Guam Residents and Collaboration with Business, Federal Government, Non- Governmental Organizations and Faith Based Community.

Avoidance of Disruptions in Service

Disruptions in service have not been a problem in Guam's SCSEP. However, if disruptions in service do occur, the program will utilize current SPARQ data, including updated Census information, the Guam Workforce System and other trends to determine where positions need to be placed in order to meet the demand for services.

Guam's aging workforce has not been replaced fast enough by a new generation of skilled workers. Not enough students are considering construction or mechanical jobs. Also, experienced skilled workers may have shifted to other fields, such as our hospitality or utility sectors. With drug testing requirements or criminal history, many who could have been workers are disqualified or deterred to apply. These compounding factors have contributed to the shortage in skilled labor. Older workers are considered very reliable employees and useful resources for the current workforce as they are familiar with changing times in employment and economic turmoil. They are willing to undergo job training to develop their skills for gainful employment as older workers.

Actionable Strategies:

- WA 204.6: Unsubsidized Employment

As a partner to the American Job Center, SCSEP has come up with several strategies for increasing placement in unsubsidized employment. The Guam Workforce Investment Act State Plan and Plans of Work was modified to ensure a continuum of workforce development and training opportunities supporting an increase in a skilled and competitive workforce.

- WA 204.6B1: Continue to partner with the American Job Center, Guam Hotel and Restaurant Association and Host Agencies.

PERFORMANCE INDICATOR APPENDIX

ALL WIOA CORE PROGRAMS

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

All WIOA Core Programs

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

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

ADDITIONAL INDICATORS OF PERFORMANCE

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

Additional Indicators of Performance

OTHER APPENDICES