

WIOA STATE PLAN FOR THE TERRITORY OF AMERICAN SAMOA FY-2018

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## OVERVIEW

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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.

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## OPTIONS FOR SUBMITTING A STATE PLAN

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

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

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

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

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

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## HOW STATE PLAN REQUIREMENTS ARE ORGANIZED

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

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:

- State Strategy Implementation,
- State Operating Systems and Policies,
- Assurances, and
- Program-Specific Requirements for the Core Programs, and
- Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce and Innovation Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

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

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

## I. WIOA STATE PLAN TYPE

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

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

**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. No

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### COMBINED PLAN PARTNER PROGRAM(S)

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

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

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

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

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.) No

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.)) No

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

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

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

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## II. STRATEGIC ELEMENTS

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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.

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### A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

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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.

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#### 1. ECONOMIC AND WORKFORCE ANALYSIS

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##### 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 OCCUPATION

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

##### III. EMPLOYERS' EMPLOYMENT NEEDS

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

A. Economic, Workforce and Workforce Development Activities Analysis For the past 50 years, the two industries that have sustained American Samoa's economy have been the government and the tuna industry. Although the organizations that operate within these industries function as independent entities, they all benefit from their association with the United States Government. For example, the United States Government annually appropriates over \$20 million to the American Samoa Government as an operating budget. Additionally, the United States Government spends hundreds of millions of dollars in American Samoa in the form of grants, loans, programs, products, services, employment, leases, and commercial transactions. While the tuna canneries do not receive direct financial assistance, they enjoy special tax and tariff treatments from the

Federal Government. Without the assistance of the Federal Government, American Samoa's economy would be severely impacted. Consequently, the goal describes the type of market economy the Territory wants to realize as 'self—sustaining'. The term self—sustaining acknowledges the continued

economic and political relationship between the United States and American Samoa while conveying the Territory's desire to develop and generate additional sources of income and properly manage outlaying costs. Traditionally, American Samoa's economy has three sectors (as described by the Economic Advisory Commission): Primary, Secondary, and Other. Primary Industries: The two industries that fall within the primary sector are the American Samoa Government (ASG) and the tuna cannery industry because they are the 'primary' forces that drive our economy. They are the largest employers and have the greatest revenue base. American Samoa Government (ASG) The ASG supports the local economy through wages, infrastructure construction, public services, and purchases. Tuna Canneries: The canneries contribute to the territorial economy through payment of wages, fishing fleet purchases, income taxes, oil, lease rents, and supporting economies of scale for shipping, air transportation, and utilities. Secondary Industries: Industries that fall within the second sector have been designated as 'secondary' because most of their commerce is dependent on the primary sector. Tourism: Tourism development remains elusive despite acknowledgement of its positive contribution to bolstering the Territory's economic system.

Agricultural Development: Agricultural Development is still a subsistence activity, which perpetuates the dependence on imports and continuing the pattern of economic leakage. Industrial Development: Industrial Development has historically been inconsistent and is easily manipulated and controlled by strong industry lobbyists. Business Development: Traditional Business Development has depended largely upon purchases and payments by the Government and the canneries. Other Industries: Businesses that fall within the third sector have been categorized as 'other' because they tend to operate independently from the other two sectors by catering to individual households, consumers, and represent industries that have not traditionally been a part of American Samoa's economy. Technology and Innovative Businesses: More recently, streams of technological companies have developed in American Samoa. These companies provide services in high skilled trades such as telecommunication, computer and technology systems, water purification, and a number of other areas. Arts & Crafts: With more exposure in our global economy, the Samoan culture has witnessed a demand for traditional Samoan arts and crafts. Musicians have also made a name for themselves in the global music industry. . Projected Growth Industries What industries and occupations are projected to grow and/or decline in the short term and over the next decade?

In a recent article in the Wall Street Journal, Norman R. Augustine and Burton Richter address a phenomenon called "Our Ph.D. Deficit." Augustine and Richter identify that the unprecedented opportunities for American Workers in the latter half of the 20th century came from creating new jobs, not from protecting old ones. A major component of job creation is investment in science research. Because of this, American Samoa is committed to identifying industries, which promote the creation of new jobs through innovative techniques and research.

Another consideration that the ASWIB encountered during its reevaluation phase was an understanding the role that the private sector employers play in our local economy. The ASWIB recognizes that in a market economy, there is a direct correlation between the level of private sector entrepreneurial activity and the health of the economy and that an increase in suitable entrepreneurial activity contributes to a more robust economy. As noted in the Territorial Plan for Transforming the Economy of American Samoa, the private sector is comprised of two entities: Business Firms, and Household Consumers. These two entities are the driving forces behind our future economic growth and the industries that we've identified are strategically aligned to meet the needs of innovation and our dual—entity private sector.

Growing Industries: To diversify the economy in American Samoa, the ASWIB calls for the private sector to assume a leadership role in building the economy and articulating the needs of our local employment sector. Because of this, the ASWIB has identified and supports the development of five growth industries: 1. Fisheries and Agriculture; 2. Telecommunication and Information Technology; 3. Manufacturing; 4. Visitor; and 5. Handicrafts

Advocating for the development of these five industries not only supports the goal of allowing the private sector to become the driving force of the economy, but also addresses the issue of a need to diversify the economy. These industries will serve as the cornerstone of a self—sustaining market economy.

Within each industry, the Economic Development Plan calls for the development of various enterprises that are classified into three tiers. Assigning tier levels recognizes that the industries and enterprises will mature at different rates due to varying conditions, circumstances, and resources. It also presumes that the various stages of development will occur concurrently, consecutively, and at times on entirely different schedules.

Tier one enterprises have the greatest potential to take root, flourish and attract new enterprises and industries that promise higher added value and greater productivity. Tier Two enterprises have immense possibilities but will require more time and resources to develop. Tier three enterprises represent ‘spin—off’ industries and enterprises that will naturally evolve as the core industries mature.

The mapping out of the direction and timing of the Territory’s economic development can serve as a guide to those responsible for implementing the various aspects of the Plan. Each of these enterprises has the choice to compete in at least one of the four identified major markets: Local (within American Samoa), U.S. (any market within the U.S.), Pacific (any market in the Pacific Rim, not U.S.), and Global (any market outside of the other 3 identified markets).

Additional industries of growth are related directly to the overall growth of the economy and its impact on the social services of the Territory. These industries are considered critical to the overall good of the territory and are essential in the ability of the Territory to adapt to any and all economic growth: 1. Health service industry (nurses, doctors, laboratory assistants, counselors) 2. Education industry (teachers, counselors, school administrators, school lunch and custodian services, coaches, and research assistants) 3. Small businesses in the food supply markets (wholesale food suppliers, distributors, and transporters). 4. Small businesses in venture capital. Declining Industries: Because American Samoa is postured to grow in the next decade, we anticipate all private industries to grow. It is our intent for the public sector to play a smaller role in the overall economy of American Samoa.

While the role of the private sector is clearly stated in the goal statement, the role of the public sector is less explicit—but just as significant. The ASWIB believes that our Government should enable real economic growth by assuming a role as a facilitator for economic growth via incentives and implementing positive and proactive policies that spur economic growth and encourage entrepreneurial activities.

There is a need for the Government to track economic growth and capital investments through the use of diagnostic tools and properly measured data. The Government should also pursue a multi—track approach for developing the Territory’s physical, human, and financial infrastructures through assistance and support. Overall, the Board advocates for a proactive Government who grasps the complexity of our current economy by implementing innovative and enterprising solutions to effect positive and sustainable economic viability for the 21st century.

Part of ASG's responsibility is addressing numerous pending and pressing Federal issues that impact our Territory. These include the elimination of certain tax and

tariff benefits, on-going international trade agreements, the application of minimum wage rates, air service restrictions, harbor maintenance costs, and matching funds for capital improvement projects. By not resolving some of these issues, the Territory's economy will continue to struggle and remain stagnant.

While ASG will remain an integral part of American Samoa's Workforce System, we hope that it will remain focused on positively affecting our efforts by: 1. Reversing the long-standing trend of budget deficits; 2. Improving the overall fiscal standing of ASG through the refinement of accounting, auditing, enforcement, and disclosure practices; 3. Strengthening commercial laws so as to improve private sector initiatives and incentives; 4. Reducing discretionary spending; 5. Eliminating duplicative efforts and redundant tasks; 6. Improving business and economic development protocol such as immigration, employment practices, tax treatment, and enforcement; and 7. Streamlining the processes of obtaining the necessary approvals, permits, and licenses to conduct business or build infrastructure in American Samoa. 8. Increase revenues driven by pro-business tax incentives that in turn generate greater revenues for the Territory.

By focusing on these improvements, we believe that the public sector will provide higher quality, better coordinated, and more efficient services to the citizenry of American Samoa and do so by reducing its overall role in our economic system.

During a recent economic development survey completed by ASCC for the Economic Development Board, the respondents identified the following industries as viable industries that American Samoa should encourage:

6 Demand for skilled workers and available jobs: In what industries and occupations is there a demand for skilled workers and available jobs, both today and projected over the next decade? In what numbers? To address the needs of our growing industries, the ASWIB recognizes that research, particularly in the physical sciences and engineering, will become the foundation of our innovative and economy of the future. With the establishment of a technological based economy, we believe that new and higher waged jobs will evolve. Because American Samoans are quick to develop, produce, and market new innovations, we have the capability to handle such innovation, which ultimately will not only create new jobs but will stimulate revenues as well. In a nimble and ever-competitive global environment, it is essential that our Workforce be prepared to meet the needs of a highly innovative and dynamic economy. To do so, our System must first meet the current demand for skilled workers and fill the shortage of workers in the following industries: 1. Healthcare Industry (all positions) 2. Education Industry (teachers) 3. Research (biologists, engineers) 4. Public safety (police) 5. Information technology (computer programmers) 6. Accounting 7. Tourism (leisure and hospitality) 8. Handicrafts

Over the next decade, we expect these areas to demonstrate strong employment growth whereby education and health services will add the most jobs (1,000+

7 additional jobs), followed by professional services such as research, accounting, and information technology, then followed by culturally based careers in industries such as tourism and handicrafts.

Critical Jobs and Occupations: What jobs/occupations are most critical to the Territorial's economy?

To keep American Samoa's innovation, robust investments in research are a must. As a nation, we recognize that Federal funding for research in the physical sciences and engineering must improve, as it has been stagnant for over two decades. As a percentage of GDP, Federal investment in the physical sciences is half of its level in 1970. We believe that on a national level, this trend must end and when increased funding opportunities present themselves, American Samoa must be prepared to seize these opportunities and to fully capitalize on the growth potential for our economy. To do so, a number of jobs and occupations are critical to ensure proper preparation for the change in innovation funding. Therefore, the most critical occupations to American Samoa's economy are in the industries that we identified as critical in preparing our workforce for infrastructure sustenance and economic growth. We've identified the following occupations in our leading growth industries as critical to the success of our current economy and our economy to come: 1. Health service industry (nurses, doctors, laboratory assistants, counselors) 2. Education industry (teachers, counselors, school administrators, school lunch and custodian services, coaches, and research assistants) 3. Small businesses in the food supply markets (wholesale food suppliers, distributors, and transporters).

These industries are critical because the jobs/occupations that they provide offer the stability necessary to launch future growth initiatives in other industries such as the identified four growth areas. The professionals who participate in these industries are required to stay current on new methodologies and are thus the backbone of our community—a necessity rather than a luxury. Once these occupations are addressed, the other critical jobs and occupations are in the following industries: 1. Fisheries and Agriculture (fishermen, farmers, horticulturalists, biologists, merchant marines, ship engineers, and marine biologists); 2. Telecommunication and Information Technology (computer programmers, technology and network service agents, engineers, mechanics, and telecommunications experts); 3. Manufacturing (seamstresses, designers, factory managers, product developers, engineers, and mechanics); and

8 4. Visitor (marketers, hospitality industry, culinary and cuisine experts, arts and crafts, historians, and construction workers such as carpenters, glaziers, painters, metal workers, etc.).

Skill needs: What are the skill needs for the available, critical and projected jobs?

There are a number of critical skills needed to meet the needs of our available and critical jobs. Many of these involve professional credentialing and experience. By addressing the shortfalls of our basic skills now, we have the ability to improve our overall skills quickly. 1. Health service industry (nurses, doctors, laboratory assistants, counselors) a. Reading comprehension b. Critical thinking c. Research capabilities d. Mathematics e. Speaking f. Reasoning g. Problem solving h. Work—based skills and professional credentialing i. Positive attitudes j. Sensitivity to cultural issues 2. Education industry (teachers, counselors, school administrators, school lunch and custodian services, coaches, and research assistants) a. Reading comprehension b. Critical thinking c. Research capabilities d. Mathematics e. Speaking f. Reasoning g. Problem solving h. Work—based skills and professional credentialing i. Social perceptiveness j. Strong communication skills 3. Small businesses in the food supply markets (wholesale food suppliers, distributors, and transporters). a. Environmental knowledge b. Biological and horticultural understanding c. Sales and marketing d. Commercial drivers licensing e. Scheduling and distribution lines

9 While the opportunities for career expansion increase as economic expansion occurs, the ASWIB has identified the following skills as essential for our current employees. Occupation Skills Abilities Knowledge Training/Education Requirements Growth Potential Registered Nurses, Doctors, Dentists, Laboratory Assistants, and Health Counselors Active Listening, Reading Comprehension, Critical Thinking, Speaking, Credentialing Problem Sensitivity, Oral Comprehension, Reasoning, teaching

Medicine & Dentistry, Psychology, Customer & Personal service, English, Biology Associate Degree, Bachelor's Degree, Master's Degree, Doctorate Degree, Professional Experience Double current rate. Educators Reading Comprehension, Mathematics, Critical Thinking, Speaking, Writing, English, Strong Communication Skills, Organization Problem Solving, Written and Oral Comprehension, Reasoning, Cultural Knowledge All subject areas, Counseling, Computer and Technology Skills Associate Degree, Bachelor's Degree, On-going professional development, Masters Degree, Doctorate 31.5% growth Small business and Food Supply Business skills (accounting, budgeting, marketing) Reading comprehension, Critical thinking, Speaking, Writing, Strong Management skills Reasoning, Analysis, Critical Thinking Business Savvy, Computer and Technological Skills, Distribution skills, Management Skills, Transportation understanding Professional experience, small business management, associate degree or higher 30.9% growth Fisheries and Agriculture Critical Thinking, Speaking, Reasoning, Planning Analysis, Organization, Patience, Critical Thinking Business skills, marketing, botanist, horticulturalist, marine biologist, biologist Associate's degree, Bachelor's degree, Professional experience 28.3% growth Telecommunication and Information Technology Critical Thinking, Problem Solving, Computer programming, Analysis, Mathematics, Scientific, Reading and Writing Skills, Effective Communication Skills, English Forecast trends, Analysis and Research, Critical Thinking, Problem solving Computer programmer, Network maintenance, Software developer, Research analyst, Small business manager, Teacher, Engineer High School Diploma, Associate's degree, Bachelor's degree, Professional experience, Trades certified 25%+ Growth Manufacturing Reading Comprehension, Writing, Detail oriented, Mathematics, Effective communication skills, English Critical thinking, problem solving Engineers, Mechanic, Seamstresses, Cutters, Managers, Production Planners Certified trades ability, professional experience, High School Diploma, Associate's degree 20% growth Tourism Reading comprehension, strong communication skills, hospitality, positive attitude, knowledge of culture, problem solving Critical thinking, problem solving, strong communication skills, planning and coordinating skills Hospitality Specialists, Hotel and Leisure Managers, Planning and Development Coordinators, Traditional Handicraft Specialists, Marketing GED or High School Diploma, Associates Degree, Bachelors Degree 18.76% growth

Current Demographics of Labor Pool: What is the current and projected demographics of the available labor pool (including the incumbent workforce) both now and over the next decade?

As collected by the Department of Commerce in 2000, the following census information provides the demographics of American Samoa's labor pool, as it existed in 2000. At a growth rate of about 5.6% one can easily forecast the growth in population and by reasonable analysis of the following data, the Board was able to forecast changes in our economy as depicted by the changes in our demographics.

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Subject Number	Percent	Total Population	57291	100	Male	29264	51.1	Female	28027	48.9
Under 5										
7820	13.6	5—9 Years	7788	13.6	10—14 Years	6604	11.5	15—19 Years	5223	9.1
4476	7.8	25—34 Years	8707	15.2	35—44 Years	7361	12.8	45—54 Years	4733	8.3
1474	2.6	60—64 Years	1204	2.1	35—74 Years	1345	2.3	75—84 Years	465	0.8
91	0.2	85 + Years	91	0.2	Median Age	21.3				

Households	9349	100	Families	8706	93.1	With own children	6297	67.4	Married Families	6596	70.6	
Female Householder	1398	15.0	Average Family Size	6.24	School Enrollment (over 3 years)	20830						
100	Nursery/Pre—School	1557	7.5	Kindergarten	1736	8.3	Elementary (1—8)	11418	54.8	High School (9—12)	4645	22.3
1474	College or graduate school	1474	7.1									

Educational Attainment (population 25 years +) 25380 100 Less than 9th grade 3120 12.3 High school equivalency 9983 39.3 Some college (no degree) 3173 12.5 Associate degree 1755 6.9 Bachelor's degree 1224 4.8 Graduate or professional degree 649 2.6 Percent high school graduate or higher — 66.1 Percent bachelor's degree or higher — 7.4

Ethnic Origin and Race Samoan 50545 88.2 Niuean 18 0.0 Tokelauan 45 0.1 Fijian 80 0.1 Tongan 1598 2.8 Chinese 329 0.6 Filipino 792 1.4 Japanese 16 0.0 Korean 200 0.3 Asian Indian 13 0.0 Other Asian 281 0.5 White 655 1.1 Black or African American 21 0.0 Some other race or ethnic group 124 0.2

Employment Status Population 16 years + 33945 100 In labor force 17664 52.0 Civilian labor force 17627 51.9 Armed Forces 37 0.1 Not in labor force 16281 48.0 Females 16 Years + In labor force 7335 43.8 Not in labor force 9420 56.2 Own Children under 6 7338 100 All parents in family in labor force 2909 39.6 Own children 6—17 Years 13112 100 All parents in family in labor force 5831 44.5 Population 16—19 Years 4089 100 Not enrolled in school and not high school graduate 687 16.8 Unemployed or not in labor force 561 13.7

Occupation Employed civilian population 16 years + 16718 100 Management, professional and related occupations 4145 24.8 Service occupations 1822 10.9

Sales and office occupations 2966 17.7 Farming, fishing, and forestry occupations 533 3.2 Constructions, extraction, and maintenance occupations 1868 11.2 Production, transportation, and material moving occupations 5384 32.2 Private wage and salary workers 11346 67.9 Government Workers 5002 59.9 Self—Employed in non incorporated business 336 2.0 Unpaid family workers 34 0.2

Income Distribution Households 9349 100

Current Migration Issues: Is the Territorial experiencing any “in migration” or “out migration” of workers that impact the labor pool?

Currently American Samoa is witnessing an out migration of workers to other States. While this was countered by in migration of foreign workers, such in migration occurred solely in the tuna cannery and fishery industries and did not displace the loss in the high—skilled industries. The ASWIB has identified a number of issues that cause the out migration of workers from American Samoa. 1. Low wages: Low wages in comparison to neighboring States and Pacific jurisdictions has caused our high—skilled members of the labor force to locate work outside of American Samoa. We may see a greater move of workers as many businesses contemplate closure due to the current proposed minimum—wage increase. 2. Slower growth: While American Samoa is embracing growth opportunities, our physical location deterred the influx of business growth due to costs associated with transportation, distribution, and housing. This is a detriment to our economic growth and has caused American Samoa to grow at a much slower pace than our neighbors. 3. Infrastructure: American Samoa is slow to build and grow its infrastructure because our delicate island Territorial is subject to major environmental impacts and there is a lack of funding to improve upon our current infrastructure. Because of this, American Samoa is behind in the ability of its current infrastructure to sustain rapid economic growth, rendering us at a competitive disadvantage to our neighboring States. We are addressing this issue in the next two years and anticipate greater progress in our infrastructure planning.

## B. WORKFORCE ANALYSIS

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA.\* This population must

include individuals with disabilities among other groups\*\* in the State and across regions identified by the State. This includes: Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. \*\* Veterans, unemployed workers, and youth, and others that the State may identify.

### I. EMPLOYMENT AND UNEMPLOYMENT

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

### II. LABOR MARKET TRENDS

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

### III. EDUCATION AND SKILL LEVELS OF THE WORKFORCE

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

### IV. SKILL GAPS

Describe apparent 'skill gaps'.

As stated by the plan reviewers, the American Samoa Territory does not have an employment and unemployment system data system to track the data; however limited data is provided by the government and semi autonomous agencies. Plans are proposed to establish a local Department of Labor to house all of the DOL Programs including a division to gather employment and unemployment data for all sectors of the economy, and definitely assist the US Bureau of Economic Analysis with their ongoing project of compiling and updating the gross domestic product and economic indicators for the territory.

The latest provided

The economy of American Samoa grew in 2015 as Tri-Marine (Samoa Tuna Processing) increased its level of production along with the increase in its employment force. This translates to the reciprocal increase in the amount of purchasing power available in the economic to stimulate consumption and catalyzed the projected growth of in our Gross Domestic Product. Based on the assessment of economic activities, the upward trend beginning in 2013 will be maintained.

It is estimated that 650 new jobs have been created since starting its operation. Star Kist Samoa has been increasing its workforce as well with an estimated total of 2,109 job created.

Employment creation by the American Samoa Government and the Private sector is estimated to be 17,853.

The number of new business starts for the year was 441, and the unemployment rate at the close of 2015 is 9.3% compared to the 2014 and 2013 unemployment rates of 20.4% and 27.9%. The

downward trend of the unemployed residents of American Samoa is validated by the increase in consumption as reported by our Gross Domestic Product.

#### Skill Gaps:

Based on an analysis of both the projected demand for skills and the available labor pool, the skills gaps that American Samoa faces today are significant. Currently the Territory is lacking a well-trained and skilled workforce that can meet the challenges of a developing market economy. Many of American Samoa's workers and job seekers are of an unacceptably low level in the basics of reading, writing, communicating, reasoning, computer skills, and work ethics. Because of this low level, there is a great need to improve and augment the services of the institutions created to address the Territory's education needs. By doing so, the gap between the economy's demands and the supply of a trained and prepared workforce decreases. Ultimately, we strive for a balance between the demands of our system and our ability to supply human resources to meet those demands. To do so, the ASWIB and planners are committed to focusing on stimulating our educational and training systems by:

1. Improving integration of existing programs and institutions;
2. Identifying and rectifying programmatic difficulties that may result in youth dropping out of school or progressing in a system that leaves them unprepared for a career or higher education;
3. Enhancing a work-experience curriculum;
4. Providing career planning and counseling for all youth and job seekers.
5. Providing workforce readiness and trades board certification, which will lead to more gainful employment;
6. Providing intense training for low skill and low wage incumbent workers and unemployed job seekers;
- and 7. Providing more training targeted to fill positions in high growth and high wage industries.

## 2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

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

### A. THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES

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

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

Workforce development, education activities in the Territory have been transforming for some time. This transformation will accelerate as WIOA is fully implemented across partner programs. The

Territory has strongly advocated and supported aligning efforts to demand industries, occupations and skills. The intent is to deliberately link education and training to the skills identified by the businesses, ensuring programs completers have those skills when entering the workforce. Additionally, comprehensive career services that enable individuals to make informed decisions on education and training opportunities that maximize their potential for successful and rewarding careers are being promoted. The Territory will work to develop policies and incentives to support the strategies and activities listed below: Strategy 1: Coordinate Demand-Driven Strategic Planning at the local level Activity 1: Develop Strategic Indicators, Benchmarks and Related planning data resources Strategy 2: Support Employer-Driven Sector Initiatives Activity 2: Promote Sector-Based Business Services and Employer Initiatives Strategy 3: Provide Career pathways for Economic Advancement Activity 3.1 Promote leading career pathway models and best practices Activity 3.2 Expand and improve integrated Education and Training models Activity 3.3 Promote innovation in Career Pathway Solutions Activity 3.4 Promote the use of Apprenticeships Strategy 4: Coordinate and enhance career services and case management Activity 4.1 Provide coordinated and Enhanced Career Services Activity 4.2 Provide Coordinated and Enhanced Case Management Services Activity 4.3 Promote Continuous Improvement and Ongoing Professional Development Activity 4.4 Promote the Incorporation of Required Partner Services Strategy 5: Expand Employer and Job Seeker Access to Labor Market Information Activity 5.1 Improve employer Tools for Communicating and Accessing Information Activity 5.2 Improve Access to Career Education and Guidance Tools and Information Activity 5.3 Improve Access and Integration of Eligible Training Provider Lists Strategy 6: Improve Public-Private Data Infrastructure Activity 6.1 Expand and improve the State Longitudinal Data System Activity 6.2 Improve the Integration of Program and Case Management Information System

## B. THE STRENGTHS AND WEAKNESSES OF WORKFORCE DEVELOPMENT ACTIVITIES

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

Strengths and Challenges Core Partners collaboratively identified the strengths and weaknesses as part of the unified planning process and as part of the ongoing efforts to better align and integrate service delivery. The following summarizes key strengths of the Territory's workforce system as identified by Core Partners. The Territory encourages innovation. Territory and local partners have recent experience in work-based learning due to National Emergency Grant (NEG). Partners continue to work collaboratively and explore opportunities for service alignment. The Territory is pursuing innovation in providing services to individuals with disabilities. The Territory is planning to provide assistance on employer engagement, work-based learning, and best practices models on serving special target populations.

The following summarizes challenges for the workforce system in the Territory as identified by Core Partners. Employers have difficulty finding skilled workers with essential workplace skills and technical skills. The quality of local career varies. The willingness to pursue innovation at the local level varies. The level and quality of local public-private sector partnerships varies. The level and quality of employer engagement varies, but the areas with weak engagement outnumber those with well-connected employers. There is an emphasis on a one-size fits-all approach, with little effort to leverage job seeker's existing knowledge and skills to accelerate training.

## C. STATE WORKFORCE DEVELOPMENT CAPACITY

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

American Samoa is well—poised to provide workforce and talent development activities given the knowledge base of our workforce partners. With system components such as career path system which includes various credentials, Apprenticeships, and On—the—Job Training programs that meet industry demands, we continue to pursue avenues for continues improvement.

The capacity of the Territory development system to continue providing workforce development activities is dependent on continued communication among government agencies, stakeholders, and Core partners. Equally important is communications between the Core partners and the ASWIB to ensure a venue through which refinements can be made towards continuous improvement.

When analyzing capacity, the Territory must acknowledge the resolute action of our ASWIB. Our Board and partners have all strived to find innovative methods of serving participants and employers in our service delivery area. When successful, they have developed model programming that is shared throughout the Territory. When program design has not produced desired results, the local providers have adjusted, refined, and again shared their lessons. The continuous improvement that exist around our Territory provide great opportunity to increase our capacity for serving those who can benefit significantly from our training and education programs.

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## B. STATE STRATEGIC VISION AND GOALS

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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

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

American Samoa, a small Territory with limited workforce program funds and a significant small business climate faces unique challenges and is committed to ensuring its workforce system meets the needs of the Territory’s businesses and workers, today and in the future.

Such challenges demand that WIOA core and other partners effectively leverage partnerships and collaborate in service delivery efforts. These efforts allow the Territory to ensure that customer expectations and needs are understood, that service offerings and locations meet those needs without duplications, that data evaluation tools and processes are in place, and that the system continually evolves and improves on its own.

To support these efforts, American Samoa will continue to work together across provider programs lines to develop a seamless, demand—driven workforce service delivery system comprised of public and private organizations,secondary—post—secondary and adult education programs, Vocational Rehabilitation and other human capital support agencies.

The system will engage, support and enhance the economic health of the Territory’s business community and ensure a well trained and highly qualified workforce for years to come.

American Samoa’s vision for its workforce system is one in which workforce development occurs via innovation through partner collaboration, integrated service delivery area, data analysis and ongoing evaluation and improvement.

This system will continue to be a strong supporter of Governor Lolo Moliga’s special projects. This effort creates a dynamic private—public partnership that has built and implemented a Business Plan for American Samoa by its citizens. These pillars include:

1. Train and educate our local workforce TODAY
2. Create a climate that Attracts, Retains and Grow Business
3. Build and support our Economic infrastructure to create jobs
4. Nurture emerging industries and encourage innovations

The Office of Vocational Rehabilitation and Adult Basic Education Literacy and Extended Learning (AELEL) will align with the Department of Human Resources, Title I workforce programs. Partners will understand industry training needs in the Territory and will increase promotion of training services available to employers through the Department of Human Resources, including Apprenticeship, OJT and soft skills training.

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## 2. GOALS

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

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

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

\*\* Veterans, unemployed workers, and youth and any other populations identified by the State. In developing the goals and strategies of the Territory, the Governor’s economic goals and feedback were incorporated to maximize chances of success, reduce duplication of services, and to ensure effective alignment of the Territory’s workforce delivery system. The system will focus on intensive services for those individuals and at-risk youth who face the biggest obstacles in securing and maintaining employment; ensuring that each agency and partner work collaboratively to remove and reduce barriers to all American Samoans. The ASWIB will provide governing structure and will require Core Partners to adopt or participate, to the extent appropriate for each program, the following strategies that frame, align, and guide program coordination in order to achieve the Territory’s three goals. Furthermore, the Territory will provide ongoing evaluation of the system to ensure maximum and consistent effectiveness.

The Core partners and other key partners have been designing policies around the following strategies which were developed collaboratively among the partners to ensure that planning efforts are truly a reflection of the requirements of those who are most at-need within the workforce delivery in the Territory

The workforce partners will work with employers to identify and reduce barriers to employment for all American Samoans. The partnership will expand accessible opportunities for populations which have been traditionally underserved or underrepresented, and those who have one or more barriers to sustainable employment. The partnership will align and improve systems to ensure accessibility to all American Samoans.

The core partners will infuse strategies so individuals with significant barriers to employment will be integrated and achieve successful competitive employment.

### 3. PERFORMANCE GOALS

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

The proposed performance goals for each of the Core WIOA programs are included in Appendix I.

In the past, each core program has collected data according to its respective needs, leading to gaps in the prior data available to inform the new performance measure targets. When possible, WIA data was used to fill the gaps. Proposed performance measures were adjusted downwards to reflect the worker status in the Territory. However, existing data does not allow calculation of measurable skill gains and credential attainment rates for each core program. While the programs will adjust to capture new data, preliminary estimates for those measures were made without support from historic data. The rates are baseline best guess estimates and will likely change as more guidance is received.

Without any precedent for gauging the effectiveness of employer services, American Samoa will test new measure to fill this need. For the Title III program, in the event of a low unemployment environment, we will work with businesses seeking help with their hiring challenges by providing information and resources on sound hiring and retention practices and by educating them on the value of hiring populations previously not considered by the local businesses. AS core partners will collaboratively work with employers to identify their training and skill set needs and match their needs with clients from the Department of Human Resources and agency partners.

On top of training quality employees, the Department of Human Resources serves employers in many other ways. Assistance with recruitment and retention, applicant testing, and many other services to employers to improve and streamline the process of finding employees.

For Titles I, II and Title IV Programs, employment retention will measure effectiveness in serving employers, Preparing clients to be reliable employers in the workplace, measured by job retention can indicate how well employers are being serviced by these programs.

Please see Appendix I for American Samoa's expected levels of performance for Program Year 2016 and 2017. Specifically indicators for employment goals for second and fourth quarter after

exit and credential rate for each of the title I programs, as well as measurable skill gains for the title II program.

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#### 4. ASSESSMENT

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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.

##### Assessment of System's Overall Effectiveness

To ensure workforce system effectiveness,, American Samoa will organize a State Agency Strategy Team (SAST) for Workforce Development. Meetings will be held on a quarterly basis, or more frequently if needed. SAST Team meetings will be facilitated and agency—based.

Required teams will include lead state agency officials representing WIOA Core partners from: Department of Human Resources, American Samoa Community College (ASCC) —Adult Basic Education & Literacy & Extended Learning (EEL) Governor's Office, and Office of Vocational Rehabilitation . Additional membership will include representatives from all state agencies involved in the administration of workforce development programs, including but not limited to the Department of Commerce, Department of Education, and the Office of the Governor. Additional members will be invited to join the team as necessary and relevant.

Team members will be expected to share information regarding workforce development programs and efforts within their agencies. Other expectations are team members will: Support the Department of Human Resources, act as an advisory group to each member's ASWIB representative, act as advisors to each other's workforce development—related programs to ensure that efforts are coordinated and not conflicting; and coordinate economic development strategies with the Department of Commerce Economic Development Unit, and the Office of the Governor and other state agencies.

The SAST Team will develop a continuous Improvement Plan (CIP) for measuring and evaluating the success and effectiveness of the workforce system across the Territory. This CIP will be presented to the ASWIB annually for review and approval. In addition, request for data and statistics relevant to the workforce system partner programs will be made available to the ASWIB by the SAST Team and an annual update will be provided to the ASWIB regarding system measurements under the CIP.

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#### C. STATE STRATEGY

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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).

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C. State Strategy to Achieve Vision and Goals

Several strategies are planned to align programs including;

>As noted below, the ASWIB Apprenticeship, OJT Training and Career Pathways Committee includes the leadership from the Adult Basic Education Extended Learning (ABEEL). Through regular communication, partners will continue to align service strategies for job seekers with the workforce needs of the Territory's employers.

The ASWIB Sector Strategies committee will focus efforts to align business engagement entities throughout the Territory, and will establish clear partnerships between government agencies and the ASWIB. The committee will work to partner and align the efforts of such entities as the focus entity teams stated in the Plan.

On a regular basis, the Department of Human Resources will invite the Core partners to workforce development events such Job Fairs, and other events where the Core partners can collaborate and leverage resources on behalf of their customers. Department of Human Resources will invite agency partners to provide training to staff and promote interagency staff training for coordinated service strategies. Office of Vocational Rehabilitation also invites the DHR WIOA staff or their case workers to present or attend training events and conferences. This will also promote shared information and knowledge.

The American Samoa workforce system will continue to collaborate with the Department of Commerce, Economic Development Unit. Several examples of coordinated efforts are discussed throughout the Unified Plan.

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).

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American Samoa Core partners have been meeting on a regular basis to ensure that planning efforts are truly partner centric and reflective of the requirements of those who are most at-need within the workforce delivery system in the Territory. The Workforce System Partners will work with the employers to identify and reduce barriers to employment for ALL citizens of American Samoa. The partnership will expand accessible opportunities for populations which have been traditionally underserved or underrepresented, and those who have one or more barriers to sustainable employment. Alignment systems improve will help ensure accessibility to all American Samoans.

Activities to support accessibility strategies will include the ongoing identification , and proactive reduction of barriers to employment for all American Samoans. Workforce System partners will develop policies and implement procedures to ensure continuing and unhindered access for all jobs for all American Samoans.

The core partners and key stakeholders will collaborate to engage employers in the continuous development of programs and initiatives that are responsive to the Territory's current labor market needs and to significantly expand mature sector partnership activity throughout the Territory, applying demand-driven methodology.

Activities to support sector partnership strategies include working with employers to increase opportunities for all American Samoans to gain the experience, skills, and credentials needed to obtain and maintain self-sustaining employment, closing skill gaps between the Territory's workforce and employers by expanding and supporting sector strategies for in-demand industries. Identifying and quantifying employer's education, training, and workforce needs will be a priority. Capturing those needs in a Talent Supply Dashboard to be driven by a public-private collaborative and disseminated via an accessible computer system will further support American Samoa's sector partnerships. The Core Programs will infuse innovative strategies throughout the Territory to enhance integration opportunities for individuals with significant barriers to employment and to increase chances of attaining successful competitive employment.

All American Samoans will be engaged in the career pathway development process by utilizing innovative approaches in the delivery of career services and offering a variety of career pathway navigation supports to enhance transition into the workforce.

Activities to support career pathways strategies will be the development of an interagency definition of "self-sustaining employment". Workforce delivery systems will work in concert to provide workers with the skills, work-based learning opportunities, resources, accommodations and supports needed through the systematic development of career pathways for in-demand industries. All American Samoans will have access to the occupational and training resources and skills needed to work to their fullest potential and to secure and maintain self-sustaining employment.

The quality of workforce development will be improved through the provision of consistent, integrated, and non-duplicative services across education, rehabilitation, economic and workforce activities and a focused communication strategy. Activities to support integration strategies will involve the creation of a service delivery model which is business-driven, user-friendly, data driven and dynamic enough to meet the evolving needs of employers. Duplication of services and gaps within the current workforce delivery system will be identified. Policies and collaborative agreements will be drafted and implemented which maximize resources that foster a unified and consistent approach to the provision of workforce delivery services.

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### III. OPERATIONAL PLANNING ELEMENTS

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

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#### A. STATE STRATEGY IMPLEMENTATION

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The Unified or Combined State Plan must include—

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##### 1. STATE BOARD FUNCTIONS

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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. Operational Planning Elements A. American Samoa State Strategy implementation

##### AMERICAN SAMOA WORKFORCE INVESTMENT BOARD

The mission of the ASWIB is to advise the Governor on workforce development strategies that maximize the Territory’s education, training and employment resources in support of economic development. The board leads the Territory in broad strategic workforce initiatives that leverage resources beyond WIOA funding, while providing necessary system oversight. The ASWIB will accomplish this through the following actions:

Making policy recommendations for the Governor related to the establishment and maintenance of an efficient, integrated workforce development system to train the maximum number of unemployed and underemployed residents of the Territory.

Leading the strategic planning process for an integrated workforce development system; in consultation with Community and the Workforce Planners.

Creating performance standards that identify workforce development initiatives; coordinating the Territory’s workforce innovation initiatives with the Territory’s economic development plan

Promoting a system of workforce development that responds to the lifelong learning needs of the Territory’s workforce

Encouraging public and private partnership and facilitating innovations in workforce development policy and practices

Reviewing local adult education proposals to offer recommendations for workforce alignment

Ensuring a quality workforce system by evaluating results and supporting high standards and continuous improvement

The ASWIB is comprised of a majority of business leaders in the Territory of American Samoa, who are stakeholders in attaining quality outcomes for workforce and economic development initiatives. These private industries, along with public and workforce representatives, play a

vital role in ensuring that employers have access to a prepared workforce and that job seekers are able to access services, resources and training that will enable them to obtain employment.

The ASWIB membership listing is included as Appendix 2.

The Standing committees of the ASWIB include: the Executive Committee, WIOA Committee, Apprenticeship/On—the—Job Training /Career Pathways Committee, and the Youth Committee. These committees conduct business as an advisory body to the Governor on the Territory’s workforce system issues, as well as to assume responsibility for performing all WIOA local workforce board duties.

**Executive Committee:** The Executive Committee is comprised of the officers and no more than ten at—large representatives, and is comprised of a majority of business members. The at—large representatives of the Executive committee shall be members of the ASWIB and are appointed by the Chair. The Executive Committee leads the ASWIB

**WIOA Committee:** The WIOA Committee is charged with ensuring compliance with the applicable WIOA laws and regulations governing the Title 1 Adult, Youth and Dislocated Worker Programs, and to bring policy issues and recommendations to the Governor and ASWIB.

**Apprenticeship/ On—the—Job Training/ Career Pathways (AOC) Committee:** The AOC Committee focuses on training and education models that provide the current future workforce opportunities that are responsive and aligned with our local economy. Such appointments emphasize “earn while you learn” models while meeting employer’s needs immediately (i.e. OJT, apprenticeship, work—based learning) and using skills upgrading as a strategy to re—build the Territory’s declining economy.

**Youth Committee:** The ASWIB and Youth Committee provide leadership by serving as a catalyst to connect out—of—school youth and at—risk youth with quality secondary and post—secondary educational opportunities and high growth and other employment opportunities. The

ASWIB Committee will ensure that workforce youth activities complement and reinforce academic and occupational curriculum, as youth policy—makers and system builders.

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## 2. IMPLEMENTATION OF STATE STRATEGY

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

### A. CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE’S STRATEGY

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

### IMPLEMENTATION OF TERRITORIAL (STATE) STRATEGY

As implementation of WIOA continues, American Samoa Core Partners will continue to strengthen relationships that benefits mutual customers, identify customers (across programs) whose skills sets match employer's workforce needs, and align resources to promote efficiency and economy of scale.

The American Samoa Government agencies, Department of Human Resources, Adult Basic Education Extended Learning (ABEEL), and Office of Vocational Rehabilitation Program will align services and work together to serve employers. Given its small population, federal formula funding levels are limited. The Territory has sought and received a number of grants that permit partners to expand services and promote alignment. One example is the State Small Business Credit Initiative (SSBCI) Grant. American Samoa through the Department of Commerce, Development Planning Unit received 10 million of this funding to assist and support start up costs for businesses /employers, working capital, creating jobs and expanding services and alignment. This funding also support infrastructure and employment and training for new entry level jobs for WIOA participants.

Another grant awarded to American Samoa through the Department of Commerce is the Community Service Block Grant (CSBG). The Department of Human Resources, Employment & Training Division applied for CSBG funding and received funds to increase additional slots for the Summer Youth Employment Program (SYEP). In addition to CSBG, Community Development Block Grant was also leveraged to support job creation and employment for eligible youth in the work experience and community projects.

American Samoa through the Department of Education also received a 7 million grant to develop a State Longitudinal Data System (SLDS) for the Territory. The SLDS is needed to collect high school to College and Career data that will better assist the Department of Education, American Samoa Community college and the Department of Human Resources for workforce development. The ASCC, Department of Human Resources, and the Department of Education have a MOU in place to share this data for workforce planning.

Continuing the focus on coordination among partners enhances services to individuals by reducing duplication and promoting integrated service strategies for individual customers. All partners and their customers benefit from aligning and leveraging services whenever possible. An example of the value of service alignment is the strong partnership of OVR and the Department of Human Resources, WIOA Office. These partners work closely together to ensure that OVR customers whose disabilities are less severe and do not meet the OVR order of selection receive individualized workforce services at the Department of Human Resources WIOA office that support their employment goals.

Partners are also working together to strengthen the coordination of services to employer customer. The Department of Human Resources often takes the lead and partners educate employers on the value of hiring and discuss work—based opportunities, including Registered Apprenticeship and OJT training. Additionally, DHR works closely with the Governor's Office, the Department of Commerce (Economic Planning) and the Chamber of Commerce to improve their operations. Upon request, businesses may receive assessments and technical assistance to help them sustain and expand their companies.

Alignment with Education

American Samoa partners have several initiatives that involve educational institutions, both secondary and post—secondary, as described below:

**PARENT COMMUNITY** — The Department of Education, Parent Community Program and post—secondary staff from all of the schools work with industries and secondary and post—secondary education partners to increase student, parent and community awareness of career opportunities aligned with local employment needs. The strategy involves community and school events, targeted school advising and professional development activities.

**ADULT PATHWAYS** — Adult pathways is a strategy designed to prepare adult students for success by assisting them to acquire the academic and career information they need to gain access to a career pathway or to pursue post—secondary education. An adult pathway consists of activities to overcome workforce barriers by bringing together industries, community services, government agencies, post—secondary education to identify, enroll and prepare darder—limited adults for high—demand career opportunities.

**CARL PERKINS** — The Department of Education did not apply for Carl Perkins funds, however; the resources available through the local appropriations are leveraged for career and technical education services and providing more options for students wishing to pursue post—secondary studies.

At the post—secondary level, career and technical education (CTE) programs help young adults preparing for first—time careers and adults who are changing careers or upgrading within a career field to quickly gain the skills and experience directly related to workplace success. Effective CTE programs at the 2—year post secondary institutions are characterized by their close relationship with employers and smooth transitions of program participants into the workforce at higher levels of income and employment success. The CTE programs are administered by the Vocational Education Division of the Department of Education

#### American Samoa’s Efforts to Enhance Job Seeker’s Ability to Attain Post—Secondary Credentials

American Samoa is planning to implement new funding models (tying college funding to outcomes); reducing the time to attaining a degree, creating incentives for full—time enrollment and utilizing incentive—based financial aid; transforming remediation by clarifying what constitutes college readiness and establish a statewide approach; and restructuring academic delivery to meet the needs of today’s students, including a year—round attendance models.

#### Alignment of Education, Workforce and Economic Development

American Samoa is committed to supporting efficient, effective and responsive delivery of educational programs that are designed to meet the needs of employers. Several models are already in place; future plans to promote success through alignment include:

Developing and implementing a Territory—wide policy framework to align programs serving the needs of training providers, educational institutions and employers

Supporting the Governor’s Grants Office System efforts to solicit federal and private grants aimed at enhancing coordination between employers and the local educational system.

Providing a continuum of training and credential opportunities that promote career advancement

Meeting local training needs of high—demand industries, including Health Care, Technology, Agriculture, Fisheries, Construction, Telecommunications.

American Samoa also seeks to promote the American Samoa Community College as the essential local supplier of the Territory’s trained workforce. This will be accomplished through increasing the involvement of employers in formal curriculum development and supporting continued expansion of comprehensive 2—year education, with a focus on workforce development, access and academic progression

The Department of Human Resources WIOA Office is closely aligned with the Department of Commerce , Economic Planning Division through a variety of shared initiatives, promotion of new businesses and encouragement of entrepreneurship in industries that support existing businesses. An important example of this work is the alignment of the Governor’s Office, Department of commerce (Economic Planning Unit) and DHR in providing WIOA orientation for newly established businesses , referral of participants for OJT, and other support efforts.

#### 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.

The partners shall collaborate to develop policies, procedures, and best practices to facilitate the organization and integration of workforce services by function (rather than by program) when permitted by a program’s authority statute and as appropriate. This will include coordinating staff communication, capacity building, and training efforts. Functional alignment includes having one-stop Center staff who perform similar tasks serve on relevant functional teams (e.g.Skills Development Team, Business Services Team). Service Integration shall focus on serving all customers seamlessly (including target populations) by providing a full range of services staffed by cross-functional teams, consistent with the purpose, scope, and requirements of each programs. The Partners strive to achieve an integrated partnership that seamlessly incorporates services of the core partners and other system partners. The Partners shall collaborate to develop and implement operational policies, procedures, and best practices that reflect an integrated system of performance, communication, and case management, and use technology to achieve integration and expanded service offerings. The Partners will collaborate to develop policies and guidance with respect to best practices to increase and maximize access to services for individuals, particularly those with barriers to employment. Territory Partners will also provide assistance (technical or otherwise) to our local Partners, American Samoa Workforce Board (ASWIB), Administrative entity staff so they can implement policies, procedure, and practice to help increase and maximize access to workforce development services for individuals, particularly those with barriers to employment. As part of the planning mapping review process among and between the WIOA Core, The team examined

current alignment of systems and analyzed ways to improve system alignment. The issues identified by the mapping event exercise included the following: 1. Reduce duplication, identify barriers to collaboration, and increase collaboration of all partners at the One-Stops or Workforce Center. 2. Focus on workforce training beyond entry-level skills and achieving post secondary awards /credentials. 3. Identify barriers to participant referrals or access to appropriate service providers within the One-stop system. 4. Identify integration opportunities and data sharing on assessment information among workforce partners. 5. Reduce duplication o services among various partners. 6. Develop knowledge of all partners regarding roles and responsibilities.

New Strategies for addressing issues identified by the Planning Mapping team recommended:

1. Integrate one-stop services (remove duplication and increase communication among partners); 2. Incorporate middle skills training and learn-and —earn models into system; 3. Develop intake and referral process for all partners; 4. Develop a system for universal assessment and sharing results among agencies; 5. Provide professional development to program staff on integration within a one-stop system; 6. Co-enroll common customers in appropriate educational programs; 7. Develop data-sharing capacity among all agencies; 8. Develop a data-sharing system that contains a common eligible training provider list; 9. Braid funds to better utilize resources efficiently. The information from the planning mapping team was used in the development of sub committees and members of the American Samoa Workforce Board so that those committees would develop strategies and plans on how to improve the alignment of the workforce partnership. The subcommittees and working groups have representation from the Core Partners, and also from key stakeholders on behalf of various populations, sector and other identified participants. Alignment of the core programs, as well as other resources available to the Territory, have been infused into the vision and goals and incorporated throughout the Unified Plan. WIOA planning efforts have served to solidify key relationships, provide a context in which to enhance ongoing partnerships and have served as a roadmap for establishing new and innovate connections within the Territory’s workforce delivery system.

### C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS

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

The Territory’s implementation strategy involves a multitude of activities and strategies which will support strengthen and standardize collaborations among agencies. A Territory wide Memorandum of Understanding (MOU) will be used to formally guide implementation of WIOA in the Territory. The Strategies and associated activities that will be funded by the entities carrying out the respective core program activities will be identified in the MOU. The Territory (State) working with Core partners will develop a MOU which will be implemented in two phases: Phase 1 will be focused on coordination of services among partners. This phase fosters cooperation, better education and specifies the responsibilities of the Partners under WIOA. Phase II will be an addendum to the MOU and will incorporate and include Phase I. Phase II will

address resource sharing among the Partners with respect to workforce delivery across the Territory. The Partners involved in the development of the MOU will assign a fiscal management team from each of the agency partners to review /address resource sharing guidance for the local service delivery area. Since the Territory is a small service delivery area, Partners are expected to familiarize themselves with their resources and support these efforts. USDOL and other federal entities are expected to provide additional guidance regarding this issue early 2016. Actions and methods to support this implementation currently include: 1. American Samoa's Unified Plan 2. Territory-Wide MOU 3. Policies developed in partnership with Core Partners 4. Standard Operation Procedures Manual 5. Sharing monitoring criteria for One-Stop Center staff 6. ASWIB program review and recommendations 7. Establishment of quality assurance standards 8. Ongoing programmatic reviews by the implementation team 9. Centralized, interactive website 10. Co-enrollment of program participants and 11. Shared advance data collection system The following entities are parties to the Territory-wide MOU: 1. Adult Education Literacy and Extended Learning (AELEL), American Samoa Community College 2. Career and Technical Education, American Samoa Department of Education (ASDOE) 3. Office of Vocational Rehabilitation, Office of the Governor 4. WIOA Title I, Employment & Training, Department of Human Resources The collaboration on WIOA requires not be limited to the boundaries of just one local area or one Stop-System. Ideas must flow both within and across the Territory, as well as vertically between Territory Partners / Local Partners, ASWIB and local staff. The Partners will regularly engage one another and local Partners, workforce staff regarding workforce system delivery in order to develop policies, procedures, and guidance with respect to the best practices to achieve the objectives of WIOA and Future Ready Citizens /Nationals of American Samoa. Increased access for the most in-need workers is a primary focus of the MOU and providing excellent service to persons with barriers to employment is a top priority. Members of the following populations have been identified as being at —risk for the purposes of WIOA. However, other groups which may be based locally may also be designed as a target population at the discretion of the ASWIB. The Partners will collaborate to develop an integrated case management system that will help streamline workforce development service delivery across the Territory. The integrated case management system will help streamline service delivery and avoid redundancies. This will help to maximize resources so that they can be directed toward providing high-quality services to job seekers, employees, and employers that are responsive to real-time and future labor market needs.

#### 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.

All partners are also working together to strengthen the coordination of services to employers customers. The Department of Human Resources often takes the lead and partners educate employers on the value of hiring and discuss work—based opportunities, including apprenticeship and OJT training. Additionally, DHR works closely with the Office of the Governor, Department of Commerce Economic planning unit and the Chamber of Commerce to

improve their operations. Upon request, businesses may receive assessments and technical assistance to help them sustain and expand their companies.

#### 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).

Engagement with the educational institutions is led by the Department of Education- a core and non-core program partner. The DOE represents the K-12 education system, Vocational Education and CTE. Representatives participate on the ASWIB, Youth Committee, and the planning group. In addition, the American Samoa Community College has a representative on each of these committees. Engagement begins through the council and sub-groups function, but disseminates to service-level staff. This institutionalized partnership is how the Territory will prepare the future workforce through a pipeline of skilled workers to meet the demands of business. The ASDOE and the Partners understand that engagement with education needs to exist at every level. Only with engagement with education at every level will a true demand-driven education and training systems exist.

#### 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.

##### Alignment with Education

American Samoa partners have several initiatives that involve educational institutions, both secondary and post—secondary, as described below:

**PARENT COMMUNITY** — The Department of Education, Parent Community Program and post—secondary staff from all of the schools work with industries and secondary and post—secondary education partners to increase student, parent and community awareness of career opportunities aligned with local employment needs. The strategy involves community and school events, targeted school advising and professional development activities.

**ADULT PATHWAYS** — Adult pathways is a strategy designed to prepare adult students for success by assisting them to acquire the academic and career information they need to gain access to a career pathway or to pursue post—secondary education. An adult pathway consists of activities to overcome workforce barriers by bringing together industries, community services, government agencies, post—secondary education to identify, enroll and prepare darder—limited adults for high—demand career opportunities.

**CARL PERKINS** — The Department of Education did not apply for Carl Perkins funds, however; the resources available through the local appropriations are leveraged for career and technical education services and providing more options for students wishing to pursue post—secondary studies.

At the post—secondary level, career and technical education (CTE) programs help young adults preparing for first—time careers and adults who are changing careers or upgrading within a

career field to quickly gain the skills and experience directly related to workplace success. Effective CTE programs at the 2—year post secondary institutions are characterized by their close relationship with employers and smooth transitions of program participants into the workforce at higher levels of income and employment success. The CTE programs are administered by the Vocational Education Division of the Department of Education

#### G. LEVERAGING RESOURCES TO INCREASE EDUCATIONAL ACCESS

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

The American Samoa Government agencies, Department of Human Resources, Adult Basic Education Extended Learning (ABEEL), and Office of Vocational Rehabilitation Program will align services and work together to serve employers. Given its small population, federal formula funding levels are limited. The Territory has sought and received a number of grants that permit partners to expand services and promote alignment. One example is the State Small Business Credit Initiative (SSBCI) Grant. American Samoa through the Department of Commerce, Development Planning Unit received 10 million of this funding to assist and support start up costs for businesses /employers, working capital, creating jobs and expanding services and alignment. This funding also support infrastructure and employment and training for new entry level jobs for WIOA participants.

Another grant awarded to American Samoa through the Department of Commerce is the Community Service Block Grant (CSBG). The Department of Human Resources, Employment & Training Division applied for CSBG funding and received funds to increase additional slots for the Summer Youth Employment Program (SYEP). In addition to CSBG, Community Development Block Grant was also leveraged to support job creation and employment for eligible youth in the work experience and community projects.

American Samoa through the Department of Education also received a 7 million grant to develop a State Longitudinal Data System (SLDS) for the Territory. The SLDS is needed to collect high school to College and Career data that will better assist the Department of Education, American Samoa Community college and the Department of Human Resources for workforce development. The ASCC, Department of Human Resources, and the Department of Education have a MOU in place to share this data for workforce planning.

#### 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.

American Samoa is planning to implement a new funding models (tying college funding to outcomes); reducing the time to attaining a degree, creating incentives for full—time enrollment and utilizing incentive—based financial aid; transforming remediation by clarifying what constitutes college readiness and establish a territorial wide approach; and restructuring

academic delivery to meet the need of today’s students, including a year—round attendance models.

### 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.

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#### Alignment of Education, Workforce and Economic Development

American Samoa is committed to supporting efficient, effective and responsive delivery of educational programs that are designed to meet the needs of employers. Several models are already in place; future plans to promote success through alignment include:

Developing and implementing a Territory—wide policy framework to align programs serving the needs of training providers, educational institutions and employers

Supporting the Governor’s Grants Office System efforts to solicit federal and private grants aimed at enhancing coordination between employers and the local educational system.

Providing a continuum of training and credential opportunities that promote career advancement

Meeting local training needs of high—demand industries, including Health Care, Technology, Agriculture, Fisheries, Construction, Telecommunications.

American Samoa also seeks to promote the American Samoa Community College as the essential local supplier of the Territory’s trained workforce. This will be accomplished through increasing the involvement of employers in formal curriculum development and supporting continued expansion of comprehensive 2—year education, with a focus on workforce development, access and academic progression

The Department of Human Resources WIOA Office is closely aligned with the Department of Commerce , Economic Planning Division through a variety of shared initiatives, promotion of new businesses and encouragement of entrepreneurship in industries that support existing businesses. An important example of this work is the alignment of the Governor’s Office, Department of commerce (Economic Planning Unit) and DHR in providing WIOA orientation for newly established businesses , referral of participants for OJT, and other support efforts.

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### B. STATE OPERATING SYSTEMS AND POLICIES

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

1. THE STATE OPERATING SYSTEMS THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE’S STRATEGIES. THIS MUST INCLUDE A DESCRIPTION OF—
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**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.).**

A profile-subcommittee of the data and performance work group has been meeting to discuss a method to share data across agencies. The Participant Profile application being developed has been determined as a viable application that can be scaled to use by the Territory for each of the Core Partners. The application is currently scheduled to go into production in mid June 2016. The Participant Profile will include the Participant Information Record Layout distributed by USDOL. Each Partner had the opportunity to submit feedback to the USDOL in September. The PIRL was reviewed by members of each Core Partner /Agency. Each core partner will need to create a link to the Participant Profile. The unique PIRL identifier will be the common shared data element used to link participants. The Participant Profile will populate each of the agency specification databases. Next decisions for the PIRL include whether the participant, staff, or an agency batch process will complete a specific data elements. Identification of allowable locations needs to be determined.

Funds needs to be secured for the initial project to move forward. A project plan and scope need to be developed with a clear time frame. Sustainable costs are not included. Modifications to agency specific applications are also not included. A comprehensive list of data elements dependent on partners who will be compiled to help develop the Territory data sharing MOU. This template will focus on measures and reporting requirements to be used for the Territory MOU.. The Partner Profile will store information about the Participant's post program success, performance outcomes, the details of who, when, and how this information is to be shared are yet to be determined. The Participant Profile application includes identity authentication steps as means to verify individuals and maintain privacy.

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

The data collection and reporting processes are coordinated among the Core partners including program activities. Since passage of WIOA, all the Core partners met and discuss the status of training staff core partners and key staff on the required data collection and reporting processes used for all programs. A follow up meeting is planned to follow up on the data collection and reporting processes in April 2016.

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

**2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (E.G., CO-ENROLLMENT POLICIES AND UNIVERSAL INTAKE PROCESSES WHERE APPROPRIATE). IN ADDITION, PROVIDE THE STATE'S GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM.**

The integrity of local direction is fortified by the guidance provided by representatives of the local business community, educators, Labor and local elected officials — In short, the Territory AS Workforce Board . Through this Region, the ASWIB is guiding the implementation of the Territory's Integrated System that is responsive to the job seekers, employers, and other Partners within the Community. In addition to WIOA Title I Adult, and Dislocated Worker

Programs, the AS Integration Service Delivery Model will provide services to those seeking jobs in the Territory. The plans to merge some partners and services into a seamless delivery system in a well-integrated One-Stop-Center requires planning, policy, and commitment. As a primary Partner, it is the policy of the AS Workforce Development to provide a base level of core services which in turn are complemented and enhanced by the partner services that may be of a more intensive level or involve training. In this way, integration is emphasized and duplication is minimized. This approach also promoted the maximum use of WIOA funds on training activities. The American Samoa Legislature passed House File 4289 (2008) that required the Territory to develop a plan by January 1, 2009 that would coordinate the workforce delivery system in a more efficient, cost effective manner while improving services for customers, co-location and integration of all workforce and job training programs and improves the effectiveness of the regional workforce system This workforce delivery system is known as the American Samoa Workforce Integration Delivery System. Adoption of the AS Workforce Integrated Delivery System model by the ASWIB in collaboration with AS Workforce Development includes the development of local functional leadership whose responsibility is to manage the delivery of services regardless of their program source. This includes referrals made to employers, apprenticeship programs and other benefits that would benefit the job seekers in their search for employment. Policy guidance for integrated service delivery is provided in the AS Workforce Investment Act Handbook.

### 3. STATE PROGRAM AND STATE BOARD OVERVIEW

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#### A. STATE AGENCY ORGANIZATION

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

The ASWIB Director and staff are employed within the Department of Human Resources. The Director is appointed by Governor Moliga as Director of Human Resources. The Department of Human Resources is the Administrative Entity , Grant Recipient and fiscal agent for all Title I WIOA formula grant funds. The DHR staff provide administrative activities for the ASWIB; consult with business, educational institutions and related entities to facilitate workforce development opportunities, disseminate information regarding program efforts, perform research and analysis of new education and training initiatives; and build support and cooperation for program initiatives.

Organization chart is attached.

#### B. STATE BOARD

Provide a description of the State Board, including—

##### AMERICAN SAMOA WORKFORCE BOARD

The mission of the AS Workforce Board is to advise the Governor on workforce development strategies that maximize the Territory's education, training and employment resources in support of economic development. The board leads the Territory in broad strategic workforce initiatives that leverage resources beyond WIOA funding, while providing necessary system oversight. The ASWIB will accomplish this through the following actions:

- >Making policy recommendations for the Governor related to the establishment and maintenance of an efficient, integrated workforce development system to train the maximum number of unemployed and underemployed residents of the Territory.
- >Leading the strategic planning process for an integrated workforce development system; in consultation with Community and the Workforce Planners.
- >Creating performance standards that identify workforce development initiatives; coordinating the Territory's workforce innovation initiatives with the Territory's economic development plan
- >Promoting a system of workforce development that responds to the lifelong learning needs of the Territory's workforce
- >Encouraging public and private partnership and facilitating innovations in workforce development policy and practices
- >Reviewing local adult education proposals to offer recommendations for workforce alignment
- >Ensuring a quality workforce system by evaluating results and supporting high standards and continuous improvement

The ASWIB is comprised of a majority of business leaders in the Territory of American Samoa, who are stakeholders in attaining quality outcomes for workforce and economic development initiatives. These private industries, along with public and workforce representatives, play a vital role in ensuring that employers have access to a prepared workforce and that job seekers are able to access services, resources and training that will enable them to obtain employment.

The Standing committees of the ASWIB include: the Executive Committee, WIOA Committee, Apprenticeship/On-the-Job Training /Career Pathways Committee, and the Youth Committee. These committees conduct business as an advisory body to the Governor on the Territory's workforce system issues, as well as assume responsibility for performing all WIOA local workforce board duties.

**Executive Committee:** The Executive Committee is comprised of the officers and no more than ten at-large representatives, and is comprised of a majority of business members. The at-large representatives of the Executive committee shall be members of the ASWIB and are appointed by the Chair. The Executive Committee leads the ASWIB workgroups and has the authority to act on behalf of the ASWIB. The Executive Committee's responsibilities are to: oversee implementation of the strategic plan, track workgroup plans and progress; offer leadership around alignment of workgroups; offer leadership around leveraging system partners; and drive the provision of critical workforce data.

**WIOA Committee:** The WIOA Committee is charged with ensuring compliance with the applicable WIOA laws and regulations governing the Title 1 Adult, Youth and Dislocated Worker Programs, and to bring policy issues and recommendations to the Governor and ASWIB.

**Apprenticeship/ On-the-Job Training/ Career Pathways (AOC) Committee:** The AOC Committee focuses on training and education models that provide the current future workforce opportunities that are responsive and aligned with our local economy. Such appointments emphasize "earn while you learn" models while meeting employer's needs immediately (i.e.

OJT, apprenticeship, work-based learning) and using skills upgrading as a strategy to re-build the Territory's declining economy.

Youth Committee: The ASWIB and Youth Committee provide leadership by serving as a catalyst to connect out-of-school youth and at-risk youth with quality secondary and post-secondary educational opportunities and high growth and other employment opportunities. The ASWIB Committee will ensure that workforce youth activities complement and reinforce academic and occupational curriculum, as youth policy-makers and system builders.

### I. MEMBERSHIP ROSTER

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

The members of the ASWIB are represented based on their positions and emerging industries and in demand industries in the Territory.

Copy of roster is reflected below:

#### MEMBERSHIP OF THE AMERICAN SAMOA WORKFRCE INVESTMENT BOARD (ASWIB)

##### BUSINESS REPRESENTATIVES

Mageo, Poe Airport Inn 684-633-5172

Private Sector P.O. Box 134 wioamageo@gmail.com

Chair Pago Pago, AS 96799 wioapago4\$

Xavier Faletoi GTX Import & Export

Private Sector P.O. Box 126 faletoixavier@gmail.com

Pago Pago, AS 96799 (wioaFale2\*) 792484

Tuai Mua Sales & Marketing

Private Sector P.O. Box 267 mua99tuai@gmail.com

Pago Pago, AS 96799 wioaTuai4\$

Gemni Ve'ave'a Double Z's Burger

Private Sector P.O. Box 112 veaveagemni@gmail.com

Pago Pago, AS 96799 (wioaVeavea3) 537091

Norma Uiagalelei Herbal & Juice 699-6099

Private Sector P.O. Box 678 uiagaleleinorma@gmail.com

Pago Pago, AS 96799 (wioaNorma2@) 39300

Alexander Young 3-Young Gas Station

Private Sector P.O. Box 207 alex60young@gmail.com

Pago Pago, AS 96799 (wioaAlex7\*) 780684

Lago Alovao Le-Figota o le Sami 684-699-0344

Private Sector P.O. Box 780 logo.alovao@aol.com

Pago Pago, AS 96799 (wioaBoard5%) 374171

Lealofi Fuatagavi Happy Trucking 684-688-1195

Private Sector P.O. Box 158 lealofifua@gmail.com

Pago Pago, AS 96799 wioahappy6!) 572847

Ikenasion Laumatia Island Arts & Crafts 684-688-1195

Private Sector P.O. Box 244 ikenasioiniland@gmail.com

Pago Pago, AS 96799 (Arts&4crafts) 416272

Larry Lam Yuen Nate Services & Technology nateservices@yahoo.com

P.O. Box 805 (Larryyeun\$7)

Pago Pago, AS 96799

AMERICAN SAMOA GOVERNMENT AGENCIES & LABOR

HTC Le'i Sonny Thompson Department of Human Resources

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Hide Uele Career & Technical Education

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Uili Leauanae Department of Commerce (Economic Dev)

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Poumele Pete Galea'i Office of Vocational Rehabilitation

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Fale Tauvela Adult Basic Education & Literacy Extended Learning

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Makerita Enesi Title I- WIOA Youth, Adult, Dislocated Worker

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LEGISLATURE REPRESENTATIVES

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P.O. Box 222  
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(w) 684/ 633-4565  
g.pelefoti@gmail.com  
Honorable Atalina Asifoa, House of Representatives

P.O. Box 679  
Pago Pago, AS 96799  
(w) 684/633-5763  
a.asifoa@gmail.com

COMMUNITY ORGANIZATION

Lili'a Seui, Intersection Inc.  
P.O. Box 360  
Pago Pago, American Samoa 96799  
(w) 684/ 699-4262

GOVERNOR'S REPRESENTATIVE

Otomalesau John Ah Sue  
P.O. Box 380  
Pago Pago, AS 96799  
(w) 684/ 633-4116  
Jahsue86799@yahoo.com

## II. BOARD ACTIVITIES

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

The activities includes consulting with business, educational institutions and related entities to facilitate workforce development opportunities, disseminate information regarding program efforts, perform research and analysis of new education and training initiatives, and build support and cooperation for program initiatives.

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

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#### 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.

American Samoa will make use of many activities to assess the successful provision of workforce services and the delivery of the Governor's strategic vision and goals. Efforts at integrated performance reporting, cross system data alignment and systems will develop over the course of the four year plan and are contingent on negotiated agreement among the State plan partners. The activities discussed below all play a role in ensuring that the Territory is able to make continuous and quality improvements in terms of adhering to federal regulations, providing quality services to the workforce system customer, and meeting federal and local outcome expectations.

With a common set of workforce performance measures for the core partners, reports will enable workforce program administrators and policy makers to identify best practices and improve the effectiveness of the Territory's workforce development programs. Future development of a dashboard of key indicators for the Territory to access and compare success through non-personal identifiable information will stimulate dialogue and sharing or procedures, particularly across providers of similar size and economic composition. It is anticipated that the dashboard would report the number of individuals completing the program, the number of completers subsequently employed, their median earnings, employment stability, post-secondary or training enrollment, and education and training credentials earned. The workforce performance measures evaluate program efforts to:

1. Provide job seekers with access to training that results in industry-recognized credentials;
2. Connect individuals to short-and long term employment;
3. Increase participant's overall earnings; and
4. meet the needs of employers

In addition to these measures, the Territory will continue to do further additional level measures to achieving progress towards sector partnerships and career pathway development. These will include the following:

1. Efforts to track the development and expansion of sector partnership throughout the Territory and by focus;
2. The number of middle-skill industry-valued and recognized postsecondary credentials awarded in the Territory, and
3. TBD training-related employment by occupation and or or sector, to assess whether training and education programs are leading to employment in relevant occupational fields or industry sectors following program exit to measure post-program success and to aid in determining impact from labor market dynamics.

## B. ASSESSMENT OF ONE-STOP PROGRAM PARTNER PROGRAMS

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

The partners will collaborate to develop uniform One-top Center criteria and reflect the following principles:

1. One-Stop Center will provide excellent customer service to job seekers, workers and business. One Stop-Center will reflect innovative and effective service design. one-Stop Center will operate with integrated management system. One-Stop Center will operate with high-quality staffing. One Stop Center will increase physical and programmatic access to workforce services for individuals with barriers to employment, including but not limited to individuals with disabilities with LEP..

The Partners will collaborate to develop policies, procedures, and promising practices, and templates to aid the AS Workforce Board in the certification process. Additional criteria will be developed by the core partners, customer representatives,, and other key stakeholders, including job seekers. Multiple avenues will be utilized to evaluate the effectiveness of the One-Stop services including the following:

1. Development of a shared One-Stop Manual 2. Monitoring checklist 3. Development of self-evaluation training, toolkit and ongoing guidance. 4. A system for obtaining client feedback which is user-friendly, streamlined and accessible 5. Office Peer Review tool 6. Timely survey evaluation and dissemination to local programs 7. Dedicated TA personnel available for on-site.

The One-Stop Work Group is developing a set of standards to be used with all core partners in the One-Stop system. The standards framework will be used by the one-stop center staff to assess their own performance in providing quality services to participants and employers. Additionally, the standards provide one-stop partners with a framework for what programs should be able to demonstrate. By completing a self-assessment with the certification tool, the one-stop center can identify strengths as well as areas needing improvement. This is meant to furnish the data to make informed decisions in providing professional development activities and personal exploration. This process will help to ensure well-qualified staff who are capable of meeting the most in need of the center's participants.

The assessment of the One-Stop Center in the Territory should be done annually based on what is stated above. The characteristics identified above, consistent with the purpose and authorized scope of each of the core programs are designed to reflect the elements that the Partners believe contribute to a high-quality one-stop delivery for the Territory. They demonstrate the spirit and intent of WIOA, and the Partners believe they will strengthen the successful integration and implementation of partner programs in the One-Stop Center in the Territory.

### 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.

The Department of Human Resources (DHR) analysis the performance outcomes on a quarterly basis. Even though AS is a single area state, reports are created to evaluate the performance geographically. Records are divided into 4 quarters and performance is calculated based on the geographic area. Each quadrant of the Territory has unique sectors and workforce needs and

this assessment provides a method to evaluate areas of improvement needed and where technical assistance may be needed.

#### 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.

All evaluations will be conducted and coordinated with the ASWIB and Core partners. The key players of the Core programs, Office of Vocational Rehabilitation, Title I programs, and Adult Basic and Distance Learning will be engaged and collaborated in assuring the evaluation is carried out as well as coordination with the Secretary of labor and the Secretary of Education under WIOA.

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### 5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

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

#### A. FOR TITLE I PROGRAMS

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

##### I. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3),

For Title I programs. The American Samoa (AS) Department of Human Resources is a single State local area under the WIOA Act of 2015 as designated by Governor Lolo M. Moliga. Department of Human Resources is designated by the Governor as the WIOA Fiscal Agent, Grant Recipient and Administrative Entity. The WIOA Adult and Dislocated Worker Career Services and Training are provided by the AS Department of Human Resources through a memorandum of Understanding between the Governor, ASWIB, DHR. The WIOA youth activities are provided by DHR through a Memorandum of Understanding (MOU) between the ASWIB and AS Department of Human Resources.

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

Adult and training activities are administered by the Department of Human Resources. Adult activities are administered based on the WIOA Act and what is allowable for adult fund activities.

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

Dislocated worker employment and training activities is also administered by the Department of Human Resources. All the Dislocated worker employment and training activities are administered in accordance with WIOA to serve those individuals who are dislocated worker and based on data provided in serving this target group.

## B. FOR TITLE II:

### I. MULTI-YEAR GRANTS OR CONTRACTS

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

The Adult Education funding under Title II is administered by the American Samoa Community College (ASCC). The use of the census data is used in the allocation of resources and the planners will review the funding formula to align with WIOA requirements. Through the review process by the Adult Basic Education Director and Planners, the performance of the providers is considered based on quality, the need, units of instructions component and enrollment. Other considerations include: Needs Assessment, Individuals with disabilities, Past Effectiveness, Alignment with Work Force Centers /One-Stop Partners, Intensity, quality and instructional practices, Research-Based Education Practices, etc.

See American Samoa Community College Adult Education Literacy and Extended Learning (ASCC & AELEL) for additional information - Title II of the Unified Plan.

### II. ENSURE DIRECT AND EQUITABLE ACCESS

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

The American Samoa Community College (ASCC) uses developed internal processes to ensure that there is direct and equitable access to the grant funds. All currently funded providers receive a grant contract application notification by e-mail. This includes a known community-based organizations, libraries, literacy councils, and any other providers that is eligible pursuant to Section 203 (5). An announcement is posted on the ASCC website, Samoa News Paper, In addition, the ASCC provides information at conferences, ASWIB meetings, workshops, and other activities attended by potential providers.

The ASCC ensures that all providers have direct and equitable access to apply for grants or contracts. It also ensures the same grant or contract announcement, application, and proposed process is used for all eligible providers through the grant management system. The ASCC believes that these approaches meet the requirements specified and is satisfied that every effort is made to ensure direct and equitable access.

### C. TITLE IV VOCATIONAL REHABILITATION

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

Refer to Title IV Vocational Rehabilitation Program for additional information for this portion of the plan.

## 6. PROGRAM DATA

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## 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.

The Department of Human Resources, Office of Vocational Rehabilitation, and Adult Education Core partners have begun the project of integrating systems and a method for common intake. The project is collaborating with GEO Solutions and the Pacific Jurisdictions (Guam, CNMI, Palau, American Samoa) to integrate data from the core partners. The plan result of the project will be to include interface among the partners with a common intake process, integrating data systems, and creation of data to create the required federal performance reports. The project includes creation of data sharing agreements necessary for the nature of this tasks.

### 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.

The Department of Human Resources, Office of Vocational Rehabilitation, and Adult Education are working with GEO Solutions Company for plans to integrate data systems and facilitate streamlined intake process and case management across the core programs. The GEO Solutions had their first site visit to American Samoa, Department of Human Resources on February 4 - 9, 2018 to assess the networking internet, and locations for system setup and integration.

### 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 ASWIB assists the Governor in aligning technology and data systems across core programs through a review of program implementation and the steps underway for system coordination. The ASWIB will receive regular updates on the status of alignment efforts and will make alignment recommendations to the core partners, as appropriate.

Alignment of technology and data systems will allow more programs to realize true one—stop service delivery, through identification of common customers and providing suitable referrals based on data. Additionally, alignment of technology and customer data will allow programs to leverage resources, eliminate duplication and provide new opportunities for innovative cross—program solutions. Technology and data system alignment will also improve customer's service experience.

In order to align technology across core partners, an assessment of the processes, eligibility, enrollment, reporting and business needs of each of the core partners will be conducted. After

the assessment is complete, research will be conducted to determine if there is technology available to meet those needs or if current technology systems could be upgraded to achieve one, integrated system.

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

Currently, American Samoa has no common reporting system between all programs to produce reports required by WIOA. Until such a system is created, each individual program will provide program data using their own System to create their performance reports until the GEO Solutions Company complete its data integration The Territory of American Samoa have no Unemployment Program , thus no unemployment Insurance wage records to match with participant records. The Department of Human Resources will try and work with our Partners in developing a system to provide data for the programs while upgrades to case management system are made to allow data collection that meets reporting requirements.

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

#### B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

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

The Territory currently don't have an Unemployment Insurance Program and therefore no UI wage data to track job retentions and wages across the core programs. One significant challenge is that no mechanism currently exists to allow all core programs partners to track participant exits across all programs. An Interagency IT subgroup is working with our Chief Information Officer is exploring the development of a common information system using the existing framework that is being utilized by the DHSS. Ongoing discussions include the possibility of adapting that framework for WIOA purposes, including tracking participant exits from all programs. Two initiatives that will support this effort are the SLDA-Statewide Longitudinal Data Systems Initiative that was just recently funded through the Department of Education. Partners established a common vision and built the Territory's Longitudinal Data System (ILDS) with data sharing agreements with the American Samoa Community College, American Samoa Department of Education, Department of Human Resources, Title I and Core Partners to ensure consistently high levels of quality, reliability and security in matching and managing participant-level data across agency partners. Currently case management follow-up services will be used to assess the progress of participants exiting to jobs and post-secondary education. These approaches will be enhanced through the local MOU agreements that are being developed with the required partners. DVR, specifically will explore opportunities to work with core, and other partners to collect and share data including Annual Performance Report Indicator (APR). The Territory will incorporate evaluation strategies into all of its programs and

initiatives, and develop additional outcome measures, such as wage progression, to help determine the effectiveness of strategies such as Sector and career pathways. For Adult Education and Literacy and Extended Learning programs, data about the progress of participants exiting the ABELELP into post-secondary and training and employment will be analyzed annually as part of the program annual performance report process and the grant continuation application process.. Data about advancement will be used by ABELELP in development of targeted technical assistance and promotion of best practices. Overall Territory assessment of participant’s post-program success will be included in the statewide annual performance report submitted to the Department of Education Office of Career Technical and Adult Education.

### 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.)

Not applicable to American Samoa.

### 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.

American Samoa follows the guidance on handling and protection of personally—identifiable information provided in TEGl 39—11. Social Security Numbers, in most fields in the WIOA MIS System have been replaced with client identification numbers, SSN have been removed from printouts, staff have been trained to protect personally—identifiable information in paper form and in the transfer of PII across programs. Additional security measures regarding the system are in place and are evaluated on a continual basis.

## 7. PRIORITY OF SERVICE FOR VETERANS

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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 Territory currently does not have the following programs such as Jobs for Veterans State Grants (JVSG), Program’s IVRS, IWD DVOP, except for the local Office of Vocational Rehabilitation. Proposed rule 680.650 re-affirms that veterans continue to receive priority of service in all DOL-funded training programs but that a "veteran" must still meet each program’s eligibility criteria. Thus for WIOA Title I Adult services, the program’s eligibility and priority consideration must be made first, and then veteran’s priority applied.

WIOA partner and Office of Vocational Rehabilitation will also identify veteran customers at their point of contacts and coordinate services to assist the veterans either through the One-Stop Center or other WIOA partners.

#### 8. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES

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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.

The Territory is committed to ensuring both programmatic and physical accessibility to the One-Stop delivery system by maintaining compliance with WIOA Section 188, the American Disabilities Act of 1990 (ADA) and all other applicable statutory and regulatory requirements. Compliance monitoring is conducted at the local level to make certain that the One-stop services must be provided "on demand" and in real "real time" in the physical One-stop Center location or via Technology consistent with the direct linkage requirement defined in WIOA. It is imperative that if someone with a disability visits the One-Stop Center and requires a service, that the staff or Case Worker has an understanding of how to accommodate the needs of the customer. The Territory will use the best practices from the Disability Employment Initiative as a part of the WIOA implementation and case manager training. When appropriate, the Territory will also consult with staff from other partner agencies that have expertise in using or training in the area of reasonable accommodation or assistive technology. The WIOA Title I programs staff have been coordinating these training with the Office of Vocational Rehabilitation Case Managers and their staff. The One-Stop Center /Workforce Center must meet specific physical and programmatic accessibility criteria prescribed the ASWIB. This includes the Center's location and layout are inclusive of individuals regardless of their range of abilities and mobility. This also requires the physical characteristics of the facility to comply with 29 CFR Part 37, the 2010 or most recent ADA standards for Accessible Design and the Uniform Federal Accessibility Standards. Physical layout and the Center location are the primary criteria for physical accessibility. Outdoor space is evaluation in areas such as the layout, location in a recognizable and high —traffic area, reasonable distance from public transportation and adequate parking. The certification criteria specified by the ASWIB to evaluate the One-Stop-Center /Workforce Center's programmatic accessibility ensures access to all required programs, services and activities to eligible participants and to employers regardless of their range of abilities, mobility, age, language, learning styles, intelligence or education level. Essentially, services must be made available without unlawful discrimination. Primary criteria include equal access to career services, equal access to program services, direct linkage and reasonable accommodations. The indoor space is evaluated to make sure there is equal and meaningful access to program for individuals with disabilities. Examples include computer accessibility, set-up, screen-reading, software programs and access to interpreters. There is a great need for interpreters due to limited English proficiency in many portions of the Territory. Program staff are trained to ensure an interpreter is provided in these situations to meet the needs of English language bearers /learners. Also, coordination with OVR for their clients and

their Assistive Technology staff to assist with interpreter services or purchase services as needed by consumers.

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS.

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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.

To comply with federal EEO and Minimum Wage requirements, all posters are in English and also in our own Native Samoan Language .

The Adult Basic and Distance Learning will operate Integrated English Literacy and serve all students in need of English Language acquisition through the American Samoa Community College, and their Partners.

The Vocational Rehabilitation Program requires counselors who are hired specifically to work with deaf and hard of hearing consumers have fluent sign language skills, sign language interpreters for the deaf or hard of hearing are also provide when necessary. Other accommodations, such as documentation in alternative formats, are routinely by OVR. The policy of OVR is to consult with the consumer to determine the most appropriate mode of communication.

The OVR also have a full time Assistive Technology Specialist position, and also purchases interpreter services as needed by consumers.

In other rare instance when working with consumers who are not English speakers, All WIOA and VR Case Workers are bilingual and will interpret for them.

#### IV. COORDINATION WITH STATE PLAN PROGRAMS

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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.

This response was not provided in this section because it was not required for the Unified Plan, However, the Department of Human Resources Title I Adult services program have a MOU in place with the Territorial Administration on Aging (TAOA) to coordinate the referrals of the SCSEP participants for work experience opportunities and training to the One-Stop or Workforce Center. A designated SCSEP Coordinator is also assigned to the Center to assist with the referrals and orientation of our senior citizens and their training

## V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

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The Unified or Combined State Plan must include assurances that—

1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts; Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State boards and local boards, such as data on board membership and minutes; Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs; Yes
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or 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
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

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## VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

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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.

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### PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES UNDER TITLE I-B

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

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#### A. ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES GENERAL REQUIREMENTS

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##### 1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

##### A. IDENTIFY THE REGIONS AND THE LOCAL WORKFORCE DEVELOPMENT AREAS DESIGNATED IN THE STATE.

The American Samoa Territory has in the past and continues to operate as a single service delivery area with one Workforce region. Given the Territory's small population and, agency structure housing the WIOA core Title I programs, each partner issues policy to their service sites. However, with the passage of WIOA, the Core Partners, Vocational Rehabilitation Program, Office of the Governor, Adult Basic Education. American Samoa Community College, Department of Human Resources, Department of Commerce—Economic Development Unit, and Department of Education are working together than ever to ensure that services are coordinated and aligned, including participation in partner's conferences and joint strategy—planning activities.

**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 Workforce Innovation and Opportunity Act (WIOA) mandates that the State board shall assist the Governor in designation of Workforce Areas, as required in section 106, and that an appeals process is in place. The Territory of American Samoa is a single state local workforce area under WIOA Act as designated by Governor Lolo M. Moliga. The ASWB serves as both the State and local board as outlined in WIOA.

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

An area or areas seeking to be designated or re—designated, as a Local Workforce Area, which has requested but has been denied its request for designation or re—designation as a Local Area, may appeal the decision to the American Samoa Workforce Investment Board (ASWIB).

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

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

A copy of the appeal must be simultaneously provided to the : ETA Regional Administrator U.S. Department of Labor Employment & Training Administration 90 7th Street, Suite 17—300 San Francisco, CA 94103

In addition, a copy must be sent to the DHR at [eseneiaso.liu@hr.as.gov](mailto:eseneiaso.liu@hr.as.gov)

IMPLEMENTATION DATE:

Immediately upon receipt..

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

The Territory of American Samoa follows the requirements of WIOA Section 121 (h)(2)(E), relating to determinations for infrastructure funding, which states that the local board, chief elected official, and one-stop partners in a local area may fund the costs of infrastructure of one-stop centers in the local area through methods agreed on by board, local elected official, and one-stop partners of through the state infrastructure funding mechanism . If no consensus agreement or methods is reached. The Department of Human Resources, as the local Administrative Entity, has a MOU policy that provides guidance policy that provides directions to the ASWIB and workforce system partners. The MOU is an agreement between the one-stop partners and the ASWIB to establish a process to maintain and govern the operation of the one-stop delivery system in the local area as required by federal law.

The policy states that the MOU must contain, at a minimum, the following component:

>Description of the services to be provided by the one-stop delivery system. >Description of the functional organization, customer flow; >Methods of referrals of individuals to system partners; >Duration of MOU and procedures for amending the MOU; >A resource sharing agreement and cost allocation plan a) Resource sharing agreement outline how services and operating costs will be funded, methodology for cost sharing; invoicing and payment processes;

b) Cost allocation plan outlines partner costs based on accepted methodology;

The policy also includes a dispute resolution process that the Territory if a dispute arises over the administration of the part of the MOU, the partners must confer. If consensus is not achieved, the final decision regarding all disputes resides with Governor of American Samoa

## 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.

Guidance is provided to all Key Partners and Core partners to assure funding is well utilized to support use of Territory funds for workforce investment activities. This is part of the agenda included in the ASWIB meetings and Key partners.

### 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 Governor's set aside funding are use for overall program operations to enhance the quality and quality of services to employers and job seekers throughout the Territory. Set aside funds will be used for oversight staff in the administration of the required activities as described in WIOA regulaton 20 CR Part 682.200, including:

Administering and monitoring the WIOA program, providing technical assistance in carrying out WIOA activities, operating a fiscal and management accountability information system, along with maintaining performance and information on the cost of attendance (including tuition and fees).

The set aside funding is also used for ASWIB operations and board staff. There are no other allowable statewide employment activities underway at this time; however, the increase in the set aside funding will allow the ASWB and the Governor to explore options in providing new statewide employment and training opportunities.

American Samoa's Rapid Response structure begins with the Department of Human Resources, Employment & Training Division as the State /Territory Dislocated Worker Unit. This team is responsible for receiving all WARN notifications and distributing them to other partners as necessary. The DHR -ETD serves as the convener of these partners and helps coordinate the response activities for all separation events. Additionally, the DHR records the separation details in the online case management system so that dislocated workers can be identified by their separation event and tracked as they receive workforce services, This allows the DHR to quickly identify opportunities for employers looking for specific skill sets or occupations by referencing previous events with individuals who have transferable skills.

While the DHR is responsible for convening the appropriate partners for each event, the DHR -ETD play a pivotal role in responding quickly and effectively. Regardless of how the notice arrives to the Response Team, once it has bee entered into the case management team, the notice is forwarded to the partners and the response activities begin. The response team will

contact the employer and schedule a time to explain all available workforce services. The Response Team will help them convene partners to meet with the employer and create a plan of services to meet both the employers' and separating employees' needs. Through discussion with the employer, the DHR may offer strategies which include:

- 1, Shared work
2. Information on retraining /upskilling, opportunities
3. Job search workshops
4. Financial literacy and planning workshops

The team of partners work with the employer throughout the process and provide follow up at the conclusion to determine if any further intervention is necessary.

Most of these services made available to employer are in response to an immediate separation event. Additional opportunities may be discussed with employers where there is adequate time and opportunity for layoff aversion efforts. The foundation of American Samoa's layoff aversion strategy are activities which gather information and build partnerships. The Territory focus on exploring and sharing information which may predict opportunities for intervention in the workforce system. It then utilize this information to engage in outreach through multiple partners, such as The Department of Commerce (DOC), Chamber of Commerce to engage businesses in workforce discussion. These conversations reveal opportunities for the Territory, DHR, Department of Commerce and partners to intervene in offering strategies to help businesses upskill workers to become more productive or to learn on new technologies.

**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.**

In the event of a natural disaster, the Department of Human Resources coordinates with the Governor's Office, FEMA and appropriate agencies to deliver rapid response services to businesses and workers impacted by the disaster. Just recently on February 9, 2018, Tropical Storm Gita hit the Territory and destroyed homes, government infrastructures, communication lines, and power throughout the island. The American Samoa Emergency Operation Center (EOC) was activated and followed the operating procedures which is a joint effort with the Home Land Security (HLS), FEMA Counter partners, and all the government agencies and Red Cross.

**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.**

Currently, Trade adjustment Assistance (TAA) is not applicable in the Territory,

## B. ADULT AND DISLOCATED WORKER PROGRAM REQUIREMENTS

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### 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.

#### Work—Based Training Models

Training provided to American Samoa residents using federal WIOA funds must be in high—wage/high—demand occupations, as determined by labor market information. OJT training contracts are developed at the local level. They are the result of the relationship between DHR WIOA staff, other WIOA partners and the employer. The employer is screened prior to establishing the OJT contract, to ensure the job provides a wage that meets the participant's needs and to ensure the employer meets all regulatory aspects to be eligible for OJT funds. The length of OJT training is determined through research of the O Net system to identify the complexity of the specific job in conjunction with the participant's current level of skill in that occupation. The assessment also evaluates whether the OJT job requires high—skills and will provide a living wage for the trainee. OJT contracts are now written for low—skilled jobs that do not provide additional career opportunities in the future.

### 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).

#### Registered Apprenticeship

The Registered Apprenticeship Program is coordinated with the Apprenticeship Program at the American Samoa Community College within the Department of Workforce & Technology and the Department of Education through the Vocational Education Program. Through the WIOA planning and implementation of various WIOA initiatives, a WorkTalent will be developed as a work-based learning initiative operated by the DHR. The initiative promotes apprenticeship programs as a workforce development tool to assist local companies in the Territory to develop and implement customized programs to meet their specific hiring and training needs. Using the apprentice model can help businesses grow their own talent and build a motivated and qualified workforce. Employers use apprentice programs to recruit and train new employees and to upskill their current workforce.

One of the goals of the WorkTalent initiative is to increase the number of Registered Apprenticeship programs, a model that combines formal instruction with on-site, occupation-related training. Apprenticeships typically work 30-40 hours per week and receive classroom training through part time attendance at technical college, or universities, or approved training providers. Through a partnership with the American Samoa College, the Department of Education, Chamber of Commerce, and other government agencies (Dept of Public Works, American Samoa Power Authority, American Samoa Telecommunications) helps organizations

create apprenticeship programs that includes the requisite curriculum and classroom instruction needed to qualify as a Registered apprenticeship.

### 3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

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

The categories of ETP under WIOA are similar to those approved under WIA. However, there are expanded options for incumbent workers and use of contracts for training services. Not all allowable types of training services are subject to the requirements of the ETP provisions. Training services exempt from WIOA eligibility requirements include:

1. OJT, customized training, transitional employment, internships, paid or unpaid work experience.
2. When the American Samoa Workforce Board (ASWB) determines that there are insufficient providers options; or there is a training service that has demonstrated effectiveness offered by a community based organizations to serve individuals with barriers to employment; or it would be most appropriate to award a contract to an institution of higher education or other eligible provider in order to train multiple individuals in in-demand industry sectors or occupations and such contract does not limit customer choice; or when the local workforce board provides training services through a pay-for-performance contract.

Providers currently eligible to provide training services under WIA may continue to be eligible to provide such services until February 2016. The continuing eligibility process for current providers began October 1, 2015 and will be completed by January 30, 2016. Current providers will be notified by February 1, 2016 regarding their continuing eligibility status.

Providers previously eligible under WIA are not subject to the initial eligibility procedures below. The American Samoa Community College (ASCC) is not subject to the initial eligibility procedures below and will be determined automatically. Current programs offered by ASCC will continue to be eligible until February 1, 2016 and will then be assessed for continued eligibility.

Initial Eligibility for New Training Providers: All providers that were not previously approved under WIA must submit required information to be considered for initial eligibility under WIOA. Under WIOA, providers may receive initial eligibility for only one fiscal year for a provider-specific program.

Continued Eligibility Procedure: This section addresses procedures for continuing eligibility for training providers previously approved under WIA transitioning into WIOA and newly eligible providers under WIOA. Training providers previously approved under WIA will be subject to the application procedures for continued eligibility. Newly-eligible WIOA training providers that were determined to be initially eligible under WIOA will be subject to the application procedure for continued eligibility after their initial fiscal year of eligibility expires. Newly eligible WIOA training providers will be required to apply with continuing eligibility provisions by July, 2016. If approved, a program's continuing eligibility will extend until the biennial WIOA performance measurement review.

Continued Eligibility - Biennial Review: All provider eligibility is reviewed at least every two years. The DHR will review the performance of providers to ensure they are meeting minimum levels of performance. Biennial review will also include verification of the registration status of registered apprenticeship programs. The following factors will be utilized to determine continued eligibility:

A. The performance of training providers on WIOA standards.

B. The biennial review may include other factors such as:

i. The degree to which training programs are in-demand

industries sectors and occupations;

ii. Meeting license requirements of training providers;

iii. Use of industry recognized certificates and credentials;

iv. Programs that lead to post-secondary credentials;

v. The ability of the provider to provide training services that

are physically and programmatically accessible for individuals who are employed and individuals with barriers to employment including individuals with disabilities;

vi. The ability of the provider to partner with employers and provide job placement services;

vii. The dropout rate of the training provider;

Providers will be responsible for the collection of performance data ( not available through the the data management system) and transmitted to DHR. Procedures for the collection of data will be provided after final WIOA regulations are issued.

**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.**

In accordance with WIOA Section 134 © (3) (E), American Samoa implemented the additional adult priority of service for individuals who are basic skills deficient in September 2015. The revised priority of service policy is in the WIOA policy Manual and is available to all the Case workers and Partners.

Individuals applying for enrollment in the adult program under the priority of service for public assistance of low—income individuals must provide documentation verifying receipt of public assistance or low—income status. Individuals applying for WIA enrollment using the basic skills deficient priority of service must provide documentation to verify they are basic skills deficient. There are two acceptable ways to verify that the applicant is basic skills deficient.

1. An original or copy of the Test of Adult Basic Education (TABE) that shows the test score; or
2. Documentation from the ABEEL that verifies the applicant is enrolled in ABE and is working with them to improve their basic reading and math skills.

The DHR WIOA staff have been monitoring verification of public assistance and low—income status since implementation of the Workforce Investment Act. Monitoring for the additional WIOA adult priority of service began on July 1, 2015.

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

The American Samoa Workforce Investment Board (ASWIB) have incorporated processes and procedures for the transfer of funds between the adult and dislocated worker programs based on requirements outlined in WIOA.

In accordance with WIOA Section 133 (b) (4), ASWIB may transfer up to 100% of a Program Year allocation for Adult employment and training activities and up to 100% of a Program Year allocation for Dislocated Worker employment and training activities between two programs. The local delivery area, or American Samoa is required to track, manage, and report Adult and Dislocated Worker expenditures by funds and by Program Year of each allotment portion at the state/local level. Since local fund transfers impact original state /local allotments, as well as local fund availability, the Department of Human Resources (DHR) has established procedures to manage transfers to facilitate accurate reporting to USDOL.

While up to 100% transfer is allowable, the local service delivery area, or the Territory of American Samoa is reminded that appropriate services to both DW and Adult customers are required. The Territory of American Samoa are to include in an Administrative Adjustment the rationale for requesting transfer and explanation of how services to Adults and Dislocated Workers will be maintained, along with meeting priority of service requirements. Request for transfer may be made through the fifth (5th) working day of June of the current program year’s funds.

The Territory of American Samoa may transfer up to 100% of the base Adult and Dislocated Worker allocations of the current year allocation. Youth funds may not be transferred. Transfer request are to be submitted through the ASWIB for the Governor’s review and approval.

#### C. YOUTH PROGRAM REQUIREMENTS

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

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA IN AWARDING SUCH GRANTS OR CONTRACTS.\*

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

The ASWIB and DHR will consider the following criteria for awarding contracts to the service providers in the next round of the RFP:

1. Agency profile and experience in providing services to disconnected youth. 2. Demonstrated effectiveness. 3. Financial system in place 4. Work plan and method of providing services 5. Description of how the provider will ensure that WIOA youth are provided services who are:

a. In-school youth b. Out-of-school youth

**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.**

With respect to youth workforce investment activities authorized in section 129, the criteria to be used by the ASWiB in awarding grants for youth activities and a plan for how the board will take into consideration the ability of providers to meet performance accountability measures for the youth programs are as follows: In 2013 the Territory (DHR) embarked on a model that ensures services are integrated at the front line level and unified at the management level including core partners within the Workforce One-Stop Center. By refocusing the performance assessment from individual program performance measures to the general outcome measures, service seamless, efficient integration can be further enhanced with the core and required partners..

Joint collection measures will be easier to manage and more clearly understood by the single delivery area (local, businesses, and all the workforce system partners.

The Department of Human Resources (DHR-ETD) as the Grant Recipient for the funding under the WIOA Act, the ASWiB will be governed by the procurement policy as developed in accordance with Federal, State and local policies and approved by the ASWiB. The Department of Human Resources, Employment & Training Division is the administrative /fiscal agent for the ASWiB and in this capacity administers and oversees all phases of the WIOA operations.

Requests for proposals (RFPs) shall be publicized and identify all evaluation factors and their relative importance for you workforce investment activities. Any response to publicized requests for proposals shall be honored to the maximum extent practical. The DHR Director shall develop a method for conducting technical evaluations of the proposals received and for selecting contractors. The DHR staff may review all proposals that meet the submission requirements and may submit summary reports of all proposals received to the ASWiB as directed by DHR. The DHR may review summary reports of all proposals received and select the agency or the service provider that it deems best able to operate the program efficiently and effectively, with price and other factors considered. After evaluation and recommendation of the RFPs by the DHR staff, the ASWiB will make the final selection of service providers.

Final selection of funding will primarily be based on, yet not limited to, effectiveness, demonstrated performance, fiscal accountability, cost/price analysis, staffing, potential for meeting performance standards / goals, program operation and coordination, quality of training especially in addressing competency deficiencies of clients, participant characteristics, past performance, non-duplication of services, and funding.

A selection committee consisting of appointed DHR members, ASWiB Chairman, and DHR staff shall review competitive proposals. This task may also be assigned to the Youth committee. The

committee shall submit a recommendation to the ASWIB for their review and final approval. The DHR-ETD staff will provide training, guidance, and/or technical assistance on an as needed basis to the selection committee. This shall include a comprehensive review of all proposals received by the DHR staff.

Resources leveraged and resources available will be coordinated with our Core partners, Community Service Block Grant (CSBG) administered by the Department of Commerce, Governor's Special Project for Youth Development, Criminal Justice youth projects, EPA youth programs, local government agencies, and Parks & Recreation agency, and other agencies who are providing support for the Territory's youth population.

**3. DESCRIBE HOW THE STATE WILL ENSURE THAT ALL 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2) ARE MADE AVAILABLE AND EFFECTIVELY IMPLEMENTED, INCLUDING QUALITY PRE-APPRENTICESHIP PROGRAMS UNDER THE WORK EXPERIENCE PROGRAM ELEMENT.\***

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

**Ensuring that all Fourteen Program Elements Are Available and Effectively Implemented**

American Samoa WIOA youth funding goes to youth providers and Partners of the Territory. American Samoa determined that going through the RFP process for youth providers instead of bidding out each youth elements better served American Samoa rural area and population of youth. WIOA youth providers are responsible for ensuring that all elements are American Samoa is a single service delivery area and the WIOA staff /Unit within the Department of Human Resources provide oversight of the WIOA title I Youth programs on behalf of the ASWIB. The DHR, WIOA Office follows the American Samoa Government (ASG) Office of Procurement for Request for Proposal RFP process. The ASWIB and DHR developed the criteria for the selection of youth providers in the Territory.

The ASWB and DHR will consider the following criteria (at a minimum) for awarding contracts to the service providers in the next round of Request for Proposals.

1. Agency profile and experience in providing services to disconnected youth 2. Demonstrated effectiveness: includes performance measures and goals accountability 3. Financial systems: description of the offeror's financial system in place for fiscal control and accounting procedures that are in accordance with generally accepted accounting principles 4. Work plan and method of providing activities and services 5. Description of how the provider will ensure that WIOA youth services are provided to youth who are:

a. In—school (attending any school, including secondary or post—secondary school), age 14 — 21, are low income and have one or more WIOA barriers; and Out—of—school youth (not attending any school), not younger than 16 or older than made available to youth participant; however, they have the discretion of determining what specific elements may be provide based on the youth's individual objective assessment and the Individual Service Strategy.

American Samoa or youth providers coordinate all the activities within the service delivery, whenever possible, to coordinate and leverage funds to ensure youth are receiving the services they need. In some instances, youth elements such as Financial Literacy are provided by the Department of Education or banking institution (BOH) at no charge to the WIOA program. Dropout prevention is another element that is provided to in—school youth through

coordination with the Department of Education and the WIOA program staff. WIOA Youth Coordinator provides the method in which the youth will receive the required elements, whether it will be through coordination directly with the schools or with the service provider.

American Samoa conducts annual monitoring of youth service providers. The monitoring consists of a review of youth records, or their MIS system in their operation. Monitors review case notes for documentation and the employment plan, to ensure that the youth is receiving the appropriate services (14 elements) that are included as services described in the Youth's Service Strategy. Following the desk review, an onsite review is conducted to review youth files for documentation verifying the youth is receiving one or more youth elements. Records are also reviewed throughout the year in conjunction with the quarterly reports submitted by providers.

Program elements that will be made available to all youth include: 1. Tutoring, study skills training and instruction leading to secondary school completion, including dropout prevention strategies 2. Alternative secondary school offerings 3. Paid and unpaid work experiences that have academic and occupational education as a component of the work experience, such as: >Summer employment opportunities and other employment opportunities available throughout the school year; >Pre—apprenticeship programs >Internships and job shadowing; and >On—the—Job training opportunities 4. Occupational skill training with priority consideration for training programs that lead to recognized post—secondary credentials that align with in—demand industry sectors or occupations. 5. Education 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 8. Adult mentoring for the duration of at least 12 months, This may be provided both during and after program participation. 9. Follow—up services for not less than 12 months after the completion of participation 10. Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth. 11. Financial literacy education 12. Entrepreneurial skills training 13. Services that provides labor market and employment information about in—demand career counseling, and career exploration services. 14. Activities that help youth prepare for and transition to post—secondary education and training.

Requires Additional Assistance Barrier definition

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.

Individuals who requires additional assistance to complete an educational program or to secure and hold employment is defined as: 1. Having limited employment opportunities as defined as being unable to obtain employment after a four week employment search, or 2. Residing in a

community with limited youth-related employment opportunities defined as a community with 60 or less worksites based on LMI area data profile, 3. Having one or more parents incarcerated, or 4. Having a record of being unable to hold employment demonstrated by being terminated from two or more jobs in the past six months, or 5. Being identified as at risk of dropping out of school as documented by school officials or DHR-ETD program staff.

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.

Out—of—school youth:

A low—income youth (16—14) who requires additional assistance to: Enter or complete educational program; a youth who is in need of a high school diploma or equivalent; or has dropped out of a post—secondary educational program during the past 12 calendar months; or has a diploma but requires additional education in order to obtain or retain employment. OR

2. Secure and hold employment: A youth (including a youth with a diploma or equivalent;) not currently attending any school and who has not held a full—time job for more than three consecutive months; or has a poor work history, to include no work history; or has been fired from a job in the last six months; or lacks work readiness skills necessary to obtain and /or retain employment.

In—school youth:

A youth (14—21) who requires additional assistance to:

1. Complete an education program: A youth who is at risk of dropping out of high school as documented by his/her school: or had previously dropped out of an education program but has returned to school (including an alternative school);has below average grades; or a youth with poor attendance patterns in an educational program during the last calendar months; or has been suspended or expelled from school within the last 12 months ; or has been placed in out—of—home care (foster care) for more than six months.

OR

2. Secure and hold employment: an in—school youth who has not held a job for more than three consecutive months; or has a poor work history, to include no work history; or has been fired from a job in the last 6 calendar month; or lacks work readiness skills necessary to obtain and/or retain employment.

American Samoa definitions of “attending school” and “ not attending school” “Attending School” American Samoa defines attending school as youth 7—16 that are enrolled in and attending school full—time. Youth that are enrolled in a private school are considered to be “attending school” if they have registered with the Department of Education of their intent to be considered a school.

‘Not Attending School’

Youth under 16 and not attending school are considered to be truant; youth 16 and over and not attending school is considered to be a “drop—out”

American Samoa adopted the definition of basic skills deficient from WIOA Law Sec. 3 (5). Basic Skills Deficient (Youth Eligibility Barrier) — means a youth: that has English, reading, or computing skills at or below the 8th grade level on a generally accepted standardized test (grade level scores below 9.0) (e.g, 8.9) is considered “at or below the 8th grade level.)

Assessment instruments must be valid and reliable and provide reasonable accommodations to youth with disabilities in the assessment process in making this determination. American Samoa uses the Test of Adult Basic Education (TABE) as the acceptable basic skills assessment. Basic Skills assessments are done through the American Samoa Community College, Adult Basic Education Literacy and Extended Learning Program. WIOA participants testing at 8.9 or below are required to have a specific number of hours of remediation and WIOA providers work closely with Adult Basic Education to ensure that are receiving remediation in preparation for post—tests.

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.

The territory will use the basic skills deficient definition contained in WIOA Section 3 (5)(B).

#### D. SINGLE-AREA STATE REQUIREMENTS

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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).)

Currently, The AS Unified Plan is still posted on the Website and so far no public comments. The public comments will be incorporated in the Plan once received or during the modification period.

The Department of Human Resources, Employment & Training Division is the Administrative Entity and grant recipient of the WIOA funds for the Territory.

American Samoa will comply with the WIOA Youth Activities described in WIOA Section 129 (c)(2) of the 14 youth elements. The Territory plan to carry out by assisting young people who are disconnected, disengaged and lack self-sufficiency by engaging them in employment, education and training that will support them in succeeding in the labor market and transition into successful adulthood. The WIOA youth program will focus its efforts on serving eligible young people in this target groups, and other groups who are identified as the most in need.

Participants and career planners work together to determine which elements are provided based on the objective and individual service strategy. This process assists participants to obtain a focus to begin to develop competencies for the world of work. This includes identification of skills, needed skills, work-readiness, career pathways, etc.

Goal setting and progression towards meeting those goals is another important component for participants. Identification of appropriate career pathway goals, career/employment goals and education/ academic goals assists participants to formulate an action plan and make gains towards their career goals. Participants who are identified as basic skills deficient will have a goal of improving their skills in readying or math as applicable.

A variety of activities and services are available for youth to upgrade their skills through education and training or workforce activity offered. These activities assist participants to gain exposure to the world of work while learning valuable skills and personal attributes that will assist them in future work opportunities. Career exploration is possibly the most important element of an experiential learning activity as it assists young people in making more informed decisions regarding their future. Experiential learning activities include job interview, work experience, internships, on-the-job training and pre-apprenticeship.

Many young people need supportive services to ensure they can participate, or contribute to participate in a WIOA activity or partner activity. Career planners will assess need and availability of funds outlined in their local plan when offering support services.

Program participation concludes when a participant has met their goals and achievement objectives, has been determined to be self-sufficient and is no longer in need of additional services. Continued contact by the career planner is in place for 12 months, in addition, participants are encouraged to utilize the One-Stop center and partner services for future needs.

The service providers are the Department of Education, Vocational Rehabilitation, private sector employers, American Samoa Community College, Adult Basic Education, Women & Youth Office, WIOA Program, and various agencies providing youth related activities all year round.

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

The roles and resource contributions of the one-stop partners are all coordinated through the ASWB and its core partners and one-stop partners. A draft MOU is being reviewed and submitted for Governor's approval.

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

The Department of Human Resources and ASWB will consider the following for awarding subgrants and contracts for title I activities: 1. Agency profile and experience in providing services to disconnected youth. 2. Demonstrated effectiveness. 3. Financial system in place. 4. Work plan and method of providing services to the in-school and out-of-school youth.

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.

Training services are coordinated and provided through the Department of Human Resources and through the service providers and training partners. WIOA eligible participants and WIOA counselors work in teams to assure customer choice is encouraged through their assessments, case management and their choice of training either with a training provider, using ITA, or their choice of training providers.

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.

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.

E. WAIVER REQUESTS (OPTIONAL)

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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:

- F. MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;
- G. PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE WAIVER;
- H. PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN OPPORTUNITY TO COMMENT ON THE REQUEST;
- I. ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.
- J. 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;

The Territory is not requesting for waivers until such time.

#### TITLE I-B ASSURANCES

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The State Plan must include assurances that:

1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient; Yes
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist; Yes
3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members. Yes
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2). Yes

5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. Yes
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions. Yes
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7). Yes
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan. Yes
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I. Yes
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. Yes
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3); Yes

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**PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM  
(EMPLOYMENT SERVICES)**

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All program-specific requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

**A. EMPLOYMENT SERVICE PROFESSIONAL STAFF DEVELOPMENT.**

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**1. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS.**

**2. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE (UI) PROGRAM, AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION.**

**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.

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UNEMPLOYMENT INSURANCE CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS.

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:

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1. COORDINATION OF AND PROVISION OF LABOR EXCHANGE SERVICES FOR UI CLAIMANTS AS REQUIRED BY THE WAGNER-PEYSER ACT;

2. REGISTRATION OF UI CLAIMANTS WITH THE STATE'S EMPLOYMENT SERVICE IF REQUIRED BY STATE LAW;

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

4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.

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--

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#### 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.

A. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY, AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS' NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE.

B. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWS IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL,

OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION.

## 2. OUTREACH ACTIVITIES

The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

- A. CONTACTING FARMWORKERS WHO ARE NOT BEING REACHED BY THE NORMAL INTAKE ACTIVITIES CONDUCTED BY THE EMPLOYMENT SERVICE OFFICES.
- B. PROVIDING TECHNICAL ASSISTANCE TO OUTREACH WORKERS. TECHNICAL ASSISTANCE MUST INCLUDE TRAININGS, CONFERENCES, ADDITIONAL RESOURCES, AND INCREASED COLLABORATION WITH OTHER ORGANIZATIONS ON TOPICS SUCH AS ONE-STOP CENTER SERVICES (I.E. AVAILABILITY OF REFERRALS TO TRAINING, SUPPORTIVE SERVICES, AND CAREER SERVICES, AS WELL AS SPECIFIC EMPLOYMENT OPPORTUNITIES), THE EMPLOYMENT SERVICE COMPLAINT SYSTEM, INFORMATION ON THE OTHER ORGANIZATIONS SERVING MSFWS IN THE AREA, AND A BASIC SUMMARY OF FARMWORKER RIGHTS, INCLUDING THEIR RIGHTS WITH RESPECT TO THE TERMS AND CONDITIONS OF EMPLOYMENT.
- 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.
- 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.
- E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEES AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS.

## 3. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM.

Describe the State agency's proposed strategies for:

- A. PROVIDING THE FULL RANGE OF EMPLOYMENT AND TRAINING SERVICES TO THE AGRICULTURAL COMMUNITY, BOTH FARMWORKERS AND AGRICULTURAL EMPLOYERS, THROUGH THE ONE-STOP DELIVERY SYSTEM. THIS INCLUDES:
  - XI. HOW CAREER AND TRAINING SERVICES REQUIRED UNDER WIOA TITLE I WILL BE PROVIDED TO MSFWS THROUGH THE ONE-STOP CENTERS;
  - XII. HOW THE STATE SERVES AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH SERVICES.

**B. MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS.**

**C. MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.**

**4. OTHER REQUIREMENTS**

**A. COLLABORATION**

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

**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.

**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.

**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.

**E. STATE MONITOR ADVOCATE**

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

**WAGNER-PEYSER ASSURANCES**

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The State Plan must include assurances that:

1. The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3)); No
2. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; No
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and No
4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. No

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## PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

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The Unified or Combined State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under title II, the Adult Education and Family Literacy Act (AEFLA).

### A. ALIGNING OF CONTENT STANDARDS

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Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

The Adult Education Literacy and Extended Learning (AELEL) Division under the American Samoa Community College will align its content standards with the Common Core State Standards as adopted by the American Samoa Department of Education (K-12) College and Career Ready Standards (ASCCRS) in English Language Arts and Mathematics. The ASCCRS were adopted from the national college and career ready standards (CCR). The Adult Education Literacy Division is going through with the implementation of the college career readiness standards as a result of the college and career readiness standards by Susan Pimentel (2013), and proposed by the OCTAE training in Dallas, Texas in March of this year. A meeting with the Assistant Director, Mrs. Netinin Sene of the Office of Curriculum and Instruction (OCI) and the Director of Adult Education is set for September 15, 2016 to make sure that the adult education college and career ready standards are align with the American Samoa College and Career Ready Standards currently used by the American Samoa Department of Education.

### B. LOCAL ACTIVITIES

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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.

The goals of the Adult Education Literacy and Extended Learning programs in American Samoa have been developed to meet the intent of the Adult Education and Family Literacy Act (Sec. 202 (1)(2)(3) to assist adults to become literate and obtain the knowledge and skills necessary to obtain a job or improve their present jobs, to assist parents to obtain the educational skills necessary to become full partners in the educational development of their children and assist adults in the completion of a secondary school education.

All eligible providers in American Samoa will be considered as long as they meet the eligibility requirements as follow:

- a local educational agency;
- a community-based organizations of demonstrated effectiveness;
- a volunteer literacy organization of demonstrated effectiveness;
- an institution of higher education;
- a public or private nonprofit agency;
- a library
- a public housing authority;
- a nonprofit institution that is not described above but has the ability to provide literacy services to adults and families;
- a consortium of the agencies, organizations, insttutions, libraries, or authorities described in any of the above.

The Adult Education Literacy and Extended Learning Division as the eligible agency for Title II funding will award multiyear grants or contracts from grant funds made available under section 211 (b), oan a competitive basis, to eligible providers within American Samoa or its outlying islands to enable the eligible providers to develop, implement, and improve adult education and literacy activities with American Samoa. AELEL will ensure under the same process that all eligible providers have direct and equitable access to apply for grants or contracts and this process and application is used for all eligible providers in American Samoa or its outlying islands.

All eligible providers who will receive a grant or contract from the Adult Education Literacy and Extended Learning Division is required to do the following;

- use the grant or contract to establish or operate one or more programs that provide services or instruction in one or more of the following categories:
31. Adult education and literacy services, including workplace literacy services.
  32. Family literacy services.
  33. English literacy programs.

In compliance with Sec. 231 (1)(2)(3), AELEL will provide adult education and literacy services to individuals in the Territory who are most in need. These services will include the following in coordination with other services they offer pertaining to their mission:

34. Workplace Literacy (Sec. 203 (18) - literacy services offered for the purpose of improving the productivity of the work force through the improvement of literacy skills. AELEL will work with the local companies and government agencies that will request special help with basic writing skills, math skills, reading skills and other workplace skills that will enhance the employability of their employees. CASAS will be administered to everyone who will enroll in the program to determine the proper English and math course. This will empower the employee in terms of having the opportunity to apply for job openings in higher position, whether within the company or else where.
35. Family Literacy (Sec. 203 (7) - programs and services that are intense and rigorous in design in order to make sustainable changes within a family. We will work with the Early Childhood Education Program and the Elementary schools with their staff and Parent Teach Association members to set up programs to help parents improve their basic literacy levels in reading, writing, and math in order to better assist with their children's education. CASAS is used to appraise, pretest and posttest the participants. All facets of Sec. 203 (7) will be addressed (a,b,c,d).
36. English Literacy (Sec. 203 (6) - a program of instruction designed to help individuals of limited English proficiency develop competence in the English language. CASAS is used to appraise, pretest and posttest the participants. The levels of ABE/ESL curriculum will enable the student to learn, either just basic functional skills (life skills and English language skills), or/and advance to earning a high school credential.
37. Workforce preparation - provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster. CASAS is used to appraise, pretest and posttest the participants. Continue working with the Trades and Technology Division (TTD) of the American Samoa Community College with their Apprenticeship Program so that adult education and literacy activities is a core part of their training and education preparation for the purpose of career advancement.

include churches, community-based organizations of demonstrated effectiveness (such as the YWCA, Goodwill Industries of American Samoa, the National Women's Council and the Red Cross), the American Samoa Department of Education, the Territorial Library and the American Samoa Community College. Other providers will be considered as long as they meet the eligibility requirements set forth in Sec. 203 (5) of the program regulations.

Service providers will be evaluated according to their performance. The process is as follows:

38. The service providers contact AELEL office that they have informed their interested students for the class. The AELEL director or designated staff meets with the students at the service provider site to explain to them about ABE/ESL classes. The CASAS is administered at the same time. CASAS is scored at AELEL office, and the level with the most number of students will be recommended for the class.
39. Service provider instructor will come to the AELEL office to orientate about the level of the recommended curriculum to be used. AELEL office will provide class materials. Service provider will decide and notify AELEL office when they intent to start.
40. AELEL staff attends the first day of class to do registration and administer appropriate pre-test. The first one-third of the payment will be given at this point. The service provider will be given \$350 per student they educate.
41. Service provider will keep attendance of every class and will turn in all attendance records once halfway through the course. AELEL staff will visit the class again at this point to collect the records. The second payment (one-third of the contract, and 5% of their current expenses; classroom rental, etc.) for the service provider will be given at this point upon satisfaction of AELEL.
42. At the last day of class, which also completes the schedule 45 contact hours and meets the 40 minimum contact hours as indicated by our assessment plan, the AELEL staff will visit the service provider site and administer the post-test. Class attendance records will be collected. The service provider then will prepare a report and turn in to AELEL director to receive their final payment, with the satisfaction of AELEL office.

In compliance with Sec. 231 (1)(2)(3), the AELEL program will provide adult education and literacy services to individuals in the Territory who are most in need. These services will include the following;

43. Workplace Literacy (Sec. 203 (18) - literacy services offered for the purpose of improving the productivity of the work force through the improvement of literacy skills. AELEL will work with the local companies and government agencies that will request special help with basic writing skills, math skills, reading skills and other workplace skills that will enhance the employability of their employees. CASAS will be administered to everyone who will enroll in the program to align the proper curriculum to use. This will empower the employee in terms of having the opportunity to apply for job openings in higher positions, whether within the company or outside.
44. Family Literacy (Sec. 203(7) - programs and services that are of sufficient intensity in terms of hours and of sufficient duration to make sustainable changes in a family. We will work with the Early Childhood Education Program and the Elementary Schools with their staff and Parent Teacher Association members to set up programs to help parents improve their basic literacy levels in reading, writing, and math in order to better assist their children with their education in general. Again we will use CASAS to help appraise the appropriate level of curriculum to be used. All facets of Sec. 203 (7) will be addressed (a,b,c,d).
45. English Literacy (Sec. 203 (6) - a program of instruction designed to help individuals of limited English proficiency develop competence in the English language. We will administer CASAS appraisal, not only to place this student in appropriate ABE level, but also to ESL level; and therefore use the appropriate ESL curriculum and ABE curriculum. The levels of the ABE appraisal and curriculum will enable the student to learn, either

just basic functional skills (life skills and English language skills), or/and advance to earning a General Education Development (GED) certificate.

46. Workforce preparation - provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster. CASAS will be utilized to appraise, pre and post test the participants. Continue working with the Trades and Technology Division (TTD) of the American Samoa Community College on their Apprenticeship Program so that adult education and literacy activities are part of their apprenticeship 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.

### C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

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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.

The Adult Education Literacy and Extended Learning under section 225 of WIOA with funds available under section 222 (a)(1) is the only service provider at the Tafuna Correctional Facility (TCF), the only facility of its kind in the territory. Programs offered include adult basic education, special education programs as determined by the eligible agency, English literacy programs, and secondary school credit program. These programs are done in partnership with

the various faith based organizations that offer ministry services at the facility. AELEL provides the instructor and instructional materials associated with the program. This unique partnership shares the time allotment given to this particular ministry organization for their service at the facility. Participants on these programs are made available with priority given to individuals who are likely to leave the correctional institution with 5 years of participation in the program.

The English Literacy Program is currently offered and a math literacy program will follow promptly. If any of the participants is released before the completion of the program, they are encouraged to continue with the on campus program at the college. CASAS is again used in assessing the participants of the program. It is the intention of the Adult Education Literacy Division to offer a high school credentialing program in addition to our English/Math Literacy Program for the population at the facility upon the availability of space on-site.

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#### D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

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##### 1. DESCRIBE HOW THE STATE WILL ESTABLISH AND OPERATE INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAMS UNDER SECTION 243 OF WIOA, FOR ENGLISH LANGUAGE LEARNERS WHO ARE ADULTS, INCLUDING PROFESSIONALS WITH DEGREES AND CREDENTIALS IN THEIR NATIVE COUNTRIES.

American Samoa under the Adult Education Literacy and Extended Learning Division at the college is currently integrating English Literacy and Civics Education programs under its high school credentialing program. In addition, AELEL is collaborating with the Early Childhood Education (ECE) Program in implementing English Literacy and Civics Education as part of their Family Literacy Program for parents of children enrolled in their programs. AELEL will continue to provide funding for the program by providing instructors and instructional materials in addition to technical assistance requested by the ECE administration.

##### 2. DESCRIBE HOW THE STATE WILL FUND, IN ACCORDANCE WITH THE REQUIREMENTS OF TITLE II, SUBTITLE C, AN INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM AND HOW THE FUNDS WILL BE USED FOR THE PROGRAM.

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#### E. STATE LEADERSHIP

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##### 1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA.

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

##### 2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE.

AELEL under section 222(a)(2), shall use its funding for the following adult education and literacy activities to develop or enhance the adult education system of the Territory or its outlying islands.

(A) Align adult education and literacy activities with other core programs and one-stop partners, including eligible providers, to implement the strategy identified in the unified State plan under section 102, including the development of career pathways to provide access to employment and training services for individuals in adult education and literacy activities.

(B) The establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs.

(C) The provision of technical assistance to eligible providers of adult education and literacy activities receiving funds under this title, including - the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, distance education, and staff training; the role of eligible providers as a one-stop partner to provide access to employment, education, and training services; and assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.

(D) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities and the dissemination of information about models and proven or promising practices within the State.

ASCC/AELEL may use State Leadership funds for one or more of the permissible activities listed below.

(A) The support of State or regional networks of literacy resource centers.

(B) The development and implementation of technology applications, translation technology or distance education, including professional development to support the use of instructional technology,

(C) Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults.

(D) Developing content and models for integrated education and training and career pathways.

(E) The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3).

(F) The development and implementation of a system to assist in the transition of adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of high education.

(G) Integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers.

(H) Activities to promote workplace adult education and literacy activities.

(I) Identifying curriculum frameworks and aligning rigorous content standards.

(J) Developing and piloting of strategies for improving teacher quality and retention.

(K) The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate, and identify the needs and capture gains of such students at the lowest achievement levels.

(L) Outreach to instructors, students, and employers.

(M) Other activities of statewide significance that promote the purpose of this title.

## F. ASSESSING QUALITY

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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.

### **Grant Applications**

An eligible provider desiring to provide adult education services and or programs under WIOA, Title II, Adult Education and Family Literacy shall submit a grant/program agreement application to be evaluated on established criteria. American Samoa intends to use fiscal year 2016 funds for fiscal year competition. The grant/program agreement application shall contain information and assurances including in section 231(a-e):

1. A description of how funds awarded will provide adult education programs and services to eligible individuals including, but limited to, the following:

- Adult Education
- Literacy
- Workplace adult education and literacy activities
- Family literacy activities
- English language acquisition learner/activities
- Integrated English literacy and civics education
- Workforce preparation activities
- Integrated education and training.

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

3. A description of those described in section 231(e)(1-13);

a. to provide an assessment of regional needs and those most in need of services

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

c. to provide past effectiveness of improving literacy of eligible individuals to meet American Samoa's adjusted levels of performance in section 116.

- d. to demonstrate alignment between proposed activities and services to American Samoa Unified Plan (strategy and goals section 108) and to activities and services of the one-stop partners.
- e. to demonstrate that program and activities are of sufficient intensity and quality and based on the most rigorous research available as to achieve substantial learning gains and use instructional practices that include essential components of reading instruction.
- f. to demonstrate that program and activities are based on best practices derived from the most rigorous research available and appropriate.
- g. to demonstrate how activities effectively use technology, services, and delivery systems, including distance education.
- h. to demonstrate how activities provide learning context.
- i. to demonstrate that program and activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established.
- j. to demonstrate how program and activities coordinate with other available education, training, and social service resources in the community.
- k. to demonstrate whether program and activities offer flexible schedules and coordination with federal, local support services necessary to enable individuals to attend and complete program.
- l. to demonstrate a high quality information management system that has the capacity to report measurable participant outcomes as stated in section 116.
- m. to demonstrate need to additional English language acquisition program and civics education programs.
- n. to include a description, information, and assurances related to section 232.

### **Eligible Providers**

Eligible providers, that demonstrated effectiveness in providing adult education and literacy activities, are encouraged to apply for a grant/program agreement. Eligible providers 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.

j. a partnership between and employer and an entity described in a-i.

### **Notice of Availability**

ASCC/AELEL will publish a notice of availability in the Samoa News and on the American Samoa Community College website ([www.amsamoa.edu](http://www.amsamoa.edu)) on March of each year. The program agreement 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 the American Samoa Community College, East Wing Building, room 8; telephone number (684) 699-9155 ex:331; email: [t.fale@amsamoa.edu](mailto:t.fale@amsamoa.edu).

### **Process**

The eligible provider shall expend grant funds to carry out adult education and literacy activities. Eligible providers seeking WIOA, Title II funds shall submit a grant/program agreement application in order to be evaluated for funding consideration.

Evaluation will be conducted by a five member adult education advisory council. The council consists of a member from the local programs, local DOE director or designee, a member of the private sector, English literacy instructor, and the Adult Basic Education director

Grant/program agreement applications should be submitted to:

AMERICAN SAMOA COMMUNITY COLLEGE

ADULT EDUCATION LITERACY & EXTENDED LEARNING OFFICE

PO BOX 26090

PAGO PAGO, AS 96799

Notice of award will be made by the AELEL Director based on the review by the advisory council and recommendation no more than 30 days of the application submittal deadline.

63. Eligible provider will be advised as to whether or not the project is funded
64. Awardees will receive a notice of award letter. Applicants who were not funded will be advised in writing indicating the reason(s) for non-selection.
65. An eligible provider aggrieved by the action of the advisory council, and alleging a violation of local or Federal law, rules, regulations, or guidelines governing the programs may within 10 business days from the date of notification letter, request in writing to the State Director clarification or reconsideration.

### **Evaluation of Applications**

The grant/program agreement application shall address requirements stated in section 213 (a-e).

In awarding federally funded grants or contracts, grant applications will be evaluated against criteria in section 231 (a-e). ASCC/AELEL 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/contract application. An eligible provider shall use the proposal describing how it plans to do the following;

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
3. ensure funds support target populations as stated in section 203(4) except if programs, services, or activities are related to family literacy activities.

### **Annual Evaluation of Adult Education and Literacy Activities**

ASCC/AELEL 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, ASCC/AELEL will conduct a comprehensive evaluation to ensure that local programs employ research in designing and implementing adult education programs. This evaluation includes fiscal reporting compliance, program reporting requirements, physical layout of project, methods and materials used, linkage or cooperative arrangements with other programs, 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 and interim reports to determine the attainment of the performance measures. It is a must 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, review of effectiveness of teacher training, use of evaluation results to determine achievement of performance for indicators on section 116(b)(2)(A)(i)(I-VI). Including in the close-out report are the number of instructional hours, number of students, outreach activities, and expansion activities. Upon the completion of the program year, a comprehensive report from the program will include data containing all program and student information as it relates to outcome assessment. Data will be used to assess the attainment of the following performance measures;

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

### **Monitoring Evaluation**

Eligible providers will submit a consolidated monthly activity report to ASCC/AELEL office. Information on the progress of the programs in relation to target goals and objectives will be included. 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 performances standards and identify recommendations for program improvement.

ASCC/AELEL will continue to use the TOPSpro for tracking of programs and student until the local Department of Education established their longitudinal data system and ASCC/AELEL and WIOA core partners gain access to the data system.

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### CERTIFICATIONS

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States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. Yes
2. The State agency has authority under State law to perform the functions of the State under the program. Yes
3. The State legally may carry out each provision of the plan. Yes
4. All provisions of the plan are consistent with State law. Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. Yes
8. The plan is the basis for State operation and administration of the program. Yes

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### CERTIFICATION REGARDING LOBBYING

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Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the

undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### **Statement for Loan Guarantees and Loan Insurance**

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization **American Samoa Community College**

Full Name of Authorized Representative: **Tauvela Fale**

Title of Authorized Representative: **State Director of Adult Basic Education**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)  
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to OCTAE\_MAT@ed.gov

### **ASSURANCES**

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The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. Yes

4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; Yes

5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and Yes

6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Yes

7. The eligible agency agrees that in expending funds made available under title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303 ). No

#### SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA )

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In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the instructions posted at <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

The American Samoa Community College (ASCC) is an Equal Opportunity/Affirmative Action Employer. It is the policy of ASCC to comply with Federal and State laws that prohibit discrimination in College programs and activities, including but not necessarily limited to the following laws, which cover students and applicants for admission to ASCC.

Title VI of the Civil Rights Act of 1964; Age Discrimination Act of 1975; Titles VII of the Public Health Service Act; Title IX Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and Section 402 of the Vietnam Era Veteran's Assistance Act of 1974.. The President of the American Samoa Community College has declared and reaffirmed commitment to the College's pursuit of equal education and employment opportunities, and further declared that any harassment of students or employees on the basis of sex is prohibited. The College's Human Resources Office will handle complaints of this nature.

Discrimination in all programs, activities, and work environments is unlawful and will not be tolerated by the American Samoa Community College. In accordance with the law, the College does not discriminate against individuals on the basis of age, race, color, sex, sexual orientation, gender-identity, marital status, religion, disability, genetic information, veteran's status, ancestry, national or ethnic origin, or political affiliation.

ASCC is committed to assist and provide appropriate academic access services to students with a certified disability who meet the academic and essential requirements for admission or participation in the education program or activity given appropriate and reasonable accommodation. Students with a disability will not, on the basis of that disability, be denied full and equal access to academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs or activities offered by ASCC. This is to ensure full

compliance with all pertinent federal and state legislation, including Section 504 of the Rehabilitation Act of 1973 as amended by the American with Disabilities Act (ADA) OF 1992. Students may contact Counseling Services to obtain information on accessibility to services, activities and facilities. Programs include but are not limited to: Academic majors and certificate and degree plans, including coursework and practical research; career training; counseling; financial aid; physical education; recreation activities by student organizations; placement; and any other programs offered by the college. New and prospective students with certified disability should contact the Division of Student Services and refer to the Student Handbook for further details on college access and accommodation services. Individuals must make all requests at least one month prior to the start of their entering semester. Upon request, assistance and orientation to ASCC process will be provided.

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### PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION

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The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan\* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

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\* Sec. 102(b)(D)(iii) of WIOA

#### A. INPUT OF STATE REHABILITATION COUNCIL

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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;

Introduction This section has been jointly developed by the American Samoa State Rehabilitation Council (AS-SRC) and Governor's Office (GO) Office of Vocational Rehabilitation (OVR). Included herein are the input and recommendations of the SRC, provided to OVR during FFY 2017, as well as OVR's formal responses to each item. 1. COLLABORATION: OVR continues to work closely with their partners the Department of Human Resources (DHR)—Division of Employment and Training (WIOA) and Adult Basic Education. The Workforce System is continually developing new and fostering ongoing partnerships to achieve a seamless and integrated access to services and expanding the system's capacity to serve employers and mutual consumers.

OVR Response: VR will continue to take the opportunity to educate WIOA partners about OVR services in ongoing communication with these partners. OVR provides training to core partners on VR services, in addition to actively sharing expertise training and consultation to ensure all customers are served effectively. OVR requested training from our partners as to their services and processes then all parties will understand the services provided by each partner.

2. OVR's case management software and IT platform continue to lag behind other states. In order to better serve customers and provide an efficient system we need to obtain software that can be utilized by all WIOA partners in sharing common data information of clients as a virtual one stop. OVR Response: OVR, Department of Human Resources-Division of Employment and Training (WIOA) is collaborating with Guam, who competed for the National Dislocated Worker Grant (DWG)-Reemployment System Integration (RSI) and was awarded \$2,166,188.00, other Pacific island countries were included in the proposal submitted by Guam; they are Commonwealth of the Northern Marianas (CNMI), Palau and American Samoa comprising the Pacific Jurisdiction partnership, agreeing to promote practical regional workforce initiatives and build stronger collaboration across all key public and private sector partners to support the ideal regional training system. The Pacific Jurisdiction intends to address common challenges and understanding of local workers by streamlining and integrating technology to directly improve programs and service delivery, particularly to dislocated workers and those who are long-term unemployed. Guam has invested in its existing Virtual One Stop solution and the region now has the opportunity to interface as consortium partners. Individuals needing employment or benefits from a regionally connected and coordinated common intake and reporting services among the various agencies. In order to effectively achieve a regionally connected and coordinated common intake and reporting services among the Pacific jurisdiction, there needs to be a robust online service delivery structure through all core partners. The Pacific Jurisdiction members propose to build off existing technology to enhance connectivity across programs and services both locally and among regional Pacific Jurisdiction workforce development partners. Modifications will include the changes necessary to implement the common performance accountability system and reporting on common performance indicators. The web-based system will be expanded regionally to provide a labor exchange and WIOA case management system for the neighboring Pacific islands. This will help address the challenges resulting from continued migration of long-term unemployed individuals or dislocated workers, many with significant barriers to employment.

3. With regard to coordination with education officials, the Council recommends that OVR add language to define ASDOE-Division of Special Education's role in providing Pre-Employment Transition Services. OVR Response: ASDOE-Division of Special Education's role in providing Pre-Employment Transition Services is defined in the revised memorandum of understanding (MOU) between OVR, as referenced in the Coordination with Education Officials section of the modified VR plan.

4. It is widely recognized in business and industry that soft skills are important 21st Century skills and are part of workplace readiness. The SRC commends OVR develop and implement a Soft Skills program.

a. In an effort to gauge the extent to which this program will be implemented, the SRC requests additional information on how many consumers are targeted to attend soft skills training by OVR.

b. The SRC further recommends OVR develop an integrated approach to providing soft skills training for all consumers, including youth with disabilities, throughout a consumer's development towards employment, including training by curriculum, workplace training, and job coaching. This integrated approach must include strong business engagement to ensure consumers have the skills to succeed in their employment choice. OVR Response: a. OVR agrees with the council's recommendations and will develop and implement a soft skills program by Winter of 2018 as well as create tracking mechanism by utilizing the VOS integrated software. b. The OVR will continue to provide soft skills training as part of the on-going VR services, and as appropriate based on need, as identified in each individual's Individualized Plan for Employment, including youth with disabilities. Additionally, OVR will collaborate with Special Education to incorporate

Soft skills training into their curriculum for youth with disabilities, if feasible. In order to increase the quality and the number of successful job placements, OVR will consider business feedback, as appropriate, when implementing its soft skills curriculum and, or training needed for its consumers. 5. To understand the evolving hiring needs of business and to implement changes needed to improve quality employment outcomes, the SRC recommends OVR expand engagement with business at each level of OVR, including executive leadership, and ensure a focus on business engagement is disseminated throughout the organization. OVR Response: OVR welcomes continued opportunities to speak and collaborate with businesses on their employment and training needs. VR recognizes that understanding the ever changing business environment and the skills needed by employers will benefit its consumers in their training plans and employment goals. As VR builds partnerships and relationships with businesses throughout the territory, OVR will provide training and resources to management and staff. VR is committed to ensuring that business needs are met, consistent with the Workforce Innovation and Opportunity Act (WIOA) and Section 508, and incorporated into practices that lead to successful employment outcomes for our consumers. 6. In order to provide consumers with equal access to the benefits of the 21st century technology, the SRC recommends OVR proactively educate and inform staff and consumers of the importance of assistive technology and the tools and user competency which is taken for granted in today's workplace. OVR Response: OVR will continue to pursue innovative and advanced technology to educate and inform consumers on assistive technology and determine how to increase user competency. Additionally, OVR administers the State Assistive Technology Grant and the Assistive Technology Advisory Council provides advice to OVR regarding the Assistive Technology program. 7. The Council applauds some of the great work of the agency in serving youth and those in transition. The SRC is complimentary of VRs efforts to work with this group and is encouraged by the agency's efforts to strengthen these programs and outreach further. In alignment with WIOA mandates, SRC supports early contact and the provision of Information and Referral (I&R) guidance to educate and encourage future training and employment for transition students. The Council supports VR engaging the local Department of Education specifically Special Education Division to expand and offer additional opportunities for pre-, vocational and/or technical training for students who are interested in career technical programs. By providing more information to students and families about services available in the schools we may increase the success for each individual entering the field of employment or continued education. The Council requests increased communication and collaboration by VR representatives with each high school and increased participation in the education options available to students. The SRC supports VR initiating peer mentoring and; increasing the capacity of transition service providers while encouraging self-employment and entrepreneurial options. OVR Response: WIOA provides great opportunities for VR to increase transition services and opportunities to youth with disabilities. Increased Information and Referral to transition age youth is built into WIOA, and VR has already begun providing more transition service-related information to youth. VR hired transition coordinator to ensure that standard information is provided consistently to all schools and to coordinate and monitor active and potential partnerships. 8. The SRC recommends that OVR continue the expansion of services designed to meet the needs of those who are blind or visually impaired. OVR Response: OVR agrees with SRC's recommendation to expand services to blind/visually impaired consumers.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

1. : VR agreed with State council's recommendations and responded after each recommendation as state above to council's input.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

OVR did not reject any of the Council's input or recommendations.

B. REQUEST FOR WAIVER OF STATEWIDENESS

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When requesting a waiver of the statewide 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;

This agency is not requesting a waiver of statewide.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

This agency is not requesting a waiver of statewide.

3. ALL STATE PLAN REQUIREMENTS WILL APPLY

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

NA

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM.

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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;

OVR has elected to combine two distinct state plan attachments required by the Rehabilitation Services Administration (i.e. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System and Interagency Cooperation) into this one section. This choice is made so that OVR partnerships, cooperative agreements, and interagency agreements may be reviewed in full; authorities and stakeholders may comprehensively evaluate the scope and depth of OVR's comprehensive partnership efforts. Our partnerships and cooperative agreements strengthen the American Samoa's ability to serve individuals with disabilities through strategic initiatives and coordinated services.

## 2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

American Samoa Assistive Technology Program is under the umbrella of ASOVR and works closely with VR counselors in recommending equipment and devices for clients to try prior to purchasing the equipment.

## 3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE UNITED STATES DEPARTMENT OF AGRICULTURE;

USDA partnership in ensuring the health of the land through sustainable management. The agency works closely with OVR farmers to prevent damage to natural resources and the environment, restore the resource base, and promote good land management. The USDA continues to support our Clientele (veterans and non-veterans) to become viable farmers (i.e. Farmers, fishermen, hydroponics, pig farmers) in OVR's self-employment program. The project RISE refers to: Rising Individuals Self Esteem for veterans. The local stakeholders are; the AS Veterans Office, OVR, USDA, ASCC Land Grant, Governor's Office and the local Department of Agriculture. Through this project OVR is able to partner with these programs to coalesce services under our Entrepreneurship Program to help clients grow and sell to DOE's school lunch program, catch and raise fish to be sold to local stores and restaurants; and grow plants and flowers to sell to the community, especially religious functions.

## 4. NONEDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

1. The Department of Human & Social Services (DHSS) division of Developmental Disabilities Planning Council provide for systemic change, public policy development, advocacy, empowerment training, identification of barriers to employment and community inclusion for individuals with developmental disabilities, the elderly and at risk youths, referral services, and coordination with public education and awareness activities during Developmental Disabilities Awareness Month. 2. Statewide Independent Living Center provides group training to assist students and youths with disabilities in developing the skills needed to live independently; self-advocacy and awareness ,advocate during IEP process, understanding the transition process and advocating for themselves in post-secondary education, employment and when receiving social services; workplace readiness training to provide students and youth with disabilities the knowledge needed to find and maintain competitive integrated employment through OVR. 3. Governor's Committee on Rehabilitation Behavior Disability Issues, VR's Director participates as a member of the Governor's Committee and partners with the Committee on issues and concerns faced by the disabled population especially out-of-school youth in obtaining the needed assistance and services. 4. The American Samoa Alliance against Domestic Abuse and Sexual Violence (ASADSV), also known as the Alliance for Strengthening Families, was formed soon after one of the worst recorded disasters struck American Samoa in September 2009. The Alliance grew out of the desire by founding members to strengthen the work in the Territory in: developing services, forging ongoing community awareness, education and providing support through training and technical assistance for existing and potential services that speak to domestic violence, sexual assault, and other forms of violence within the territory. The Alliance's commitment is to strengthen collaborative activities through cross-training, system-wide advocacy, through work with government and island community to address policies that impact victims of domestic, sexual and other forms of violence within the territory. Vision 'Strong Families for Safe and Healthy Homes' Mission To support and develop an inclusive and

integrated island-wide and regional organization made up of a diverse group of individuals and organizations that come together to provide leadership and direction through a coordinated response against domestic violence, sexual assault and other forms of family violence in the territory of American Samoa, targeting adults and youths whether in or out of school.

## 5. STATE USE CONTRACTING PROGRAMS.

Not in use at this time. OVR continues to seek participates to establish community rehabilitation programs.

## D. COORDINATION WITH EDUCATION OFFICIALS

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Describe:

### 1. DSU'S PLANS

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

The Memorandum of Understanding agreement with DOE-SPED identifies and outlines the delivery of Pre-Employment Transition services to students with disabilities as promulgated in CFR 361.22. This agreement deals with mutual provision of services by both OVR and the SPED. Thus, OVR and SPED will provide an array of services to all students within this category. No student will be turned away from receiving Pre-Employment Transition Services. As identified in OVR's revised Policy Manual; the age limit for pre-employment transition services eligibility is 16 years or when a student is in their senior year of secondary education (whatever comes first). However, this does not negate OVR working together with SPED prior to their senior year. Also referrals to OVR will be accepted from SPED at anytime of the individual student's education tenure. Before a student completes their secondary education a vocational rehabilitation plan will have been developed and put into place prior to their graduation time, if that is the choice of the student and parent's. This will help ameliorate the student's transition process from secondary education to work and/or their post-secondary education. Transition services will include but not limited; to training and placement, coupled with supported employment if needed, advocacy, assistive technology, counseling and guidance, independent living services and community integration and recreation. American Samoa OVR is not under any Order of Selection. This also includes any student who is in the Transition Program or referred to the Program. In 2017 OVR, DHR-WIOA and Special Education collaborated in the School to Work Program. Two High Schools participated in this project, a total of eight participates for a total of six weeks. These same individuals also participated along with twenty-two disabled students in the Department of Human Resources — WIOA Employment and Training Division Summer Youth program for six weeks. The School to Work project had the students working two to four hours either on or off campus experiencing work base learning. This continued on to the Summer Youth Program (SYP) which included all the high schools as well as students from Manu'a high school; there was a total of 30 students with disabilities participating but the total of SYP participants equaled 739. For FY 2018 OVR, DHR-WIOA and Special Education's School to Work program included all high schools in the territory; there are thirty students with disabilities participating, the duration is for eight weeks. Those

participating in the school-to-work project will also participate in the summer youth program unless they chose not to. Collaboration and coordination with the Department of Education continues to grow.

## 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;

The MOU provides that VR will shall provide consultation and technical assistance to assist educational agencies in planning for the transition of students from school to post—school activities and ensure that OVR's staff participate in IEP meetings where transition planning occurs. In addition, OVR shall establish and collaborate with the Transition Planning Committees to outreach to and identify students with disabilities in need of transition services as early as possible in the transition planning process and also plan for the availability of community services for students with disabilities before and after exiting secondary education.

### B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

The agreement provides that OVR and Department of Education will cooperatively participate in planning, training, policy development, data collection, and resource identification and dissemination to improve transition planning for students with disabilities. Also, both parties agree to provide technical assistance to education agency personnel regarding transition planning services for students with IEPs. Transition planning will facilitate the development and completion of IEPs and transition plans in coordination with the IPE for VR services.

### C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

The agreement describes the role of the Department of Education-SPED to ensure that the agency engage students with disabilities and their families in transition planning when it is a mandated part of the IEP process. The agreement describes the role of OVR to include providing consultation and technical assistance to assist SPED in planning for the transition of students from school to post—school activities and ensure that VR staff participate in IEP meetings where transition planning occurs. The agreement also addresses the financial responsibilities of each party.

### D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

The agreement provides that OVR collaborate with SPED's Transition Planning Committee to outreach to and identify students with disabilities in need of transition services as early as possible in the transition planning process. OVR and SPED will also plan for the availability of community services for students with disabilities before and after exiting secondary education.

### E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

There are no cooperative agreements in place with private nonprofits in the territory. VR is working with several private nonprofit organizations to establish community rehabilitation facilities, to provide supported employment and pre-employment transition services work based learning experience utilizing 15% of total VR funds for this provision. This is an on-going process until we can establish a cooperative agreement with a community rehabilitation facility.

#### F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

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(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

There are no community rehabilitation providers (CRP) in the territory to provide supported employment and extended services. This creates challenges in providing for a comprehensive support system which are required for a successful program. Discussions with public agencies and organizations to provide and/or fund supported employment and extended services are ongoing. OVR will coordinate with other State agencies such as the Department of Human Resources-Workforce Board, Office of Developmental Disabilities Planning Council, and Office of Mental Health Services, and other entities to provide supported employment services and extended employment services. OVR will continue to communicate and collaborate with these agencies to provide quality supported employment services and provide referrals and information regarding mutual consumers. OVR will provide up-to-date information and training to State agencies and other entities to ensure the provision of supported employment services and extended services are provided to individuals with the most significant disabilities including youths with the most significant disabilities. OVR has established representation with and is actively involve with the Department of Youth and Women's activities for youth all year round with the participation of several VR consumers in learning different skills such as silk screen printing, sewing, flower arrangement, basic computer skills, to name a few of the activities provided. This activity assist our clients' in deciding their OVR employment goal. OVR/SES will provide this needed service in our commitment to serving people with the most significant disabilities including youth with the most significant disabilities by utilizing SES and Title I funds to serve this population. OVR primarily provides supported employment services to individuals with developmental disabilities and individuals with mental health disabilities, primarily for supported employment job coaching. Of these two groups, individuals with developmental disabilities represent the vast majority of supported employment outcomes. For consumers with developmental disabilities who qualify for services under the Department of Human and Social Services — Division of Developmental Disabilities Planning Council (DHSS-DDPC), OVR continues to work collaboratively with DDPC to provide SES job coaching and a seamless transition to extended services if needed. DDPC defines extended services as ongoing employment support services which enable an individual to maintain integrated competitive employment in a community setting. Individuals must be employed in a community-based, competitive job that pays at or above minimum wage. The initial job placement, training, stabilization may be provided through the Office of Vocational Rehabilitation. Extended

Services provide the additional work related supports needed by the individual to continue to be as independent as possible in community employment. If an employed individual has obtained community based competitive employment and stabilization without VR's services, the participant is still eligible to receive Extended Services, as long as the participant meets appropriate program qualifications. Ongoing employment support services are identified in the participants' Individualized Support Plan and must be related to the participants' limitations in functional areas (i.e. self-care, understanding and use of language, learning, mobility, self-direction, capacity for independent living, economic self-sufficiency), as are necessary to maintain employment. Extended Services are provided in integrated community settings where persons without disabilities are also employed. Extended Services do not include sheltered work or other similar types of vocational services furnished in specialized facilities or volunteer endeavors.

## G. COORDINATION WITH EMPLOYERS

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(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

### 1. VR SERVICES; AND

The OVR is committed to working with businesses and employers in recognizing competitive integrated employment and career exploration opportunities in serving job seekers with disabilities. In FY 2016, the School-to-Work program was re-activated, we had eight participants from two high schools participating. The eight students were training at actual worksites as part of work base learning. The training lasted six weeks with students training one to two hours during school or after school. Further, VR will focus upon pre-employment transition services when serving students with disabilities. The Department of Human Resources, Employment and Training Division (DHR-ETD)(WIOA) and OVR are the primary resource for businesses seeking solutions to their disability-related issues and for information about employing individuals with disabilities. With our help, employers are beginning to recognize OVR and DHR-WIOA role as business consulting service that is able to help them meet the challenges of today's work environment by providing information on staffing, financial incentives, accessibility and accommodation options, educational programs, and expertise on the Americans with Disabilities Act. In addition, employers are beginning to understand that DHR-ETD and VR can help them gain a critical business advantage by connecting them with a qualified and largely untapped labor force. The Business Partnership Network was developed with the purpose of raising awareness of the Vocational Rehabilitation program for both individuals with disabilities who may benefit from VR services and businesses that benefit from hiring individuals with disabilities. Business leaders interested in saving time and money while expanding their business opportunities and customer base are invited to join the Vocational Rehabilitation Business Partnership Network (BPN). The network is a joint effort of public and private employers, the Office of Vocational Rehabilitation and DHR-ETD partners. In order to more effectively interface with businesses on a continuous basis OVR will maintain regular contact with statewide partner agencies that regularly contact and serve businesses as a part of their mission. VR will meet with each statewide agency partner to discuss how to work together and leverage resources which can benefit job seekers with disabilities in competitive employment positions. Informational sharing with agencies will be mutually beneficial, enhancing the OVR's ability to expand hiring opportunities for individuals with disabilities, and

meeting workforce needs for local companies. OVR and core partners will:

- Conduct meetings with statewide partners to discuss areas of mutual concern, protocol for working with each agency and their respective field staff.
- Attend regular meetings of any and all relevant agencies/entities who directly or indirectly work with employers as a part of their primary mission.
- Obtain relevant data on number and types of companies who are seeking employees and ascertain job ready qualifications requirements and/or specific training needs.
- Develop presentations for use with statewide partner agencies which will describe the type of job seekers available through the OVR. The presentation will describe the type of skill sets available to companies through VR job seekers, ability to secure specific job training to meet the company's needs and all associated benefits regarding the hiring of job seekers with disabilities, including incentives and any on-going assistance from the OVR. The presentation will also open a dialogue regarding the fears, misinformation, misconceptions, increased costs of doing business, etc. which need to be addressed.
- Develop MOUs/Partnership Agreements to execute with companies, whether in writing or by mutual consent..

Benefits of the Network include:

- being recognized as a contributor in community workforce development
- the opportunity to teach topics on fundamental life skills and job preparedness
- providing input to shape in-demand training
- networking with other businesses
- sharing best practices

Members also receive:

- Education about resources and financial incentives available to employers
- Strategies for accommodating and retaining employees with disabilities
- Training on disabilities in the workplace

OVR's ability to coordinate with local entities is imperative for success. Community and economic development partners are the best link to disseminating VR's message to employers. These partners potentially hold the key to the resources necessary in order to facilitate VR's mission of increasing quality employment opportunities for job seekers with disabilities. Through direct communications with strategic partners, OVR will be able to ascertain information on prospective businesses which may be relocating to our state, especially in regard to the types of companies, numbers of positions, and skill sets they intend to hire. Additionally, partners have the ability to provide VR with intelligence on existing business expansions, especially at the local level where economic developers and chambers of commerce may potentially be points of contact.

## 2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

We are the primary resource for businesses seeking solutions to their disability—related issues and for information about employing individuals with disabilities. With our help, employers are beginning to recognize OVR's role as a business consulting service that is able to help them meet the challenges of today's work environment by providing information on staffing, financial incentives, accessibility and accommodation options, educational programs, and expertise on the Americans with Disabilities Act. In addition, employers are beginning to understand that VR can help them gain a critical business advantage by connecting them with a qualified and largely untapped labor force. The Business Partnership Network was developed with the purpose of raising awareness of the Vocational Rehabilitation program for both individuals with disabilities who may benefit from VR services and businesses that benefit from hiring individuals with disabilities. Business leaders interested in saving time and money while expanding their business opportunities and customer base are invited to join the Vocational Rehabilitation Business Partnership Network (BPN). The network is a joint effort of public and private employers and the Office of Vocational Rehabilitation. The BPN's mission is to provide leadership in disability employment awareness. Its goals are to introduce businesses to the

state's most significant employment resource, highlight the advantages of hiring people with disabilities and dispelling the myths. Benefits of the Network include: • being recognized as a contributor in community workforce development • the opportunity to teach topics on fundamental life skills and job preparedness • providing input to shape in—demand training • networking with other businesses • sharing best practices Members also receive: • Education about resources and financial incentives available to employers • Strategies for accommodating and retaining employees with disabilities • Training on disabilities in the workplace There has been recent collaboration and cross education between the American Samoa Department of Human Resources — Workforce Development Board (DHR—WDB) and the American Samoa Office of Vocational Rehabilitation. The purpose of the intensive cross education is to begin a strategic partnership of working together when it comes to strategic outreach to businesses. A deeper and more strategic partnering with DHR—WDB, should help our territory better work with businesses. Because both DHR—WDB and VR have access to a pool of candidates looking to enter the workforce, it is logical to coordinate the outreach efforts only after ensuring that the agencies are educated on the specific services available to assist not only the job seeker but also the employer. Employers grow weary of the many agencies working individually to gain opportunities for their clients. VR and the Workforce Development Board hope to streamline services collaborate and partner in outreach efforts across the state in order to efficiently use their time working with employers. Future plans for Business Partnership Network are to expand the capacity. Meetings have been scheduled for the Network to explore options for further building the outreach to businesses in an effort to expand employer engagement, provide disability—related information and resources (e.g., disability awareness training, business—to—business resources for beginning disability hiring initiatives, etc.), and develop work—based learning opportunities, internships and apprenticeships for individuals with disabilities. The goal is to make outreach more robust across the territory with potential hiring events, encourage disability hiring initiatives, job fairs, and other business services. This is not meant to duplicate efforts of other core WIOA partners, but to allow for resources within VR to assist in such critical collaboration, as well as provide expertise and resources for business in the area of disability.

The Office of Vocational Rehabilitation's (OVR) Marketing Specialist is working with the business community, with the vision to build and sustain partnerships with business and industry through effective services that are driven by the needs of employers. These partnerships will lead to competitive integrated employment and career exploration opportunities for OVR customers.

Efforts are underway with our business relationships to define and customize services to employers, create strategic partnerships to support workforce needs, and establish an employment-focused culture within the rehabilitation process. OVR will strengthen collaboration and coordination with employers to identify competitive integrated employment and career exploration opportunities to facilitate OVR services and Transition services, including Pre-Employment Transition Services (PETS) for students, youths and adults with disabilities to prepare them for employment by:

Goal 1: Become the foremost recognized and trusted resource for employers' disability inclusion needs.

Objective: Increase the number of employers engaged as business partners.

Strategies:

1. Implement a business customer relationship management tool.
2. Define the services offered to employers and customize them to meet business needs.
3. Create statewide consistency in business relations outreach and services.
4. Participate in business-led organizations, such as Chambers of Commerce, etc.
5. Create strategic practices that can be replicated.
6. Align services with the Workforce Development Boards and other community partners.
7. Engage with Workforce Innovation and Opportunity Act (WIOA) core partners to share best practices.

Goal 2: Become a top resource for employers in need of qualified employees.

Objective: Increase referrals of qualified applicants to business partners.

Strategies:

1. Facilitate direct access to qualified applicants through business relationships.
2. Market career opportunities internally to OVR staff.
3. Provide a seamless connection to OVR services and qualified applicants across a company's footprint locally.
4. Engage in local talent pool coordination with local Workforce Boards to meet businesses' workforce needs.
5. Collaborate with business to create a pipeline of qualified candidates.

Goal 3: Expand career opportunities for OVR candidates.

Objective: Prepare ready-to-work applicants for in-demand careers and jobs that are available now.

Strategies:

1. Meet with business and industry to assess workforce needs to better align training with those needs.
2. Communicate information from employers about business needs and qualification requirements to OVR staff.
3. Engage in sector partnerships.
4. Collaborate with WIOA core partners to share resources and best practices.
5. Generate opportunities for worksite training with business partners.

#### H. INTERAGENCY COOPERATION

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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;

OVR actively collaborates with the DHSS - Developmental Disabilities Planning Council, Department of Public Health — Division of Mental Health and Office of Medicare, but as OVR is not part of these agencies, we do not yet have a formalized agreement with any of these agencies; we continue to work towards this goal. OVR is still negotiating an agreement with the Office of Medicare in order to formalize collaboration, coordination of services, and mutual understanding of scope and role of Medicare/Medicaid in promoting success for individuals who require long-term employment supports and provide options for vocational services under an Order of Selection scenario. OVR continue to negotiate an agreement with the Department of Human and Social Services division of Developmental Disabilities Planning Council in order to formalize prioritization for securing long-term supports for employed DD individuals and DDPC-eligible individuals, and for detailing means for collaboration, coordination of services, and mutual understanding of scope and role of each agency in promoting success for individuals who require long-term employment supports. OVR continues to negotiate an agreement with the Department of Public Health - Division of Mental Health in order to formalize collaboration, coordination of services, and mutual understanding of scope and role of each agency in promoting success for individuals who require long-term employment supports.

## 2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

OVR continues to negotiate an agreement with the Department of Human and Social Services division of Developmental Disabilities Planning Council in order to formalize prioritization for securing long-term supports for employed DD individuals and DDPC-eligible individuals, and for detailing means for collaboration, coordination of services, and mutual understanding of scope and role of each agency in promoting success for individuals who require long-term employment supports.

## 3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

Negotiates are on going to formalize an agreement with the Department of Public Health - Division of Mental Health in order to formalize collaboration, coordination of services, and mutual understanding of scope and role of each agency in promoting success for individuals who require long-term employment supports. Our counselors participates in staffing cases with Public Health-Mental Health Division, mental health division refers their cases to VR once their client is considered ready to enter back into and becoming a participating member of society.

## I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

### 1. DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

#### A. QUALIFIED PERSONNEL NEEDS.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

OVR has a strong commitment to employing and retaining an adequate workforce of qualified vocational rehabilitation professional and paraprofessional personnel. VR maintains a data system for personnel needs, resources, and training. The data system is maintained by the Department of Human Resources (DHR) and provides annual analysis of qualified personnel needs and development; DHR staff and VR's Assistant Administrator track and monitor information on employees including date of hire, official job classification, job functions, terminations and other information, such as offices and districts assignments. OVR maintains a counselor to job seeker ratio of 1 counselor per an average of 75 job seekers. . OVR will continue to focus on appropriate caseload size by ensuring services are provided to eligible individuals with disabilities who actively participate in the vocational rehabilitation program leading to competitive employment. Current positions: 1. Counseling staff 6 2. Support staff 5 3. Administration 3 4. Supported employment 1 5. Other staff 0

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

At the writing of this plan the number of personnel currently needed to provide VR Services include: 1. Counseling staff 8 2. Support staff 6 3. Administration 3 4. Supported employment 3 5. Other staff 1

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.

Listed is the number of personnel projected vacancies over the next 5 years. The numbers indicated are and continue to be based on historical and projected turnover rates. 1. Counseling staff 8 2. Support staff 2 3. Administration 2 4. Supported employment 0 5. Other staff 0

## 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;

There are two institutions of higher education in American Samoa Community College Associates of Arts Degree Program launched in 2001. This initiative reflects the collaboration among ASCC, OVR, and DSE. It is the plan that after the two years at ASCC, the person will move on to either Argosy University, University of Hawaii or the San Diego State University where a Bachelors in Rehabilitation or Social Services as a targeted goal.

ii. the number of students enrolled at each of those institutions, broken down by type of program; and

OVR has two staff enrolled in the Bachelor's degree program with Argosy University.

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.

No staff members graduated last year or the year before.

## 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.

The Office of Vocational Rehabilitation relies our Management Information System data for information for retention and succession planning. The generated data is used by supervisors to monitor individual performance and to conduct intervention should the need arise. Each supervisor is tasked to develop with each of the subordinate employee's career development programs along with preparing replacements for those employees who will retire. The development of career ladders will include the identification of training programs needed by the worker to successfully transition to next career progress stage. These individually prepared plans will generate human resources information necessary for the preparation of its annual human resources development plan. The recruitment of staff to work at the Office of Vocational Rehabilitation is guided by national policy demanding maximum placement of disabled individuals in the organization. Accordingly, the Office of Vocational Rehabilitation is aggressively pursuing the employment of disabled individuals to the maximum extent possible without compromising the quality of services rendered to the disabled population of American Samoa. Through educational and training collaborations with the Department of Education's Special Education Division and the American Samoa Community College, disabled individuals attending post secondary education are encouraged to take administrative, counseling, and rehabilitation to equip them with the necessary skills to forge their eventual employment with the Office of Vocational Rehabilitation. Basic 110 program funds supplemented by other financial resources will be allocated equitably based on the goals and objectives of the human resources development plan. The agency boasts of its successful capacity to train recruited employees to become proficient in the devolution of assigned duties and responsibilities. This trend was set at the outset of the establishment of the Vocational Rehabilitation program in the Territory by the grantor. Based on this mandate, the Office of Vocational Rehabilitation aggressively implemented plans to raise the competence level of staff. OVR is fortunate that its turnover rate is significantly small and focusing on non-technical personnel. Professional staff turnover rate is practically zero for the past four years. While this experience is lauded, the retention of trained staff remains a struggle attributed principally due to salary disparities among government employees and the salary gap is widening. Some administrative workers earn more than VR counselors. Thus it is natural for the counselors to move to more financially lucrative agencies of government. This discrepancy will need to be addressed to ensure that professional and technical staff remain at OVR, so that services to consumers are not

compromised. This issue is still being addressed with the Director of the Department of Human Resources. Moreover, the proper classification of particular professional and technical positions must be implemented. The counseling personnel of the Office of Vocational Rehabilitation have been victimized by this defective practice. The counselors are presently being classified as an 'administrative assistant' and as such, the financial compensation is greatly reduced. The responsibilities and duties of the counselor are vastly different both in technical and professional scope as well as the complexity of these duties. The Office of Vocational Rehabilitation has set the following entry qualifications for any person seeking a counselor position with the agency: • Must have a bachelor's degree in rehabilitation or allied field; • Must have five (5) years of minimum related experience; • Must be fluent in English and Samoan; • Must be able to write in English and in Samoan; or • Master Degree in rehabilitation with 2 years of practical experience; and • Current Certificate as a Rehabilitation Counselor certified by the Commission. The Office of Vocational Rehabilitation management is fully cognizant of the number of professional staff nearing the retirement age and the need to adequately plan for their replacement. Accordingly, steps are now being taken through preliminary identification of individuals from the current cadre of professional counselors with demonstrated management aptitude to be groomed as replacement candidates. While it is highly preferable to fill management vacancies from within the organization, existing personnel rules and regulations might not facilitate this desire. The position of administrator might be politicized thus negating the possibility of it being replaced by a current employee.

### 3. PERSONNEL STANDARDS

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

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

OVR's standards are consistent with Federal requirements that apply to the profession or discipline in which such personnel are providing vocational rehabilitation services. Personnel standards for all government employees are defined by specific duties and responsibilities incorporated in the Official Job Description approved jointly by the Office of Vocational Rehabilitation and the Department of Human Resources. Additional personnel standards are outlined in Title 6 of the American Samoa Code Annotated and the American Samoa Administrative Code. Personnel standards for vocational rehabilitation counselors are established relevant to employment and related experiences, educational credential and work experience credentials.

#### 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.

Human Resource Development efforts will continue to be oriented toward appropriate and adequate training for all personnel. Although there has been an emphasis on assisting counselors in meeting the CSPD standard and on developing the technical, managerial, and leadership skills of the supervisors and managers, staff development opportunities are provided to employees at every level. The Vocational Rehabilitation Counselor continues to remain versatile and diligent by making sure that all services at the disposal of the client are being optimally utilized. The Office of Vocational Rehabilitation is committed to the adoption of the holistic service approach so that all of the needs of the client are effectively addressed. For example, if assistive technology is needed, he/she must be knowledgeable about the types of assistive devices with proven records to be suggested to the client. Further, the counselor must be aware of all impediments that might preclude the use of a certain assistive device. This challenge can be overcome by forming an alliance with the assistive technology specialist to ensure that not only the best fit device is recommended, but sensitivity with regard to cost is also very important. Based on the local prevailing economic system and job availability, the Office of Vocational Rehabilitation is aggressively encouraging clients to pursue the self-employment option, by focusing attention on niche services. The Office of Vocational Rehabilitation has been meticulous in making sure that the counselors receive training on assistive technology and the available assistive devices that are available in the market. Attempts are being maintained to continue to involve physicians in the service process especially in the area of prosthetics and the assessment of the nature and extent of the disability. For fiscal year 2018 and on ward, training emphasis will be placed on building counselors and staff capacities to aggressively promote the concept of entrepreneurship given bleak economic forecast for the territory. The Office of Vocational Rehabilitation will continue to collaborate with its partners on training fund leveraging to address the growing need for funds to finance the continuance of needed training initiatives. These partners include the American Samoa Community College, the University Center for Excellence on Developmental Disabilities, DHSS Developmental Disabilities Planning Council and workforce partners. The Office of Vocational Rehabilitation will continue to promote established goals for CSPD. These CSPD goals are: • Improve the employment outcome for the disabled community. • Increase OVR's capacity to ensure increase in positive closures. • Increase consumer satisfaction of OVR services • Improve program effectiveness and efficiency. Evaluation sensitivities were disclosed in the previous State Plan supporting the dependence on third parties evaluators to conduct program assessment; data collection remains one of the major obstacles. Information disclosure is hampered by personal concerns of privacy. Consequently, additional time is invested to allay these concerns by thoroughly addressing the intended use of the required information. Clients are coached on the importance of this information to ensure program continuation with the possibility for additional financial support if sufficient credible data is collected to demonstrate the need. The Office of Vocational Rehabilitation looks forward to the findings and recommendations presented in the evaluation report. The findings will be shared with key staff of the agency and a collaborative strategy will be developed to propose actions of corrections (POC) to address areas where weaknesses are identified. This POC strategy will be distributed to every employee of the agency after the general discussion of the findings and recommendations is completed. The contents of the POC will be used to assess the effectiveness of the program in the next cycle of performance evaluation. A critical part of the process is individual performance assessments given the fact that the program efficacy is intrinsically tied to personnel performance. It is imperative that management conducts these performance

evaluations and try to draw parallels between individual performance and agency successes and failures.

#### 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. SYSTEM OF STAFF DEVELOPMENT

a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

Human Resource Development efforts will continue to be oriented toward appropriate and adequate training for all personnel. Although there has been an emphasis on assisting counselors in meeting the CSPD standard and on developing the technical, managerial, and leadership skills of the supervisors and managers, staff development opportunities are provided to employees at every level. The Vocational Rehabilitation Counselor continues to remain versatile and diligent by making sure that all services at the disposal of the client are being optimally utilized. The Office of Vocational Rehabilitation is committed to the adoption of the holistic service approach so that all of the needs of the client are effectively addressed. For example, if assistive technology is needed, he/she must be knowledgeable about the types of assistive devices with proven records to be suggested to the client. Further, the counselor must be aware of all impediments that might preclude the use of a certain assistive device. This challenge can be overcome by forming an alliance with the assistive technology specialist to ensure that not only the best fit device is recommended, but sensitivity with regard to cost is also very important. Based on the local prevailing economic system and job availability, the Office of Vocational Rehabilitation is aggressively encouraging clients to pursue the self-employment option, by focusing attention on niche services. The Office of Vocational Rehabilitation has been meticulous in making sure that the counselors receive training on assistive technology and the available assistive devices that are available in the market. Attempts are being maintained to continue to involve physicians in the service process especially in the area of prosthetics and the assessment of the nature and extent of the disability. For fiscal year 2018 and on ward, training emphasis will be placed on building counselors and staff capacities to aggressively promote the concept of entrepreneurship given bleak economic forecast for the territory. The Office of Vocational Rehabilitation will continue to collaborate with its partners on training fund leveraging to address the growing need for funds to finance the continuance of needed training initiatives. These partners include the American Samoa Community College, the University Center for Excellence on Developmental Disabilities, DHSS Developmental Disabilities Planning Council and workforce partners. The Office of Vocational Rehabilitation will continue to promote established goals for CSPD. These CSPD goals are: • Improve the employment outcome for the disabled community. • Increase OVR's capacity to ensure increase in positive closures. • Increase consumer satisfaction of OVR services • Improve program effectiveness and efficiency. Evaluation sensitivities were disclosed in the previous State Plan supporting the dependence on third parties evaluators to conduct program assessment; data collection remains one of the major obstacles. Information disclosure

is hampered by personal concerns of privacy. Consequently, additional time is invested to allay these concerns by thoroughly addressing the intended use of the required information. Clients are coached on the importance of this information to ensure program continuation with the possibility for additional financial support if sufficient credible data is collected to demonstrate the need. The Office of Vocational Rehabilitation looks forward to the findings and recommendations presented in the evaluation report. The findings will be shared with key staff of the agency and a collaborative strategy will be developed to propose actions of corrections (POC) to address areas where weaknesses are identified. This POC strategy will be distributed to every employee of the agency after the general discussion of the findings and recommendations is completed. The contents of the POC will be used to assess the effectiveness of the program in the next cycle of performance evaluation. A critical part of the process is individual performance assessments given the fact that the program efficacy is intrinsically tied to personnel performance. It is imperative that management conducts these performance evaluations and try to draw parallels between individual performance and agency successes and failures.

#### B. ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE

procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

OVR staff are encouraged to access the internet to obtain information and knowledge from research conducted, publications, webinar trainings from various site i.e. WINTAC, ABLENET, RSA, EXPLORE VR, etc. as well as information shared among colleagues. Any correspondences, notices, upcoming trainings and conferences once received by Director, is shared with staff.

#### 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.

The majority of OVR staffs are multi—lingual, with personnel who can speak, read, and write in Samoa and English. One VR Counselor possesses ASL skills. It is necessary that the service delivery environment bolsters the individual’s dignity and self—esteem. Conversing in their native language minimizes any stress and feelings of discomfort while conducting verbal dialogue with clients. Counselors are therefore required to continually sharpen their Samoan language skills to ensure that clients served with appropriate respect. The steady proliferation in demographic diversity is compelling constant review of the number of requests received from disabled clients whose first language is not Samoan. In the event that the volume of clients rise who are not Samoans, it might be necessary to establish an interpreter program to training personnel to address these special cases involving inability to converse either in Samoan or English languages. The Office of Vocational Rehabilitation contends that the current clientele roster does not necessitate pursuance of alternative measures to ensure proper accommodation of their needs.

#### 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.

The need for the Office of Vocational Rehabilitation and the Department of Education's Special Education Division to engage in mutual collaboration is underscored. Facilitation of a holistic rehabilitation process would be impossible without cooperation between these two service agencies. Improved probability for positive closures for disabled individuals passing through the educational system would not be possible if an effective transitioning pathway was not in place and facilitated only by intimate relationship between the two service providers. The Office of Vocational Rehabilitation has made it an absolute necessity to continuously invest in building quality relationships with the Department of Education's Special Education Division. The quality of these relationships determines the successes of transitioning clients into employment placement, secondary education opportunities, and receiving positive closure. Accordingly aggressive efforts will continue to be energized to clearly delineate responsibilities, assess needs, and recognizing the interests of each of the transitioning students. Periodically, the "Memorandum of Understanding", will be revised to reflect necessary changes in process funding and responsibilities. The Memorandum of Understanding defines the types of services to be provided and the time of service intervention. Other provisions include the importance for supported services to begin when the student reaches the age of 16 and when the student is in his/her Junior or Senior high school year. Early intervention allows for full immersion into support needs in integrated work and community activities during program hours before graduation. Based on this belief, the determination is made to include the student in the integrated work activity in the junior year, and guided by the student's IEP developed jointly by all stakeholders. It is agreed that the students will be referred to the project by their respective high schools based on established criteria set forth by the Office of Vocational Rehabilitation and the Division of Special Education of the Department of Education. It was further decreed that the majority of the elective coursework will be executed during the junior year with focus on career planning and completing graduation requirements.

#### J. STATEWIDE ASSESSMENT

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(Formerly known as Attachment 4.11(a)).

#### 1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

##### A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

J(1)(2)(3)The Territory of American Samoa, Office of the Governor, Office of Vocational Rehabilitation, the State Rehabilitation Council and the Interwork Institute at San Diego State University jointly conducted an assessment of the vocational rehabilitation needs of persons with disabilities residing in American Samoa in fiscal year 2014-2015. The purpose of the assessment was to provide planners with information pertinent to the allocation of resources, to provide a rationale for the development of OVR's contribution to American Samoa's Unified State Plan, and to comply with the needs assessment mandate in the Rehabilitation Act.

The following summary highlights the results of the most commonly cited needs and themes derived from the surveys, focus groups, and key informant interviews in the six main areas of investigation:

#### Section One: General Agency Performance

The most common themes that emerged in this area were:

- There is still a lack of awareness about OVR and the services they provide in American Samoa;
- There is a need for accessible transportation;
- There is a need to educate employers about the hiring of people with disabilities in American Samoa;
- The procurement process in American Samoa needs to be faster and adversely affects the ability of consumers to achieve their employment goals at times;
- Self-employment remains as the primary type of employment outcome for OVR consumers. .

#### Section Two: Needs of individuals with the most significant disabilities, including their need for supported employment

The most common themes that emerged in this area were:

- The lack of accessible transportation remains as one of the most significant barriers for individuals with disabilities in American Samoa;
- OVR and the VA need to work together more effectively;
- The physical accessibility of public buildings and schools is a challenge and continual barrier for individuals with disabilities.

#### Section Three: Needs of individuals with disabilities from different ethnic groups, including needs of individuals who have been unserved or underserved by the VR program

The most common themes that emerged in this area were:

- Individuals that are of Asian descent may be underserved by OVR.

#### Section Four: Needs of individuals with disabilities served through other components of the statewide workforce development system

The most common themes that emerged in this area were:

- The relationship between OVR and WIOA is positive and they do have an active referral relationship, but the shared funding of cases is minimal;
- The summer youth employment program through WIOA is an important source of work experience for young people with disabilities in American Samoa.

#### Section Five: Needs of individuals with disabilities in transition

The most common themes that emerged in this area were:

- OVR needs to expand its outreach and service to transition-age youth;
- Transition-age youth need more exposure to work prior to exiting the school system;

- Soft skill development is a major need for this group;
- OVR and DOE need to increase their collaboration.

Section Six: Need to establish, develop or improve CRPs in American Samoa

The most common theme that emerged in this area were:

- There is one CRP and a need for more providers across all service areas.

The project team provides recommendations for OVR to meet the needs identified in each of the sections. It is understood that many of the recommendations require the collaboration and partnership of multiple agencies over an extended period of time. Some of the recommendations are much easier to adopt and implement than others. The project team offers the recommendations with this awareness and hopes that OVR, the SRC and other stakeholders will find some of the recommendations helpful in the future.

### B. WHO ARE MINORITIES;

According to the CIA World Fact-book updated January 2018. Pacific Islander represent 92.6% of the population which includes: Samoan 88.9%, Tongan 2.9%, other .8%; Asians represents 3.6% and includes Filipino 2.2%, other 1.4%; mixed race represents 2.7% of the population and includes other 1.2% (2010 est.). Samoans are the majority while other pacific islands, Asians and Mixed races would be the minorities.

### C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

As part of OVR comprehensive statewide needs assessment of 2015. Identify groups that may be under-served by vocational rehabilitation programs, individuals with mental health disabilities were identified as an underserved group by participants in all three focus groups: • Psychiatric disabilities may be underserved • Homeless people with psychiatric disabilities need mental health care. • Mental health is becoming a big issue in the schools. • People with mental health disabilities, this is a difficult population to place. The Rehabilitation Counselors and other staff at ASOVR, as well as individuals from the community indicated that there is a growing demand for knowledge and training regarding service provision to people with significant mental health impairments. These consumers are growing in number and provide the greatest challenge to ASOVR staff and to other programs in the community with respect to achieving sustained success on the job. ASOVR counselors indicated that they need further training to be effective in working with this population, and there is a need for more community programs that serve these individuals.

Individuals who are deaf or blind Persons who are deaf or blind were identified as underserved groups by participants in two of the focus groups: • Individuals who are deaf or blind are under-served — they need assistive technology, books, and teachers. • Individuals who are deaf or blind are underserved when they become adults and exit the school system. There is no Braille for the blind, no interpreting for deaf adults, no readers for adults.

Parents of children with disabilities are under-served — they need to know about resources and how to access them. They need access to multiple programs. Kids are under-served as a result of lack of parent knowledge.

### D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

OVR works cooperatively with entities that are required partners in the local one-stop delivery system in American Samoa to provide joint or collaborative services. There are instances of jointly-funded training programs or job placement activities between our agencies. OVR collaborates fully on service provision to people with disabilities in American Samoa. This collaboration is developed and nurtured through the following activities • Regular meetings between agencies • Cross-training on the mission, values, goals and processes of each organization • Provision of joint services to one or more common consumers. The provision of joint services to consumers can take the form of joint enrollment, provision of separate services to the same individual enrolled in core partner programs, or joint funding of a training program where partial tuition and training costs are funded through an Individual Training Account (ITA) paid for by the One-Stop partners.

#### E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

During school year 2015-2016 the total enrollment for students with disabilities in the six high schools in American Samoa amounted to 178 students with disabilities. In school year 2016-2017 total enrollment of students with disabilities 194. In fiscal year 2017, participants in the Summer Youth Program total 723, of that number 4% were youths with disabilities, in prior years youth with disabilities did not participate. Majority of the youths with disabilities were from all high schools. The increase in participates within the summer youth program is evidence of the need for pre-employment transition services. We have seen an increase of youths with disabilities applying for VR services, there were 5 in 2015, 5 in 2016 and eight in 2017.

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

This is an on going effort on the part of OVR to assist with the establishment of a community rehabilitation program (CRP). The goal for VR to assist in the establishment of a CRP, to assist VR clients in facilitating integrated employment / customized employment, specialized training facility to improve outcomes for individuals served by OVR, especially those most significantly disabled.

#### 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 .

Needs of individuals with disabilities in transition according to our comprehensive island-wide needs assessment the most common themes that emerged in this area were: • OVR needs to expand its outreach and service to transition-age youth; • Transition-age youth need more exposure to work prior to exiting the school system; • Soft skill development is a major need for this group; • OVR and DOE need to increase their collaboration. OVR and Department of Education-Special Education have been collaborating and coordinating to served pre-employment transition services to students by providing work based learning experiences through the year beginning with federal year 2016. We jointly began the school to work program. Students participating in the program trained at training sites either on campus or off,

two to four hours for at least 2 to 3 days. These same individuals also participated in the Summer Youth Job Program and were placed at actual community based job settings. There were a total of 30 pre-employment transition students participating in the Summer Youth program from all the high schools. This year there are twenty four transition students participating in the school to work program.

## K. ANNUAL ESTIMATES

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Describe:

### 1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES;

The projections provided below were revised predicated on the results of the American Samoa Statistical Year Book 2016, by the Department of Commerce Statistical and Research Division that states the territory's population at 60,200. American Samoa Office of Vocational Rehabilitation estimates 789 individuals are eligible for services in Fiscal Year 2018. This figure is calculated using the number of individuals that were served during the fiscal year and also had an individualized plan for employment as reflected on the Rehabilitation Services Administration 113 report cumulative caseload, Lines C1 and C2 of FY 2017. The schedule provided below attempts to determine the distribution of funds made available through the two funding streams to individuals who meet the vocational rehabilitation eligibility criteria. These are estimates based on the experience of the agency over 33 years of serving the disabled population of American Samoa. Annual Estimates of Individuals to be Served and Cost of Services Based on fiscal year 2013, the actual number of clients served was 220. The cost of services (\$450,000) rendered in terms of assessments, vocational and educational training, rehabilitation technology, supported employment, and others, records that the cost per client served was \$2,200.00. It is projected that the number of clients to be served in fiscal year 2014 will climb to 230; representing 10 more clients vying for the same amount of funding allocation. The overall effect will be that less amount of services will be provided for the total projected clientele of 230; the amount of funds to be spent on each client is \$2,200.00 or \$32.15 less. This discounts the effect of inflation of price of goods and services. This is not a healthy trend and the probability of additional funds is poor. The cost of each service package will continue to decline in light of the rising inflationary cost propelled by continuing energy prices. To supplement the transparent drop in financial resources, the Office of Vocational Rehabilitation has dedicated its efforts on improving leveraging through closer cooperation with other existing federal programs such as the Workforce Investment Act and other U.S. Department of Labor Programs. Through this cooperation, clients have been placed in private sector industries along with quasi-government organizations like the American Samoa Power Authority, Feleti Barstow Library, and others. The agency is continuing to extend this leveraging effort to private companies such as the KFC, McDonalds, Talofa Print Shop and PT & Associates, and others. The Governor will again be petitioned for inclusion of local match funding in this fiscal year's budget to forge the release of \$200,000 in federal funds to supplement local efforts to improve services to the disabled population of American Samoa. To some extent this initiative will be pursued with great caution mindful of the myriad of local government needs depending on local funds for survival. Inflation in American Samoa is in double figures but could not be validated because the Consumer Price Index has not been updated. Annual inflation shrinks the volume and quality of services offered to the disabled population of the territory. Leadership of the Governor's Office has expressed commitment in the ascertainment of local financial resources to increase the capacity of the program to provide services to eligible

individuals who have been discounted from services due to the limited pool of funds provided by the Federal Government. The Office of Vocational Rehabilitation will strive to maximize opportunities that are made available under the Social Security initiative of "Ticket To Work". Due to situational idiosyncrasies, the inherent benefits of the program have not been maximized. The numbers provided in the schedule are estimates. The assumption that is being made here is that no additional funds will be provided. However, in the event efforts to ascertain local match are successful, more clients will be served. It was reported in the early part of this section that the service package for each client is \$1,896.55. This number excludes the impact of inflation. Category Title I or Title VI Estimated Funds Estimated Number to be Served Average Cost of Services Clients to be served Title I \$533,416 341 \$1,564 clients to be served Title VI \$32,913 15 \$2,194 Category Title I or Title VI Estimated Funds Estimated Number to be Served Average Cost of Services Basic Title I \$533,416 341 \$1,564 Supported Employment Services Title VI \$32,913 15 \$2,194 — Totals \$566,329 356 \$1,590

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

(Estimates calculated based on a four (4) year average) Title I: FY 2018: Est. Funds \$615,865; Est. Serve 591; Avg. Cost \$1,042 FY 2019: Est. Funds \$640,416; Est. Serve 595; Avg. Cost \$1,043 FY 2020: Est. Funds \$692,644; Est. Serve 560; Avg. Cost \$1,148

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

Title VI, Part B, Supported Employment: Title IV- SES

Estimated Funds: FY 2018 \$32,913; FY 2019 \$32,913; FY 2020 \$32,913.

Est. Served: FY 2018=5; FY 2019=7; FY 2020=10.

Avg. Cost: FY 2018= \$6,583; FY 2019=\$4,702; FY 2020=\$3,291.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION;

NA

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

NA

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.

NA

L. STATE GOALS AND PRIORITIES

The designated State unit must:

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

The agency's goals and priorities have been identified and discussed in collaboration with the agency's State Rehabilitation Council. The goals and priorities were developed through both interactions among WIOA core partner programs toward implementation of the new partnerships and legislation through WIOA. The first set of goals and priorities for the agency to be accomplished in the next four year scope of this state plan is the successful implementation of an integrated systems, processes and relationships that bring the agency and state towards meeting the intent of the Workforce Innovation and Opportunity Act. GOAL 1: Diligently collaborate with the WIOA core programs and other appropriate agencies to provide a client-centered approach to service delivery to assist individuals with disabilities achieve their employment outcomes. Priority 1.1: Develop a common understanding among WIOA core programs and other appropriate agencies (e.g., DHSS - Developmental Disabilities Planning Council and Department of Education) of Vocational Rehabilitation and the services it may provide to eligible consumers, in varying capacities, in order to provide an integrated service delivery and improve employment outcomes for consumers. VR Leadership continues discussions with appropriate agencies throughout FFY 2018 and develop written agreements by winter 2018. Priority 1.2: Collaborate with core partners and Guam Department of Labor to connect with a web-based consulting organization for a virtual one stop VR case management system to improve the efficiency and enhance the mobile working environment of VR counselor and enrich the data utilized by VR to make informed program decisions. The system will also ensure appropriate system integration and data-sharing to align resources, collect common consumer information, increase efficiencies, track effectiveness of the program, and ultimately improve the consumer's experience in VR in meeting his/her employment goal. Priority 1.3: Develop processes and procedures to ensure proper and consistent referrals to and from VR and WIOA core programs (and other appropriate programs) in order to maximize the service options and service delivery for individuals with disabilities. Priority 1.4: Ensure VR staff is trained, highly knowledgeable, and are providing information on services across WIOA core programs, and other appropriate programs that may assist individuals with disabilities achieve their employment outcome. New staff will participate in web-based and classroom-based training throughout, at minimum, the first year of employment. Priority 1.5: Work in partnership with WIOA core programs to strategically enhance employer engagement and work-based learning opportunities for individuals with disabilities. This includes expanding VR employer engagement to develop appropriate disability-related information and resources (e.g., disability awareness training, business-to-business resources for beginning disability hiring initiatives, etc.) for employers. Development of a strategic plan will be developed with the installation of the integrated web base software of all core partners. GOAL 2: Develop program initiatives and training that adequately support VR staff and community rehabilitation providers in the provision of quality services. Priority 2.1: Review trends in service provision and employment outcomes on a quarterly basis and continue to meet at least quarterly with other service providers to review strengthen and identify areas of improvement. Priority 2.2: Continue development of VR staff through professional development and training, that can be shared across WIOA core programs to ensure consistency in information and increased knowledge about VR service delivery. VR will introduce new training that will increase focus on counseling and guidance. Priority 2.3: Develop training and technical assistance opportunities to community rehabilitation providers and staff (e.g., program managers and employment

specialists) to ensure best practice and improve the quality of employment services and supported employment to consumers of varying disabilities, including those with the most significant disabilities. Increased training opportunities will be available to providers as well as OVR staff through-out the year. Goal 3: Increase agency outreach and effectiveness of services to individuals and communities who may benefit from vocational rehabilitation services. Priority 3.1: Increase effectiveness and cultural relevance of agency. GOAL 4: Increase the number of people with disabilities in integrated, competitive employment. Priority 4.1: Coordinated with the DDPC and local DOE-Special Education in assisting individuals with disabilities, especially youth with disabilities who are considering subminimum wage employment or who are already employed, at a subminimum wage, to maximize opportunities to achieve competitive integrated employment through services provided by VR and the local agencies. Identify resources for conducting the necessary education and outreach to this population, including adequate personnel resources. Priority 4.2: Identify best practices, create strategies, and partner with other agencies to better serve students and youth with disabilities to ensure a pathway and appropriate services to meet their employment outcomes. This includes expanding pre-employment transition services to students with disabilities and meeting the 15% total funding requirement for pre-employment transition services..

## 2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS.

The agency's goals and priorities have been identified and discussed in collaboration with the agency's State Rehabilitation Council. The goals and priorities were developed through both interactions among WIOA core partner programs toward implementation of the new partnerships and legislation through WIOA. The first set of goals and priorities for the agency to be accomplished in the next four year scope of this state plan is the successful implementation of systems, processes and relationships that bring the agency and state towards meeting the intent of the Workforce Innovation and Opportunity Act. Goal 1: The OVR shall assist eligible individuals, including individuals with a significant disability, to obtain, maintain, or regain quality employment. Priority 1.1: OVR will transition to a youth—focused, most significantly disabled caseload to ensure that all individuals with disabilities who want to work have the opportunities to share their talent with the community and businesses. Priority 1.2: OVR will transition to an outreach model to encourage students with disabilities to seek services and obtain the career and employment supports needed to help with their post—secondary employment success. Priority 1.3: Utilize evidence—based practices that advance the employment of individuals with the most significant disabilities needed additional supports. Priority 1.4: OVR will meet and exceed the expenditure requirement under WOIA requiring at least 50% of supported employment funds on youth with significant disabilities. GOAL 2: Diligently collaborate with the WIOA core programs and other appropriate agencies to provide a client—centered approach to service delivery to assist individuals with disabilities achieve their employment outcomes. Priority 2.1: Develop a common understanding among WIOA core programs and other appropriate agencies (e.g., DHSS — Developmental Disabilities Planning Council and Department of Education) of Vocational Rehabilitation, Supported Employment (SES) and the services they may provide to eligible consumers, in varying capacities, in order to provide integrated service delivery and improve employment outcomes for consumers. VR Leadership will continue discussions with appropriate agencies throughout FFY 2016 and develop and/or revise written agreements in FFY 2016. Priority 2.2: Develop a web—based VR/SES case management system to improve the efficiency and enhance the mobile working

environment of VR counselors and enrich the data utilized by VR/SES to make informed program decisions. The system will also ensure appropriate system integration and data—sharing to align resources, collect common consumer information, increase efficiencies, track effectiveness of the program, and ultimately improve the consumer’s experience in VR in meeting his/her employment goal. Priority 2.3: Develop processes and procedures to ensure proper and consistent referrals to and from VR/SES and WIOA core programs (and other appropriate programs) in order to maximize the service options and service delivery for individuals with disabilities. Written procedures will be drafted in FFY 2016. Priority 2.4: Ensure VR/SES staff is trained, highly knowledgeable, and are providing information on services across WIOA core programs, and other appropriate programs that may assist individuals with disabilities achieve their employment outcome. New staff will participate in web—based and classroom—based training throughout, at minimum, the first year of employment. Priority 2.5: Work in partnership with WIOA core programs to strategically enhance employer engagement and work—based learning opportunities for individuals with disabilities. This includes expanding VR/SES employer engagement to develop appropriate disability—related information and resources (e.g., disability awareness training, business—to—business resources for beginning disability hiring initiatives, etc.) for employers. Development of a strategic plan will begin in FFY 2016 to outline collaborative approaches to enhance employer engagement. GOAL 3: Develop program initiatives and training that adequately support VR/SES staff and future community rehabilitation providers in the provision of quality services. Priority 3.1: Review trends in service provision and employment outcomes on a quarterly basis throughout FFY 2016, and continue to meet at least quarterly with other service providers to review strengths and identify areas of improvement. Priority 3.2: Continue development of VR/SES staff through professional development and training, that can be shared across WIOA core programs to ensure consistency in information and increased knowledge about VR service delivery. VR will introduce new training by September 2016 that will aim to increase focus on counseling and guidance. Priority 3.3: Develop training and technical assistance opportunities to future community rehabilitation providers and staff (e.g., program managers and employment specialists) to ensure best practice and improve the quality of employment services and supported employment to consumers of varying disabilities, including those with the most significant disabilities. Increased training opportunities will be available to providers in FFY 2016. Goal 4: Increase agency outreach and effectiveness of services to individuals and communities that would benefit from vocational rehabilitation services Priority 4.1: Increase effectiveness and cultural relevance of agency. GOAL 5: Increase the number of people with disabilities in integrated, competitive employment. Priority 5.1: Coordinated with the DDPC and local DOE—Special Education in assisting individuals with disabilities, especially youth with disabilities who are considering subminimum wage employment or who are already employed, at a subminimum wage, to maximize opportunities to achieve competitive integrated employment through services provided by VR and the local agencies. Identify resources for conducting the necessary education and outreach to this population, including adequate personnel resources, in FFY 2016. Priority 5.2: Identify best practices, create strategies, and partner with other agencies to better serve students and youth with disabilities to ensure a pathway and appropriate services to meet their employment outcomes. This includes expanding pre—employment transition services to students with disabilities and meeting the 15% requirement.

### 3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

The most recent comprehensive statewide assessment FY 2014 and 2015, including any updates OVR has assessed the population currently not attached to the labor force and have focused outreach and collaboration with providers and agencies especially DHR-ETD(WIOA) that can assist OVR with providing opportunities to those individuals needing employment services.

#### A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

During FFY 2014-15, OVR, in collaboration with the State Rehabilitation Council (SRC) and San Diego State University Interwork Institute Foundation, completed its three-year comprehensive statewide needs assessment. Information obtained from the needs assessment and feedback from VR employees, stakeholders, and customers, is used to evaluate current goals, objectives, and projects, and establish new strategic priorities. The following highlights the results of the most commonly cited needs derived from the surveys, focus groups, and key informant interviews in the six main areas of investigation: Section One: General Agency Performance The most common themes that emerged in this area were: 1. lack of awareness about OVR and the services provide in American Samoa; 2. need for accessible transportation; 3. to educate employers about the hiring of people with disabilities in American Samoa; 4. procurement process needs to be faster in serving clients to achieve employment goals; 5. self-employment remains the primary type of employment outcome for OVR consumers.

#### Current Goals, Objectives, and Strategies

Goal 1: Increase public awareness on OVR and services provided.

Objective 1.1: Develop public outreach campaigns that included reaching residents via media.

Strategy: 1. Develop and implement media advertisements both radio and television.

Strategy: 2. Redesign and distribute "Directory of Services"

Goal 2: Accessible transportation.

Objective 2.1: Worked with Department of Public Works, Dial-a-Ride program, referred the elderly and individuals with disabilities to obtain this free service. This program operates from 6:00 A.M. — 6:00 P.M. Monday-Friday. Transportation is provided to the elderly and individuals with disabilities to and from hospital/dispensaries for appointments, shopping, banking, etc. The Dial-a-Ride program started January 19, 2016.

Goal 3: Educate and work with employers on hiring people with disabilities

Objective 3.1: In FY 2016, OVR, in collaboration and coordination with community partners, will educate three (3) employers about reasonable accommodation in the workplace and the benefits of hiring people with disabilities (e.g., tax incentives) and how to increase an inclusive business culture. For each fiscal year thereafter and ending in 2020, incremental increases of two (2) employers will be the baseline standard

Objective 3.2: In FYs 2016-2020, OVR will spearhead an ongoing awareness campaign targeting employers through the dissemination of disability employment materials via the various media outlets (e.g., print, radio, online, etc.).

Goal 4: Continue to work with ASG Office of Procurement

Objective 4.1 Director will meet and share with new Procurement Officer policies on providing timely services to our consumers as mandated.

Goal 5: Self-employment for OVR consumers

Objective 5.1: Work with our local workforce board and other service providers in obtaining competitive employment within the private and public sector.

Strategy 1: Educating employers to understand their responsibility under the law as it relates to hiring and accommodating qualified people with disabilities

Section Two: Needs of individuals with the most significant disabilities, including their need for supported employment

The most common themes that emerged in this area were:

1. lack of accessible transportation remains as one of the most significant barriers for individuals with disabilities in American Samoa;
2. OVR and the VA need to work together more effectively;
3. physical accessibility of public buildings and schools is a challenge and continual barrier for individuals with disabilities.

Current Goals, Objectives, and Strategies

Goal 1: Lack of Transportation — See Section 1, Goal 2.

Goal 2: Working relationship between OVR and VA

Objective 2.1: Assign staff member to work closely with VA

Strategy 1: Gather information as to the services provided by VA-VR

Strategy 2: Develop an agreement as to the responsibility of each agency.

Goal 3: OVR shared these concerns with OPAD and Department of Public Works, these agencies are responsible for accessibility to public buildings.

Section Three: Needs of individuals with disabilities from different ethnic groups, including needs of individuals who have been unserved or underserved by the VR program

The most common themes that emerged in this area were:

1. individuals from the neighbor islands are potentially underserved by OVR;
2. individuals that are of Asian descent may be underserved by OVR.

Current Goals, Objectives, and Strategies

Goal 1: Underserved population

Objective 1.1: OVR will provide outreach to the underserved population

Strategy 1: Work with representatives of the various underserved groups (i.e. Asian, Philipino, etc.) by providing information about OVR services.

Section Four: Needs of individuals with disabilities served through other components of the statewide workforce development system

The most common themes that emerged in this area were:

1. relationship between OVR and WIOA is positive and they do have an active referral relationship, but the shared funding of cases is minimal;
2. summer youth employment program through WIOA is an important source of work experience for young people with disabilities in American Samoa.

Current Goals, Objectives, and Strategies

Goal 1: Relationship between OVR and WIOA — our relationship with WIOA is continuous

Strategy 1. On-going discussion of cost sharing.

Goal 2: Summer Youth Program is on-going for over ten years. WIOA provides OVR with ten slots for our clients for the summer program.

Section Five: Needs of individuals with disabilities in transition

The most common themes that emerged in this area were:

1. OVR needs to expand its outreach and service to transition-age youth;
2. transition-age youth need more exposure to work prior to exiting the school system;
3. soft skill development is a major need for this group;
4. OVR and DOE need to increase their collaboration.

Current Goals, Objectives, and Strategies

Goals 1-3: OVR hired a Transition Coordinator in FY 2015. He has been gathering information, numbers, and needs of our transition age population. Pilot projects are in the planning stage for this summer training working to contract with qualified trainers to provide various types of training. Working with the American Samoa Community College Adult Education, Department of Youth and Women and WIOA for our transition age individuals to participate in computer skills, American sign-language, etc. hope to complete this before the ending of May 2016, we are planning for training will begin June 20, 2016 and continue.

Section Six: Need to establish, develop or improve CRPs in American Samoa

The most common theme that emerged in this area were:

1. there is one CRP and a need for more providers across all service areas.

Current Goals, Objectives, and Strategies

Goal 1: Working with other service providers and stakeholders for the ongoing exploration and identification of new vendors interested to be included as part of our local CRP network of

providers. In addition, efforts will be taken to develop a mechanism to pay individual service providers to work with consumers, especially in Manu'a where services are limited due to the lack of CRPs there.

**B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND**

OVR's goals and priorities identified above are based on section 116 of WIOA, in that the six primary performance indicators for the core programs were incorporated throughout.

**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.**

OVR's goals and priorities identified above have been discussed with the State Rehabilitation Council, as well as the inclusion of recommendations from the monitoring activities identified in section 107.

**M. ORDER OF SELECTION**

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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.**

This section is not applicable. American Samoa Office of Vocational Rehabilitation is not on an Order of Selection. Policies are in place should the need for an order of selection arise.

**B. THE JUSTIFICATION FOR THE ORDER.**

NA

**C. THE SERVICE AND OUTCOME GOALS.**

**D. THE TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER.**

**E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND**

**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.**

**N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS.**

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**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.**

The overall thrust of the Supported Employment Program is to improve the probability of significantly disabled individuals transitioning into permanent employment opportunities. It is important to realize that the prevailing environment under which the Supported Employment program functions continues to be very unaccommodating. It is anticipated that the closure rate will be much lower than projected. The documented goals and objectives are therefore deemed lofty given the present adverse economic and social scenarios. Goals: The Supported Employment Program will maintain its efforts towards the attainment of these outcomes: • Continue to expand and improve existing services to increase the number of physically and intellectually challenged individuals placed in permanent jobs having successfully completed the Supported Employment Program • Continue to identify and develop new programs to expand supported employment opportunities through closer collaboration with the private sector and government in the establishment of a favorable environment that will nurture desired program expansion. Objectives: The following objectives have been established for the program: 1. Continue expansion by fostering greater collaboration with other agencies and service providers in maximizing services to Supported Employment Program (SES) consumers. 2. In recognition of the impairments delimiting possibilities for the Supported Employment Program, there is a need to provide technical assistance to eligible consumers seeking self-employment ventures as an option. 3 Foster greater support for the SES Program, by promoting and continue increasing public awareness on SES services to include outreach activities to the outer islands and to minorities. 4 Provide in-service training activities to SES staff to ensure that the delivery of services is of the highest quality possible. 5 Increase OJT contract agreements to include trial work experiences with public and private sector employers. 6 Intensifying job development activities to increase the number of placements and job contracts. 7 Obtain a reliable vehicle, appropriately equipped to provide for the growing transportation needs of SES consumers and staff. 8 Maintain and update SES Job Bank as an effective resource in providing pertinent information for obtaining job opportunities for consumers. 9 Increase the number of referrals from VRC.

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 will maintain its efforts towards the attainment of these outcomes: • Continue to expand and improve existing services to increase the number of physically and intellectually challenged individuals placed in permanent jobs having successfully completed the Supported Employment Program • Continue to identify and develop new programs to expand supported employment opportunities through closer collaboration with the private sector and government in the establishment of a favorable environment that will nurture desired program expansion. The Supported Employment Program will maintain its efforts towards the attainment of these outcomes: • Continue to expand and improve existing services to increase the number of physically and intellectually challenged individuals placed in permanent jobs having successfully completed the Supported Employment Program • Continue to identify and develop new programs to expand supported employment opportunities through closer collaboration with the private sector and government in the establishment of a favorable environment that will nurture desired program expansion. Objectives: The following objectives

have been established for the program: 1. Continue expansion by fostering greater collaboration with other agencies and service providers in maximizing services to Supported Employment Program (SES) consumers. 2. In recognition of the impairments delimiting possibilities for the Supported Employment Program, there is a need to provide technical assistance to eligible consumers seeking self—employment ventures as an option. 3 Foster greater support for the SES Program, by promoting and continue increasing public awareness on SES services to include outreach activities to the outer islands and to minorities. 4 Provide in—service training activities to SES staff to ensure that the delivery of services is of the highest quality possible. 5 Increase OJT contract agreements to include trial work experiences with public and private sector employers. 6 Intensifying job development activities to increase the number of placements and job contracts. 7 Obtain a reliable vehicle, appropriately equipped to provide for the growing transportation needs of SES consumers and staff. 8 Maintain and update SES Job Bank as an effective resource in providing pertinent information for obtaining job opportunities for consumers. 9 Increase the number of referrals from VRC.

OVR commits VI-B funding for youth with the most severe disabilities.

The provision of extended services for a period not to exceed 4 years

- OVR will continue to find partnership opportunities with Department of Human Resources Workforce (WIOA) and Developmental Disabilities Planning Council to continue outreach to transition students who may need supported employment.
- OVR will work with DOE-Special Education to offer work experiences to transition students while still in high school, ensuring a more hopeful employment path.
- OVR will also continue to utilize On-the-Job training agreement, to assist an employer in associated costs of training a youth in a job.
- Changes to Supported Employment services are necessary to meet the higher number of individuals to be served under WIOA, to include customized employment and reduce the level and time necessary for extended services.
- Services will be streamlined and provide lasting value and outcomes to the individuals served.

#### **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.**

N(2)(B) • OVR will continue to find partnership opportunities with DHR-WIOA and DDPC to continue outreach to transition students who may need supported employment. OVR will work with schools to offer work experiences to transition students while still in high school, ensuring a more hopeful employment path when reaching adulthood. OVR also developed and will continue to utilize a OJT agreement to assist an employer in associated costs of training a youth in a job. • Fifty percent (50%) of Title VI funds for SE services will be reserved for youth with the most significant disabilities who are between 14 and 24 years old. Services leading towards competitive integrated employment will include, but are not limited to, the following: job training (work-experience and OJT); job search and placement assistance; job coaching services; personal assistance services at the jobsite; assistive technology; modifications that may be required by VR clients at employment sites; transportation; and other employment-related services. • Continue identifying individuals or organizations to provide job coaching and

other supported employment services to VR clients with the most significant disabilities. • Continue to expand outreach to employers and try and develop more frequent and diverse opportunities for OJTs in the community

## O. STATE'S STRATEGIES

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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.

OVR has developed the following strategies for accomplishing the agency goals as identified through interaction with WIOA core partners, the State Rehabilitation Council, staff, agency participants and community stakeholders. OVR has established an array of goals, priorities and strategies that assure quality service delivery and maximize the number of individuals served within available resources. Specifically, the service delivery strategies along with the innovation and expansion activities within this attachment comprise the methods that will be used to expand and improve services. These strategies and activities reflect an in depth analysis of OVR customer service data and statewide demographic data of individuals with disabilities, as well as extensive input and recommendations from the State Rehabilitation Council (SRC), customers and stakeholders, and OVR staff. OVR closely reviews data, trends and feedback as a basis to assess service delivery performance and determine the need for expanded and/or improved services. Where expansion or improvements are determined to be needed, OVR engages the SRC, stakeholders and staff to identify a course of action, such as those identified as follows: A. TheManu'a Islands remains underserved because of persistent financial and physical constraints. The territory continues to operate in a crisis environment with estimated 5,000 lost since the closure of one of the canneries. Therefore, while the Office of Vocational Rehabilitation acknowledges the imperativeness for equal access is available to all disabled individuals of American Samoa as ascribed in the Act, existing fiscal and physical realities continue to stymie efforts to ensure equal access. Notwithstanding the current realities, attempts are still being made to ensure that the disabled residents living on the remote island of the Manu'a group gain access to programs enjoyed by Tutuila and Aunu'u Island residents.. The ultimate vision is to ensure that all the disabled individuals of American Samoa attain the same level of quality of life enjoyed by the rest of the Territory's population. To attain this lofty desire, each disabled individual must possess the capacity to obtain goods and services which yields the quality of life that is considered standard for the majority of the population. Consequently, it shall also be the strategy of the Territory's program to secure opportunities allowing disabled individuals to earn money to purchase the required goods and services. Capacity building for the disabled population requires the participation of both public and private entities with the objective of establishing an environment which will increase access to jobs. Building partnerships becomes a vital ingredient in the formation of the network with the ability to prepare disabled individuals to successfully matriculate into the private sector holding down a full-time job. It is therefore a component of the territory strategy to engage in the process forging working partnerships which will ensure job placements for the disabled population. OVR continues its' partnership with American Samoa Community College, Workforce Investment Act (WIA),

Chamber of Commerce, and others to expand employment opportunities for the disabled population of American Samoa. B. Outreach initiatives continue to be crucial components of the program to ensure that all individuals considered to be disabled are aware of all the services available to them. This provides the opportunity for the community to report individuals suspected to be disabled but not being referred for help. Efforts are extended to the Manu'a Islands to ensure that the needs of disabled individuals residing on these islands have access to rehabilitation services. Logistic poses the major obstacle to the delivery of services to the residents of the Manu'a Islands. This service impediment is exacerbated by suspension of air transportation services to the islands of Ofu and Olosega. The residents of these two islands now depend on surface transportation from Tutuila and Ta'u for the accommodation of their consumption needs. OVR interviewed several individuals interested in living and working in Manu'a, applications were forwarded to Department of Human Resources for processing. C. American Samoa continues to suffer along with the rest of the world because of the rampant rise in energy costs and the aftermath of the global recession perpetrated by the housing and financial institutions debacles. The adverse effects of the Tri Union Samoa Packing closure continue to trigger further economic deterioration preempting the creation of new jobs. Retooling training programs funded through federal resources have done little to bolster job creation. Consequently, economic activities continue to have drastically been scaled backward. Jobs are being cut thus creating fierce competition for the available jobs. This scenario retards initiatives aimed to increase the number of disabled working. While American Samoa is struggling to re-energize its economic development prospects, its new adopted posture of advancing its tourism development goals offers hope for the disabled population in the area of self employment. It is logical to include entrepreneurship as an important element of the strategy. Services such as the Supported Employment Program will continue to be maximized. Nonetheless, it appears that the best option available to the disabled community is through the promotion of the entrepreneurship and self-employment program with focus on manufacturing handicraft to support the tourism development efforts of the American Samoa Government. The Office of Vocational Rehabilitation will establish partnerships with the Territory Administration On Aging, the Department of Local Government, and the Department of Commerce to develop and establish a framework to orchestrate the development arts and crafts industry with the disabled population in mind. One of the critical components of the program is training for the disabled individuals interested to enter the self-employment or entrepreneurship program. Moreover the program will contain agreements with the American Samoa Development Bank for venture capacity to facilitate the purchase of initial materials and supplies. D. The Office of Vocational Rehabilitation continually seeks methods to improve the evaluation of the program predicated on performance indicators pursuant to Section 106 of the Rehabilitation Act. Due to the uniqueness of our cultural environment and the idiosyncrasies contained thereto, it has been difficult to directly apply evaluation techniques which are considered common in the U.S. mainland. Consumers' level of satisfaction varies although exposed to the same type of service with built-in indicators which are activated at closure having undergone all the required steps. Local performance standards continue to be developed to properly reflect our cultural setting and our operating environment. This effort is ongoing with focus on localizing performance indicators defined in Section 106 of the Rehabilitation Act. E. Procedures are followed that require OVR Counselors to inquire throughout the rehabilitation process whether a customer requires assistive technology services and/or devices to reduce or eliminate an impediment to employment. At the initial comprehensive evaluation of the client and determination of needs, assistive technology demand is an integral component of the profiling process. If it is

determined that assistive technology is required, steps are taken to collaborate with the appropriate entities facilitating the provision of the tool or prostheses, whatever the need might be. In the case of the latter, collaboration is ensued with the LBJ Medical Center to assist with the medical aspect of the fitting process. The Office of Vocational Rehabilitation is still awaiting the receipt of a variety of assistive technology supplies to be distributed to clients of the program. F. The Office of Vocational Rehabilitation alliance with the Office of Samoan Affairs for the utilization of the Village Mayors as agents of the program with regard to the dissemination of information about the program and to report individuals who are physically or mentally challenged living within their respective villages. The Office of Vocational Rehabilitation is also poised to conduct presentations at the village level if a request is received from the Office of Samoan Affairs. The Village Mayors have become an integral part of the community rehabilitation program. G. Performance standards universally established for vocational rehabilitation entities have been adopted by the Office of Vocational Rehabilitation. Certain national standards are adjusted to reflect existing contextual program settings particular for the Supported Employment Program predicated on the Territory's deteriorative economic climate with its mushrooming unemployment rate. Hugh investments have been dedicated to human resources development recognizing direct and long term benefits manifested through the provision of quality services. Program outreach and awareness performance is being advanced aggressively given the remoteness of the Territory, limited funding, and the distribution of the Territory's population to areas with minimal access. The documented strategies and the documented activities provide the guide and format ensuring the accomplishment of the identified goals. Given the limitations placed on funding, and the embryonic nature of American Samoa's rehabilitation program in relation to States, the short-gun approach is necessitated with little left over to target areas which might be deemed as priority. For example, the demand placed on certification of counselors compelled additional expenditures to facilitate the accomplishment of this goal due to program impact. Investments in human resources development are necessary to improve the quality of vocational rehabilitation services to clients. Outreach and awareness programs are equally important with positive closures hinging on the caliber of job coaches, along with funding to ease the financial burden placed on the employer by employing a physically challenged individual. H. The Office of Vocational Rehabilitation is continually searching for innovative ways to economize the provision of quality services to consumers. Such aspirations are often dwarfed by insufficient funds to address the continuum of services required by consumers. Counselors are continuously striving to identify indigenous and traditional based solutions to help expand the distribution of limited federal dollars to improve vocational rehabilitation services.

## 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.

Procedures are followed that require OVR Counselors to inquire or assess throughout the rehabilitation process whether a consumer requires assistive technology services and/or devices to reduce or eliminate an impediment to education or employment. At the initial comprehensive evaluation of the client and determination of needs, assistive technology demand is an integral component of the profiling process. If it is determined that assistive technology is required, steps are taken to collaborate with the appropriate entities facilitating the provision of the materials, tools, equipment or prostheses, whatever the need might be. In the case of the latter, collaboration is ensued with the LBJ Medical Center to assist with the

medical aspect of the fitting process. The Office of Vocational Rehabilitation is still awaiting the receipt of a variety of assistive technology supplies to be distributed to clients of the program.

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.

The Manu'a Islands remains underserved because of persistent financial and physical constraints. The territory continues to operate in a crisis environment with estimated 5,000 lost since the closure of one of the canneries. Therefore, while the Office of Vocational Rehabilitation acknowledges the imperativeness for equal access is available to all disabled individuals of American Samoa as ascribed in the Act, existing fiscal and physical realities continue to stymie efforts to ensure equal access. Notwithstanding the current realities, attempts are still being made to ensure that the disabled residents living on the remote island of the Manu'a group gain access to programs enjoyed by Tutuila and Aunu'u Island residents..

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).

OVR has procedures in place to ensure the agency is actively involved in the transition of students with disabilities from school to work. In addition, VR values the need of designating staff to this effort and has designated a full time Transition Coordinator to provide leadership in the plans, policies, and procedures for developing and implementing best practices and facilitating the transition of students with disabilities to appropriate VR services. The designated staff will provide outreach and education to constituents, technical assistance to VR staff, research and implement pre—employment transition services and other transition services, and promote purposeful collaboration with schools and stakeholders.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

At this time, American Samoa OVR will continue discussions with community partners/stakeholders for the ongoing exploration and identification of new vendors interested to be included as part of our local CRP network of providers. In addition, efforts will be taken to develop a mechanism to pay individual service providers to work with consumers, especially in Manu'a where services are very limited due to the lack of CRPs there.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA.

a. OVR, Department of Human Resources — WIOA and Adult Education is in the process of obtaining a integrated tracking or virtual one stop system through Guam department of labor from a Florida based company "Geographic Solutions" to efficiently record performance measures and data.

b. Sharing common information with WIOA core partners in obtaining and tracking client data.

#### 7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES.

a. In collaboration and coordination with community partners, OVR will support the sharing/participation of training activities with the statewide workforce development system that aims to increase knowledge of best practices in assisting individuals with disabilities to achieve competitive integrated employment and strategies for effective employer involvement/engagement in the process.

b. Continue the representation of DHR-WIOA on the State Rehabilitation Council (SRC).

c. OVR to engage in meaningful discussions with the State workforce development board regarding an all-inclusive workforce that integrates quality services for people with disabilities in pursuit of competitive integrated employment.

#### 8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

##### A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

A - The OVR has a Memorandum of Understanding (MOU) in effect between OVR and Department of Human Resources (DHR) WIOA Workforce Board. The purpose of the MOU is to establish collaborative efforts regarding services and to develop a common understanding of each agency's roles, policies, and procedures to better serve individuals with disabilities who may benefit from services from both programs. A goal for both the OVR and DHR-WIOA is to increase services to individuals with disabilities who are minorities. On a statewide level, OVR engages in hiring practices that promote diversity in the workforce. Openings within our office go through DHR to advertise on television, newspaper, radio and the bulletin board at DHR. OVR review the applications in anticipation of hiring individuals who represent the diverse groups of people we serve. Following an analysis of the results of OVR's Statewide Comprehensive Needs Assessment for FY 2014 — 2015, OVR and our SRC worked together to prioritize goals for FY 2016 -2020 as follows:

- Increase the number of individuals with significant or most significant disabilities.
- Increase and improve outcomes for minorities and populations identified as underserved.
- Develop and maintain effective working relationships with businesses directly and through expanding participation in forums to include local chambers of commerce and local workforce development partners. Support information sharing and talent pool exchanges.
- Equip and train counselors and support staff to better identify the workforce needs of businesses and accurately meet them.
- Increase consumer participation in on-the-job training services; develop internship and apprenticeship programs for consumer participation.
- Coordinate efforts at the local level to improve work-related transportation options for consumers and awareness of existing options.
- Increase knowledge and understanding of VR and its services through systematic outreach to groups such as referral sources, employers, consumers, advocates, school systems, and workforce development partners.
- Increase client satisfaction with their counselor in terms of being easy to contact.
- Increase the awareness of staff as to how assistive technology can increase placements in job settings, especially high demand careers.

**B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND**

OVR will utilize constituent, SRC and businesses feedback to identify any service gaps, which will be used to plan and support innovation and expansion activities.

**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.**

Past disparities in access have been experience by individuals with disabilities in the State VR Services Program and the State SE Services Programs and have been addressed through a MOU DHR-WIOA Workforce Board. This formal agreement created a dedicated team serving only people with these disabilities.

**P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS**

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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.**

The supported employment (SE) concept assumes that all persons, regardless of the degree of their disability, have the capacity and should be afforded the opportunity to engage in competitive employment with appropriate support services.

Supported Employment program worked with two individuals with significant disabilities both transition students who received a high school certificate two years ago. One has been in training for over a year (2015—2016) with the Department of Agriculture. Supported employment’s job coach has been training this individual first as a gardener then he was transferred within the department to Quarantine. Papers are being process for his permanent hire. The second participate only participated during summer 2015 then moved to California

**B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.**

Employers are reluctant to hire individuals with disabilities, due to accidents that may occur on the job . OVR clients' are willing to sign documents relieving businesses of any reasonable liability, especially during training to prove that they are capable of doing the job without fear of injury or liability to the business.

**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.**

This was a joint effort and collaboration between OVR—SES and Department of Human Resources—WIOA.

**B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.**

Employer reluctance to hire individuals with disabilities, due to liability issues.

**3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA.**

(3) The VR program's performance on the performance accountability indicators under section 116 of WIOA. No reporting for FY 2015. The new performance accountability indicators under section 116 of WIOA have not yet been implemented and become effective July 2016.

**4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED.**

Innovation and Expansion (I&E) funding was used, in accordance with federal regulation, to provide for allowable activities for the State Rehabilitation Council (SRC). Consistent with OVR goals and priorities, I&E efforts continue to promote competitive integrated employment outcomes for students and youth with disabilities, extend the community's capacity to serve persons who are deaf, blind or visually impaired, and integrate employment outcomes for persons with developmental disabilities. During FY 2017, the SRC utilized a budget of \$ 15,824 from I&E funding to carry out their allowable activities.

**Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES.**

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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.**

VR continues to provide the quality, scope, and extent of SE services to clients with the most significant disabilities to obtain competitive employment that is consistent with their capabilities, priorities, resources, strengths, and informed choice. The need for the continuation and expansion of the Supported Employment Services is never more prevalent today than ever given the grim economic environment within which the program must function. OVR will continue to persist on utilizing the Trial Work Experience Program to maximize the potential of certain consumers through the extension of services. Based on current experience emanating from the implementation of the Trial Work Experience Program, the Office of Vocational Rehabilitation has observed the merits of recommending extended services through the said program. The added time has given the Office of Vocational Rehabilitation the chance to better assess the abilities, capacities, and the capabilities of the consumer to perform work in real job situations. Moreover, this added time has afforded OVR sufficient opportunity to better assess and determine needs relating to assistive devices and other support services prior to eligibility determination and IPE development. With this added help there is confidence that with greater utilization of the Trial Work Experience Program the potential for positive closures anticipated for fiscal year 2014 will improve amidst the projected economic deterioration. The timing of the

transition to extended services is predicated on the program outcomes achieved during the initial twenty four (24) month period. The Office of Vocational Rehabilitation has established performance benchmarks to judge the progress of each client in the Supported Employment Program. If the client demonstrates good progress in reaching established benchmarks with good program results, but needs more time the request for the Trial Work Experience will be executed to facilitate the adjustment of the performance benchmarks to account for the additional time made possible under the TWE Program. The success of the program is dependent on the client, the coach, and developing a performance benchmark portfolio. Benchmarks reflect attainment of list skills or knowledge particular with the targeted occupation. Evaluation of the client's progress must be conducted constantly to gauge progress and to assess the value of requesting for extended service. Accomplishments: The institution of new training programs with private entities has already produced positive results with clients placed in permanent jobs. OVR also continually attempts to move severely disabled consumers through the Supported Employment Program. While some success has been met, envisioned unsympathetic program environment will undermine current efforts to maintain program progress. Those severely disabled consumers in the Supported Employment Program are progressing well with their supported employment training. Despite these results, the future looks unwelcoming and it is expected that progress will be very slow and tedious. Interest in pursuing entrepreneurship continues to climb. This interest is being facilitated by the Office of Vocational Rehabilitation Management Team. Under the Entrepreneurship Program, the Marketing Specialist works collaboratively with the Vocational Rehabilitation Counselor to prepare the business plan reflecting the business interests of the client. The business plan contains the information acquired from the feasibility study that is conducted to assess the issues, competition, feasibility, aptitude, and the business environment within which the business will function. During the assessment process, the need for assistive technology is also examined. With the establishment of the Business Center within the American Samoa Community College, assistance has been ascertained to support the evaluation conducted by the VR Counselor and the Marketing Specialist relative to the announced business interests of the client. If training is needed, the American Samoa Community College Business Center offers a wide array of business courses to teach every aspect of business management and business operation. The distribution of disabled consumers by disability is shown in the schedule provided below. Scope of Services: Job Coaching: These services are provided by an employment specialist who functions as a trainer, advocate, and a facilitator of the following individualized supports. Consumer services begin with a thorough assessment of the individual's skills, work experience, and interests to determine and develop a step-by-step plan of action, to accomplish the vocational goals set by the consumer. Next, a job development is initiated to locate a competitive employment or job training opportunities in an integrated work setting in the community. Job placement and work-site training follows after an appropriate job match analysis is determined to ensure a successful employment outcome. Work-site training includes teaching the consumer how to perform the job tasks appropriately as required by the employer. Coaches also assist consumers with social interactions skills. Progress reports are provided weekly from the work-site supervisor to ensure that work performance is satisfactory. Follow-up (extended services) is also provided as part of the ongoing support services to ensure that employment is maintained. OJT Contracts: OVR provides intensive on-the-job and other training services to clients to the extent necessary to achieve stable job performance, or to determine on the basis of clear evidence this cannot be achieved. These short term contracts, which include trial work experiences, have been the

backbone of the services package. This mode continues to account for most of the program’s successful employment outcomes. Most of these training contracts have been with private sector employers primarily due to the continued financial problems of the local government. As mentioned before the program would be in jeopardy if it hadn’t been for the training contracts. Collaboration: Cooperative efforts to find job placements and training opportunities for the SES consumers involve continued collaboration with agencies such as the WIA Employment Training Program and National Employment Program. The Supported Employment Program is a cost sharing arrangement, working in partnership with the WIA program to provide On-the-Job-Training with the support of job coaches. Transportation: Transportation service is provided on a temporary basis, in conjunction with the following agencies such as the Samoa Center for Independent Living Program (mobility training), American Samoa Assistive Technology Program, Territorial Agency on Aging, Hope House (Sisters of Nazareth) and especially the Department of Public Works: Dial-a-Ride . All of the above agencies have accessible vehicles. Family members and co-workers also provide consumers with transportation services at times. Entrepreneurship Program: Under the guidance of the OVR Management Team (OVRMT), this program continues to utilize the SES Marketing Specialists to conduct feasibility studies of ventures of interest to consumers to be assumed and operated as a business. Goals and Objectives of For Fiscal Year 2018 and Beyond: Goal 1: Continue to expand existing services and create new employment options that includes agency support and assistance of self employment opportunities for SES consumers. Objectives: 1. Increase the number of job contacts. 2. Increase the number of client referrals from VRC. 3. Continue to assist OVRMT with self-employment options. 4. Update and expand SES Job Bank. 5. Increase the number of OJT contracts. 6. Continue collaboration with other service providers to expand SES. 7. Continue to promote and provide public awareness activities. 8. Continue to provide Trial Work Experience Option as needed. 9. Continue to work with the Developmental Disabilities Planning Council’s Executive Director in expanding training efforts for DD consumers. Goal 2: Continue to provide staff development through in-service training activities. Objectives: 1. Schedule annual SES training activities to be provided by SDSU-WINTAC. 2. Provide opportunities for SES staff to attend ASCC. Based on the success of the Supported Employment Services program the Office of Vocational Rehabilitation will continue to use this strategy to increase the number of significantly disabled clients in positive closures. Substantial insights have been gained over the years of the strategy. This knowledge is being applied to conduct assessments for the significantly disabled clients to determine rehabilitation needs prior to development of each Individual’s Plan. This is referred to as the local trial work experience program. The assessment will consist of a psychological evaluation, technical evaluation (based on vocational choices), and a functional skill survey. A minimum of five (5) situational assessments are conducted in a community job setting for short time periods.

## 2. THE TIMING OF TRANSITION TO EXTENDED SERVICES.

OVR’s policy manual states the maximum time period for time—limited services is twenty-four months.

### CERTIFICATIONS

Name of designated State agency or designated State unit, as appropriate **Office of Vocational Rehabilitation Services**

Name of designated State agency **American Samoa Government**

Full Name of Authorized Representative: **Poumele Pete Galea'i**

Title of Authorized Representative: **Director**

**States must provide written and signed certifications that:**

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA\*, and its supplement under title VI of the Rehabilitation Act.\*\* Yes
2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; Yes
3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan\* , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;\*\* Yes
4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement; Yes
5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes
6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes
7. The **Authorized Representative listed above** has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement; Yes
8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; Yes
9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. Yes

**FOOTNOTES**

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### **Certification 1 Footnotes**

\* Public Law 113-128.

\*\* Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

### **Certification 2 Footnotes**

\* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

\*\* No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

\*\*\* Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

### **Certification 3 Footnotes**

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

\*\* Applicable regulations, in part, include the citations in \*\*\* under Certification 2 footnotes

## **ADDITIONAL COMMENTS ON THE CERTIFICATIONS FROM THE STATE**

### **CERTIFICATION REGARDING LOBBYING — VOCATIONAL REHABILITATION**

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Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the

undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

The undersigned states, to the best of his or her knowledge and belief, that:  
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization **American Samoa Office of Vocational Rehabilitation**

Full Name of Authorized Representative: **Poumele Pete Galea'i**

Title of Authorized Representative: **Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)  
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to MAT\_OCTAE@ed.gov

#### CERTIFICATION REGARDING LOBBYING — SUPPORTED EMPLOYMENT

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of

Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization **American Samoa Office of Vocational Rehabilitation**

Full Name of Authorized Representative: **Poumele Pete Galea'i**

Title of Authorized Representative: **Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)  
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>).

#### ASSURANCES

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

##### 1. PUBLIC COMMENT ON POLICIES AND PROCEDURES:

The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.

2. SUBMISSION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT:

The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

3. ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN:

The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

A. THE ESTABLISHMENT OF THE DESIGNATED STATE AGENCY AND DESIGNATED STATE UNIT, AS REQUIRED BY SECTION 101(A)(2) OF THE REHABILITATION ACT.

B. THE ESTABLISHMENT OF EITHER A STATE INDEPENDENT COMMISSION OR STATE REHABILITATION COUNCIL, AS REQUIRED BY SECTION 101(A)(21) OF THE REHABILITATION ACT.

The designated State agency or designated State unit, as applicable **(B) has established a State Rehabilitation Council**

C. CONSULTATIONS REGARDING THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, IN ACCORDANCE WITH SECTION 101(A)(16)(B) OF THE REHABILITATION ACT.

D. THE FINANCIAL PARTICIPATION BY THE STATE, OR IF THE STATE SO ELECTS, BY THE STATE AND LOCAL AGENCIES, TO PROVIDE THE AMOUNT OF THE NON-FEDERAL SHARE OF THE COST OF CARRYING OUT THE VR PROGRAM IN ACCORDANCE WITH SECTION 101(A)(3).

E. THE LOCAL ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, IN ACCORDANCE WITH SECTION 101(A)(2)(A) OF THE REHABILITATION ACT.

The designated State agency allows for the local administration of VR funds **No**

F. THE SHARED FUNDING AND ADMINISTRATION OF JOINT PROGRAMS, IN ACCORDANCE WITH SECTION 101(A)(2)(A)(II) OF THE REHABILITATION ACT.

The designated State agency allows for the shared funding and administration of joint programs: **No**

G. STATEWIDENESS AND WAIVERS OF STATEWIDENESS REQUIREMENTS, AS SET FORTH IN SECTION 101(A)(4) OF THE REHABILITATION ACT.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan. **No**

H. THE DESCRIPTIONS FOR COOPERATION, COLLABORATION, AND COORDINATION, AS REQUIRED BY SECTIONS 101(A)(11) AND (24)(B); AND 606(B) OF THE REHABILITATION ACT.

I. ALL REQUIRED METHODS OF ADMINISTRATION, AS REQUIRED BY SECTION 101(A)(6) OF THE REHABILITATION ACT .

J. THE REQUIREMENTS FOR THE COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT, AS SET FORTH IN SECTION 101(A)(7) OF THE REHABILITATION ACT.

K. THE COMPILATION AND SUBMISSION TO THE COMMISSIONER OF STATEWIDE ASSESSMENTS, ESTIMATES, STATE GOALS AND PRIORITIES, STRATEGIES, AND PROGRESS REPORTS, AS APPROPRIATE, AND AS REQUIRED BY SECTIONS 101(A)(15), 105(C)(2), AND 606(B)(8) OF THE REHABILITATION ACT.

L. THE RESERVATION AND USE OF A PORTION OF THE FUNDS ALLOTTED TO THE STATE UNDER SECTION 110 OF THE REHABILITATION ACT FOR THE DEVELOPMENT AND IMPLEMENTATION OF INNOVATIVE APPROACHES TO EXPAND AND IMPROVE THE PROVISION OF VR SERVICES TO INDIVIDUALS WITH DISABILITIES, PARTICULARLY INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES.

M. THE SUBMISSION OF REPORTS AS REQUIRED BY SECTION 101(A)(10) OF THE REHABILITATION ACT.

#### 4. ADMINISTRATION OF THE PROVISION OF VR SERVICES:

The designated State agency, or designated State unit, as appropriate, assures that it will:

A. COMPLY WITH ALL REQUIREMENTS REGARDING INFORMATION AND REFERRAL SERVICES IN ACCORDANCE WITH SECTIONS 101(A)(5)(D) AND (20) OF THE REHABILITATION ACT.

B. IMPOSE NO DURATION OF RESIDENCE REQUIREMENT AS PART OF DETERMINING AN INDIVIDUAL'S ELIGIBILITY FOR VR SERVICES OR THAT EXCLUDES FROM SERVICES UNDER THE PLAN ANY INDIVIDUAL WHO IS PRESENT IN THE STATE IN ACCORDANCE WITH SECTION 101(A)(12) OF THE REHABILITATION ACT .

C. PROVIDE THE FULL RANGE OF SERVICES LISTED IN SECTION 103(A) OF THE REHABILITATION ACT AS APPROPRIATE, TO ALL ELIGIBLE INDIVIDUALS WITH DISABILITIES IN THE STATE WHO APPLY FOR SERVICES IN ACCORDANCE WITH SECTION 101(A)(5) OF THE REHABILITATION ACT?

Agency will provide the full range of services described above    **Yes**

D. DETERMINE WHETHER COMPARABLE SERVICES AND BENEFITS ARE AVAILABLE TO THE INDIVIDUAL IN ACCORDANCE WITH SECTION 101(A)(8) OF THE REHABILITATION ACT.

E. COMPLY WITH THE REQUIREMENTS FOR THE DEVELOPMENT OF AN INDIVIDUALIZED PLAN FOR EMPLOYMENT IN ACCORDANCE WITH SECTION 102(B) OF THE REHABILITATION ACT.

F. COMPLY WITH REQUIREMENTS REGARDING THE PROVISIONS OF INFORMED CHOICE FOR ALL APPLICANTS AND ELIGIBLE INDIVIDUALS IN ACCORDANCE WITH SECTION 102(D) OF THE REHABILITATION ACT.

G. PROVIDE VOCATIONAL REHABILITATION SERVICES TO AMERICAN INDIANS WHO ARE INDIVIDUALS WITH DISABILITIES RESIDING IN THE STATE, IN ACCORDANCE WITH SECTION 101(A)(13) OF THE REHABILITATION ACT.

H. COMPLY WITH THE REQUIREMENTS FOR THE CONDUCT OF SEMIANNUAL OR ANNUAL REVIEWS, AS APPROPRIATE, FOR INDIVIDUALS EMPLOYED EITHER IN AN EXTENDED EMPLOYMENT SETTING IN A COMMUNITY REHABILITATION PROGRAM OR ANY OTHER EMPLOYMENT UNDER SECTION 14(C) OF THE FAIR LABOR STANDARDS ACT OF 1938, AS REQUIRED BY SECTION 101(A)(14) OF THE REHABILITATION ACT.

I. MEET THE REQUIREMENTS IN SECTIONS 101(A)(17) AND 103(B)(2) OF THE REHABILITATION ACT IF THE STATE ELECTS TO CONSTRUCT, UNDER SPECIAL CIRCUMSTANCES, FACILITIES FOR COMMUNITY REHABILITATION PROGRAMS

J. WITH RESPECT TO STUDENTS WITH DISABILITIES, THE STATE,

LXXII. HAS DEVELOPED AND WILL IMPLEMENT,

A. STRATEGIES TO ADDRESS THE NEEDS IDENTIFIED IN THE ASSESSMENTS; AND

B. STRATEGIES TO ACHIEVE THE GOALS AND PRIORITIES IDENTIFIED BY THE STATE, TO IMPROVE AND EXPAND VOCATIONAL REHABILITATION SERVICES FOR STUDENTS WITH DISABILITIES ON A STATEWIDE BASIS; AND

LXXIII. 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:

A. THE DESIGNATED STATE UNIT ASSURES THAT IT WILL INCLUDE IN THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN ALL INFORMATION REQUIRED BY SECTION 606 OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL SUBMIT REPORTS IN SUCH FORM AND IN ACCORDANCE WITH SUCH PROCEDURES AS THE COMMISSIONER MAY REQUIRE AND COLLECTS THE INFORMATION REQUIRED BY SECTION 101(A)(10) OF THE REHABILITATION ACT SEPARATELY FOR INDIVIDUALS RECEIVING SUPPORTED EMPLOYMENT SERVICES UNDER TITLE I AND INDIVIDUALS RECEIVING SUPPORTED EMPLOYMENT SERVICES UNDER TITLE VI OF THE REHABILITATION ACT.

C. THE DESIGNATED STATE UNIT WILL COORDINATE ACTIVITIES WITH ANY OTHER STATE AGENCY THAT IS FUNCTIONING AS AN EMPLOYMENT NETWORK UNDER THE TICKET TO WORK AND SELF-SUFFICIENCY PROGRAM UNDER SECTION 1148 OF THE SOCIAL SECURITY ACT.

6. FINANCIAL ADMINISTRATION OF THE SUPPORTED EMPLOYMENT PROGRAM:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL EXPEND NO MORE THAN 2.5 PERCENT OF THE STATE'S ALLOTMENT UNDER TITLE VI FOR ADMINISTRATIVE COSTS OF CARRYING OUT THIS PROGRAM; AND, THE DESIGNATED STATE AGENCY OR AGENCIES WILL PROVIDE, DIRECTLY OR INDIRECTLY THROUGH PUBLIC OR PRIVATE ENTITIES, NON-FEDERAL CONTRIBUTIONS IN AN AMOUNT THAT IS NOT LESS THAN 10 PERCENT OF THE COSTS OF CARRYING OUT SUPPORTED EMPLOYMENT SERVICES PROVIDED TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES WITH THE FUNDS RESERVED FOR SUCH PURPOSE UNDER SECTION 603(D) OF THE REHABILITATION ACT, IN ACCORDANCE WITH SECTION 606(B)(7)(G) AND (H) OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL USE FUNDS MADE AVAILABLE UNDER TITLE VI OF THE REHABILITATION ACT ONLY TO PROVIDE SUPPORTED EMPLOYMENT SERVICES TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING EXTENDED SERVICES TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, WHO ARE ELIGIBLE TO RECEIVE SUCH SERVICES; AND, THAT SUCH FUNDS ARE USED ONLY TO SUPPLEMENT AND NOT SUPPLANT THE FUNDS PROVIDED UNDER TITLE I OF THE REHABILITATION ACT, WHEN PROVIDING SUPPORTED EMPLOYMENT SERVICES SPECIFIED IN THE INDIVIDUALIZED PLAN FOR EMPLOYMENT, IN ACCORDANCE WITH SECTION 606(B)(7)(A) AND (D), OF THE REHABILITATION ACT.

7. PROVISION OF SUPPORTED EMPLOYMENT SERVICES:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL PROVIDE SUPPORTED EMPLOYMENT SERVICES AS DEFINED IN SECTION 7(39) OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT:

LXXIV. 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

LXXV. 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.

ADDITIONAL COMMENTS ON THE ASSURANCES FROM THE STATE

## VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

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States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program— and also submit relevant information for any of the eleven partner programs it includes in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program.\* If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on [www.regulations.gov](http://www.regulations.gov) for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting Docket ID number ETA-2015-0006.

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

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## APPENDIX 1. PERFORMANCE GOALS FOR THE CORE PROGRAMS

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Each State submitting a Unified or Combined Plan is required to identify expected levels of performance for each of the primary indicators of performance for the two years covered by the plan. The State is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education on state adjusted levels of performance for the indicators for each of the two years of the plan. States will only have one year of data available under the performance accountability system in Section 116 of the WIOA; therefore, the Departments will continue to use the transition authority under WIOA sec. 503(a) to designate certain primary indicators of performance as “baseline” indicators in the first plan submission. A “baseline” indicator is one for which States will not propose an expected level of performance in the plan submission and will not come to agreement with the Departments on negotiated levels of performance. “Baseline” indicators will not be used in the end of the year performance calculations and will not be used to determine failure to achieve adjusted levels of performance for purposes of sanctions. The selection of primary indicators for the designation as a baseline indicator is made based on the likelihood of a state having adequate data on which to make a reasonable determination of an expected level of performance and such a designation will vary across core programs.

States are expected to collect and report on all indicators, including those that have been designated as “baseline”. The actual performance data reported by States for indicators designated as “baseline” in the first two years of the Unified or Combined Plan will serve as baseline data in future years.

Each core program must submit an expected level of performance for each indicator, except for those indicators that are listed as “baseline” indicators below.

For this Plan, the Departments will work with States during the negotiation process to establish the negotiated levels of performance for each of the primary indicators for the core programs.

### **Baseline Indicators for the First Two Years of the Plan**

Title I programs (Adult, Dislocated Workers, and Youth):

- Measurable Skill Gains
- Effectiveness in Serving Employers

Title II programs (Adult Education):

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Effectiveness in Serving Employers

Title III programs (Wagner-Peyser):

- Effectiveness in Serving Employers

Title IV programs (Vocational Rehabilitation):

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Measurable Skill Gains
- Effectiveness in Serving Employers

States may identify additional indicators in the State plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the State indicators. Please identify any such State indicators under Additional Indicators of Performance.

**TABLE 1. EMPLOYMENT (SECOND QUARTER AFTER EXIT)**

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
<b>Adults</b>	40.00	40.00	40.00	40.00
<b>Dislocated Workers</b>	40.00	40.00	40.00	40.00
<b>Youth</b>	30.00	30.00	40.00	40.00
<b>Adult Education</b>	Baseline	Baseline	Baseline	Baseline
<b>Wagner-Peyser</b>	Baseline	Baseline	Baseline	Baseline
<b>Vocational Rehabilitation</b>	Baseline	Baseline	Baseline	Baseline

User remarks on Table 1

TABLE 2. EMPLOYMENT (FOURTH QUARTER AFTER EXIT)

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
<b>Adults</b>	40.00	40.00	40.00	40.00
<b>Dislocated Workers</b>	40.00	40.00	40.00	40.00
<b>Youth</b>	30.00	30.00	40.00	40.00
<b>Adult Education</b>	Baseline	Baseline	Baseline	Baseline
<b>Wagner-Peyser</b>	Baseline	Baseline	Baseline	Baseline
<b>Vocational Rehabilitation</b>	Baseline	Baseline	Baseline	Baseline

User remarks on Table 2

TABLE 3. MEDIAN EARNINGS (SECOND QUARTER AFTER EXIT)

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
<b>Adults</b>	2,040.00	2,040.00	2,040.00	2,040.00
<b>Dislocated Workers</b>	2,040.00	2,040.00	2,040.00	2,040.00

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
<b>Youth</b>	Baseline	Baseline	Baseline	Baseline
<b>Adult Education</b>	Baseline	Baseline	Baseline	Baseline
<b>Wagner-Peyser</b>	Baseline	Baseline	Baseline	Baseline
<b>Vocational Rehabilitation</b>	Baseline	Baseline	Baseline	Baseline

User remarks on Table 3

TABLE 4. CREDENTIAL ATTAINMENT RATE

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
<b>Adults</b>	40.00	40.00	40.00	40.00
<b>Dislocated Workers</b>	40.00	40.00	40.00	40.00
<b>Youth</b>	40.00	40.00	40.00	40.00
<b>Adult Education</b>	Baseline	Baseline	Baseline	Baseline

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
<b>Wagner-Peyser</b>	n/a	n/a	n/a	n/a
<b>Vocational Rehabilitation</b>	Baseline	Baseline	Baseline	Baseline

User remarks on Table 4

TABLE 5. MEASUREABLE SKILL GAINS

Program	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
<b>Adults</b>	Baseline	Baseline	Baseline	Baseline
<b>Dislocated Workers</b>	Baseline	Baseline	Baseline	Baseline
<b>Youth</b>	Baseline	Baseline	Baseline	Baseline
<b>Adult Education</b>	0.49	0.43	0.50	0.46
<b>Wagner-Peyser</b>	n/a	n/a	n/a	n/a
<b>Vocational Rehabilitation</b>	Baseline	Baseline	Baseline	Baseline

User remarks on Table 5

**TABLE 6. EFFECTIVENESS IN SERVING EMPLOYERS**

Measure	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level
<b>Line 1 (enter the measure information in the comments below)</b>	Baseline	Baseline	Baseline	Baseline
<b>Line 2</b>	Baseline	Baseline	Baseline	Baseline
<b>Line 3</b>	Baseline	Baseline	Baseline	Baseline
<b>Line 4</b>	Baseline	Baseline	Baseline	Baseline
<b>Line 5</b>	Baseline	Baseline	Baseline	Baseline
<b>Line 6</b>	Baseline	Baseline	Baseline	Baseline

User remarks on Table 6

**TABLE 7. ADDITIONAL INDICATORS OF PERFORMANCE**

Measure	PY 2018 Expected Level	PY 2018 Negotiated Level	PY 2019 Expected Level	PY 2019 Negotiated Level

User remarks on Table 7

APPENDIX 2. OTHER STATE ATTACHMENTS (OPTIONAL)

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