

WIOA STATE PLAN FOR
THE REPUBLIC OF PALAU

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OVERVIEW

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

OPTIONS FOR SUBMITTING A STATE PLAN

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

- the Adult Program (Title I of WIOA),
- the Dislocated Worker Program (Title I),
- the Youth Program (Title I),
- the Adult Education and Literacy 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. 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))

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

HOW STATE PLAN REQUIREMENTS ARE ORGANIZED

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

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

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.* While discussion of and strategies for every target population is not expected, States must address as many as are applicable to their State's population and look beyond strategies for the general population.

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

Palau is a single state workforce area and the President of the Republic of Palau, as the chief elected official, restructured its State Workforce Development Board (State Board) in June of 2015 to include all community stakeholders from the private and public sector of the Republic. He increased the number of members in the Executive Committee from the State Board to act as State Board Liaison/Local Board and the WIOA Adult, Youth, and Dislocated Worker Grant Sub-recipient. The State Board during its first meeting in July of 2015, selected members to become the Youth Committee to review potential providers of youth activities; conduct oversight and other relevant youth activities under the workforce system.

Palau is very much committed to improving, aligning and integrating workforce delivery systems under Combined State Plan guidelines. The Executive Committee which consists of a majority of private business executives shall perform their specific roles and responsibilities working directly with the WIOA Office Director to further develop and enhance existing demand-driven workforce system and strengthened partnership with education and economic sectors for integration and collaboration of workforce activities. The Board developed its agenda of further development and

improvement of the workforce system to strengthen the achievements of workforce, education, business and economic development.

As a single state workforce area, Palau has been operating its workforce investment system on a collaborative partnership with education and the business community toward a better developed, improved, and sustainable economy.

This Combined State Plan development process highlights the following strategies:

?Increase access to and opportunities for the employment, education, training, and support services to individuals, and in particular, those with barriers to employment and need to succeed in the labor market;

?Align workforce investment, education, and economic development systems in support of a comprehensive, accessible, accountable, and high-quality workforce development system;
?Improve the quality and labor market relevance of workforce investment, education, and economic development efforts; ?Promote improvement in the structure and delivery of services; ?Increase the prosperity of workers and employers, the economic growth of communities, regions and the global competitiveness of the nation; ?Provide innovative workforce investment activities, through integrated workforce development systems, that increase employment, retention, and earnings of participants and that increase postsecondary credential attainment and, as a result, improve the quality of the workforce, reduce welfare dependency, increase economic self-sufficiency, meet skill requirements of employers, and enhance productivity and competitiveness of the nation; ?Measure effectiveness, improve transparency, and support informed consumer choice through performance reporting, evaluation, and data systems that support these activities; and

Shall further:

- Create awareness and a sense of urgency around the importance of workforce and economic development that will inform and motivate state and local policy makers, business, education and political leaders about the critical nature of addressing workforce, education, and economic development challenges.

?Build and align a demand-driven system that clearly reflects the employment needs of the industry clusters strengthen partnership aligned to business needs, and to enhance the comprehensive workforce information system.

?Identify and eliminate barriers that inhibit workers from getting the education and training needed to be employable, and employers getting the quantity and quality of the workforce needed.

?Develop systems to measure and report the quantitative and qualitative workforce system impact on local and regional economies and individuals.

?Ensure continuous improvement toward a demand-driven workforce system.

The State Board's Executive Committee and the Youth Committee undertook a comprehensive planning initiative to set a new strategic direction for the Board to build a highly competitive workforce in Palau.

Formal agreements have been developed and signed by all workforce partnership with the WIOA Office and the State Board that include Palau Community College, the Ministry of Education, Ministry of Health, the Chamber of Commerce, and the Belau Employers and Education Association. The agreements set forth collaborative services offered by each partner agency to all workforce customers.

I. WIOA STATE PLAN TYPE

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

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

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

COMBINED PLAN PARTNER PROGRAM(S)

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

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (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

II. STRATEGIC ELEMENTS

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

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

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

1. ECONOMIC AND WORKFORCE ANALYSIS

A. ECONOMIC ANALYSIS

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

I. EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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

II. EMERGING 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

(1) Economic Analysis

The private sector has exceeded the government sector to become the primary employer employing 6,681 workers. Although this number has surpassed the public sector, the higher wages and benefits within the public sector remains a great attraction for the emerging local labor force. Tourism continues to be Palau's leading private sector income source, with potential for further growth. Statistical records taken from the Bureau of Immigration, Ministry of Justice and Bureau of Planning, Ministry of Finance shows an increased trend of tourism. In Year 2015 from January through December, Palau increased tourist number at 160,370. In January of 2016, there were 14,183 visitors, representing slight increase of approximately 2 percent. For the past three straight years, tourism for Palau has hovered over the 100,000 mark.

2Palau's economy expanded by 8.0% in financial year (FY) 2014) well above the previous estimate of 6.9%. This reflects links between tourism growth and related industries such as communications, wholesale and retail trade, and financial intermediation. A second of two planned hikes in the tobacco tax rate was implemented in January of 2015 and helped nudge inflation to an average annual rate of 4.1% in the first half of FY2015. Prices rose despite the appreciation of the US dollar and consequent reduction in international commodity prices and import costs. Inflation in the third quarter of FY2015 dropped, however, to 0.4% as household costs and transport fell sharply.

The value of mineral imports—mainly petroleum products—dropped by 33.8% in FY2015 to July from the same period a year earlier, reflecting lower international oil prices. The value of food imports also declined slightly. The consequent 13.3% decline in the import bill and strong tourism growth prompt a downward revision to the forecast for the current account deficit in FY2015. As these trends are seen to continue, the forecast for FY2015 is also revised down. Palau's Gross Domestic Product

(GDP) growth forecast for FY2015 and FY2016 is raised substantially upward because of strong tourist arrivals and revised GDP figures for FY 2014. Fuel prices expected to remain low, inflation forecasts for FY2015 and FY2016 are trimmed from those in Asian Development Outlook (ADO) 2015. Food inflation has remained high—at an average of 4.4% in the first three quarters of FY2015—reflecting rising demand from tourists. Palau’s plan for achieving success centers on employer–driven policies and industry–focused solutions. Palau’s State Board’s Executive Committee will work closely with the Ministry Finance’s Labor Market and Information Division (LMI) with collecting, analyzing, and disseminating a variety of labor market data and publications and sharing this information with the workforce delivery system for analysis of state, regional and local economic development and educational needs to provide customized reliable and timely workforce data. In April of 2003, a document called Republic of Palau Public Sector Investment Program 2003–2007 (PSIP) established Palau’s public sector infrastructure priorities over the next five years. The Program is in line with, and incorporates, prior planning infrastructure documents, including the ‘Palau National Master Development Plan (“PNMDP”) and the ‘Economic Development Plan’ (“EDP”). The PSIP also incorporated recommendations from the recent “Study for Promotion of Economic Development in the Republic of Palau (“JICA Study”) and the Management Action Plan (“MAP”). The report also takes into account various sectoral reports where relevant to infrastructure development issues. Because of this PSIP, a brief description of the guiding rationales was made, by sector, for the selection of priority infrastructure projects as follows: Tourism (and its attendant infrastructure changes) is Palau’s main industry. Its major draws are its diverse and pristine marine environment, and its above–water tropical island beauty. Tourism and environmental authorities would like to adjust the industry, simultaneously decreasing tourist volume and increasing income by attracting more high–dollar tourists. Tourism is clearly the engine that will drive Palau’s economic growth. It is therefore imperative that Palau maximizes the contributions of the tourist sector to the Palauan economy by: Diversifying our tourism product base; Expanding our labor and human resources; Strengthening our planning and development capacity; Establishing a regulatory framework that ensures minimum tourism industry standards; Enhancing our capacity to effectively protect our tourism assets base; and Ensure that the benefits of tourism flow to the local community.

As a part of a more measured and balanced approach towards economic policy with respect for the environment, President Tommy E. Remengesau, Jr., during his April 30, 2013, State of the Republic Address stated that his Administration will:

- Actively recruit and support quality high–end tourism projects and partnerships; – Establish ongoing financial and technical assistance support programs for local businesses to meet high–end Palau tourism industry standards; – Support the efforts of the Palau Visitors Authority and the Belau Tourism Association to develop minimum standards for the provision of high–end tourism products and services and the diversification of tourism products; Support the development of Babeldaob and outlying state visitor attraction sites to facilitate diversified high–end tourism products and income generating activities at the state level; – Facilitate the funding and technical assistance support to other economic sectors for targeted high–end development in cooperation with the National Development Bank of Palau; – Expand the development of the Aquaculture industry and establish a program to restock depleted marine live–stocks; – Improve the regulatory environment to encourage and support private sector–led high–end growth that also provides appropriate incentives for small businesses; – Establish license requirements of vocational trades to encourage local participation in certain trade skills and provide incentives that makes Palauan labor more competitive and identify and generate funding for on–the–job training; and

- Procure a standard fiber optic cable to connect Palau to the global community with faster and reduced internet costs. A quick note on the Fiber Optic cable is warranted. Previous efforts to

procure a Fiber Optic Cable focused on the procurement of a used fiber optic cable, which raised serious concerns regarding the reliability and longevity of the cable.

Agriculture – the potential for development of agricultural products, especially at the export level, is somewhat limited, the establishment of a viable agriculture sector would have a great impact on the current balance of trade deficit and upon employment. Possibly of even greater importance is the issue of food security. In this regard, priority should be given to expanding production capacity to meet domestic demand first. To encourage increased domestic production, incentives should also be developed to focus efforts on agriculture products consistent with domestic consumption demand and with export potential. In order to respond to these broad economic issues related to the establishment of a viable agricultural sector, basic capacity must be established. This capacity must be provided at both the subsistence and the market levels. It also requires an adequate market system, including a central market, a stronger technical base, a viable quarantine system, a broadening of plant diversity and significant training opportunities. Finally, the eradication of the fruit fly, as well as other agricultural pests, must be undertaken in the most cost-effective and efficient manner.

Fisheries a. Fishing. In the area of fisheries, greater returns, on a sustainable basis, and increased local involvement in Palau's offshore and inshore marine resources must occur. Palau must also maintain an extraction level for subsistence while protecting the natural marine environment for tourism and cultural purposes. In addition, the basic infrastructure for curing and preserving fish and fish products must be put into place. Finally, study must be made into the potential for value added on-shore fish-processing capacity. b. Aquaculture. The establishment of a viable aquaculture is critical in order to preserve our natural marine environment for subsistence and commercial purposes and the capacity will require considerable technical assistance, as the art of aquaculture is quite sophisticated and requires meticulous maintenance. As with all fish products, adequate curing and preservation capacities are also required.

Trade—Due to its location, Palau has great potential as a transshipment port for the region. However, to move into this growth sector, port capacities must be clearly identified and significantly expanded. In order to accomplish this, a comprehensive plan must be developed.

Light Manufacturing—A light manufacturing industry would require a comprehensive infrastructure system, foreign direct investment and an expanded technical base. One of the priorities of such light manufacturing is the employment opportunity made available to Palauan citizens. We need to establish the vehicles to ensure that funds expended in the Republic stay in the Republic and in turn generate additional and expanded income opportunities. This is especially important for tourism industry products.

Infrastructure

Transportation

a. Roads. With the completion of the Compact Road, the Republic has begun improvement of access roads throughout the nation by repairing existing paved roads and streets as shown in the table above. b. Airport/s. Due to the overriding importance of tourism to the achievement of economic development, the expansion and improvement of the Palau International Airport in Airai has been underway for the past ten years. This airport must be internationally accepted and economically efficient in order to cope with current and projected demands as well as to enhance competition by encouraging multiple carriers to establish direct flights. The issue of runway

expansion must be reviewed in light of new airplane technology. The current runway must also be maintained to Federal Aviation Agency standards. Finally, internationally acceptable guidance systems must be put into place in order to encourage direct flights from regional neighbors. Consideration must also be given Improvement of Palau's other two airports in Peleliu and Angaur and being considered as well as construction of commuter airports on other outer islands of Sonsorol and Hatohobei.

c. Seaport/s. On the general level, Palau must establish, maintain and manage ports and marine facilities to meet the requirements for international shipping, internal transport, tourism and the development of marine resources. Currently, the Malakal Port in Koror is Palau's only commercial port. Although the port is presently handling approximately 120,000 tons of cargo per year and has additional cargo capacity, backyard space is insufficient, especially for operation of containers. In addition, the port is inefficient for the transfer of fuel to power plants. The port is currently not deep enough to handle larger ships. It is therefore essential that a comprehensive port study be undertaken to define the appropriate use and expansion needs of the port, and the use of alternate ports. In addition to port expansion and improvement, sea marker installations necessary to improve safe navigation.

Water Since 1993, a number of projects have been undertaken in Palau. Consequently, all of Palau's states, except Kayangel, Hatohobei and Sonsorol state, have their own community water supply systems. However, projected economic expansion will require further enlargement of the water systems throughout Palau. At a minimum, a reliable safe water system must be provided to all states of the Republic in a cost effective manner. In addition, existing water supply systems and watershed areas must be maintained to supply a sufficient supply of safe water. In order to do this, a comprehensive charge-back system must be contemplated.

Wastewater As with water, major expenditures have been made to improve and expand Palau's wastewater system. In fact, in Koror State, a major expansion project is near completion. Despite this fact, there are still many households unconnected to the sewer system in Koror and septic systems in outlying states. It is consequently imperative that a comprehensive wastewater study be undertaken to identify expansion and improvement needs in Koror and in the outlying states.

Solid Waste The Koror State Government Solid Waste Management Office was inducted in 2004 in an effort to tackle the ever-growing waste problems in this bustling state of Koror. At the very beginning, the office was merely responsible for the collection and disposal of wastes from some residences in Koror. After several feasible studies and surveys conducted by our staff and other agencies involved, the goal and objective of the office became the reduction of volume of waste being generated and disposed into the landfill, and also turning different types of wastes into useful resources through the 3R (Reduce, Reuse, and Recycle) system. Ever since the initiation of the solid waste management office, several programs have been implemented towards this goal thus enabling Koror State to embark on the journey to become an eco-friendly society.

The Solid Waste Management Office under the Koror State Government is supported by the following National Government Agencies. The Bureau of Public Works, Ministry of Public Infrastructure, Industries and Commerce operate and maintain M-Dock Landfill, conduct public awareness programs to promote 3R, coordinate with state governments regarding solid waste issues and overall implementation of the National Solid Waste Management Plan (NSWMP).

The Environmental Quality Protection board (EQPB) enforces solid waste regulations under the EQBP Regulations and the Ministry of Health ensures through prevention and monitoring of

unsanitary conditions regarding solid waste in private and public places throughout Palau and issues preventive measures. The Ministry of Health also is responsible for treatment of medical waste by incineration. Detailed information on solid waste efforts may be accessed through www.kororstategov.com/swmo.

Energy The Palau Public Utility Corporation (PPUC) generates almost all of the electric power in Palau. The current capacity of PPUC is approximately 30 Megawatts. New power generation systems have also recently come on line in Peleliu, Angaur and Kayangel. Because the PPUC rate structure includes a replacement cost component, the replacement of existing generators must be undertaken by the corporation. The Republic is committed to pursuing renewable energy sources, where feasible and affordable, in order to reduce dependence of fossil fuels and to protect the environment for future generations. In this effort, the government is currently studying the potential for Ocean Thermal Energy Conversion (OTEC) to replace at least a portion of the diesel generator power system. The National Government is also studying the feasibility of incorporating solar and wind power options into the nation's energy portfolio.

Telecommunications As with electricity, telecommunications is managed by a quasi-governmental corporation, the Palau National Communications Corporation (PNCC). PNCC provides domestic and international telephony, Internet and data, cellular phone, and cable television services for the Republic of Palau. The Corporation has instituted a schedule of rates that take into account the payback on the loan provided by the United States Rural Utilities Service (RUS) to install the current telephone system. However, currently, due to changes in international revenues, the rate schedule does not provide sufficient funds for all projected required capital investments.

Domestic PNCC has in place a domestic Fiber Optic Network that serves all of Babeldoab and Koror. This system is linked to the states of Kayangel and Angaur by digital microwave. This system needs to be upgraded to provide broadband capability, connectivity, and redundancy to support future growth that was not provided for in the original system installation. The existing system was designed in 1994 and installed 1996 with only the capacity to support projected needs for voice services and did not take in account the coming of the Internet age or the advances in cellular technology. The current fiber optic equipment is OC3 (55Mbs) and is completely utilized in significant segments of the network. Substantial segments of the network do not have redundancy (SONET Ring) due to lack of capacity. The upgrade of the fiber optic network is essential for economic growth, development, and equitable access throughout Palau. At the present time, PNCC's ability to serve areas outside of Koror at high data speeds is limited. With this upgrade of the electronics on the fiber optic network, PNCC would be able to provide Wide Area Networks (WANs) for all of Palau; giving government, education, health, and business the ability to connect all states within Palau at Broadband speeds.

International

1. **Satellite Systems.** At the present time, Palau has only satellite service for international connections. The satellite connection is provided by one earth station. Having only one gateway for international connectivity puts Palau in a vulnerable position in regards to disruptions of international communications. Indeed communications to the world have been interrupted several times in the recent past due to electrical or natural disasters. PNCC is currently constructing a separate earth station site so as to have redundancy and diversity of routing. This site will be equipped initially to provide only essential emergency communications capability but will be capable of expansion to provide more capacity. A project to provide increased capacity at this second earth station is required so that network capacity for the welfare and economy of Palau is assured in the event of a prolonged outage at the primary earth station.
2. **Trans-Oceanic Fiber Optic Submarine Cable Transmission System.** Republic of Palau Public Law 9-47, Fiber Optic Cable Bill, was signed

into law by President Remengesau on September 20, 2015, that will decrease the cost and increase the quality of internet service in Palau by establishing broadband internet connectivity—connecting Palau to the Southeast Asia–United States (SEA–US) submarine cable that joins the international cable hub in Guam. The Asian Development Bank (ADB) has been providing technical assistance (TA) to Palau for project preparation. The World Bank has provided complementary TA to Palau to develop legislation establishing a state–owned submarine cable company and an Information and Communications Technology (ICT) Regulatory Office.

(2) Workforce Analysis The top ten industries according to December 2015 Quarter Key Points from Ministry of Finance, Bureau of Budget and Planning, Office of Planning and Statistics, are shown below.

1. Wholesale and Retail 2. Accommodation and Food 3. Transportation and Storage 4. Construction 5. Administrative and Support Service 6. Real Estate Activities 7. Professional, scientific and technical activities 8. Manufacturing 9. Financial and Insurance 10. Other Service Activities

Labor Force

Employment statistics taken from the 2005 Census of Population and Housing conducted by the U.S. Bureau of Census shows total labor force of Palau at 14,755. Those who are in the labor force at 10,203; Employed at 9,777 or 95.8%; Unemployed at 426 or 4.2%.

2014–ROP Statistical Yearbook at www.palau.gov.net/statistics shows number of workers, paid and full time, by industry at a total of 10,386. Public administration and defense, compulsory social security tops at 2,977 or 28.7%; Accommodation and food service activities is second at 1,581 or 15.2%; Wholesale and retail trade; repair of motor vehicles and motorcycles third at 1,477 or 14.2%; and Transportation and Storage showing almost even with Construction at 759 or 7.3% and 726 or 7.0%, respectively (Table 4.6c). From the total labor force, foreign workers numbers at 4,330 or 41.7%. Our labor market analysis indicates we face dual and crucial problems: the likelihood of chronic and growing shortages of workers and a prospect of too few workers possessing the skills employers are and will be demanding.

Taking into account the six occupations identified in the 2000 Palau Census including the latest 2005 Palau Census, the five priority areas of infrastructure development and requirements continue to show that Palau needs to have a strong and demand–driven workforce and education systems. These combined systems will be able to provide needed employment skills and academic skills training for the emerging labor force population and human resources of the Republic. The Palau workforce requires a worker who excels at solving problems, thinking critically, working in teams, and constantly learning on the job.

EDUCATION

The Ministry of Education’s School–to–Work System is a Lifelong Learning System that begins from K–12. Transformation from academics to career began in 2000 (Education Master Plan of 2000). Through continuous strong partnership and collaborative efforts among the workforce and education partners, the Palau Public School System under the Ministry of Education partners with Chamber of Commerce (COC), the State Workforce Development Board (SWDB), the Belau Educators and Employers Alliance (BEEA), and the Palau Community College to conduct the career academics and practicum starting at 9th grade throughout 12th grade.

The Career Academies are:

1. Engineering/Industrial cluster includes the engineering, industrial automotive, small engine and outboard motor, electricity, surveying, electronics, communication technologies, etc. The basic math skills, communications, and interpersonal skills required in these areas are common to all. The machinery and devices used in these fields require knowledge of electrical principles, hydraulic and pneumatic principles, thermal, and optical systems.

2. Business/Information Systems cluster includes occupations/jobs such as secretarial services, clerical services, accounting/bookkeeping, business management, data processing and other areas related to the processing of information and data. The math skills in these areas focus more on information analysis and processing. These areas require similar skills in organizational dynamics focusing on human behavior and knowledge of group behavior and team processes.

3. Health/Human Services cluster includes services such as nursing, child and elder care, food & hospitality services, social services, etc. The cluster meets a common need for the development of courses that will enhance interpersonal skills and knowledge required in dealing with human behavior and knowledge of group behavior and team processes. 4. Arts/Humanities cluster focuses on occupations in such areas such as journalism, creative arts and crafts including Palauan arts/crafts, public services, and other related services such as police officers, teachers, etc. This cluster requires less depth in specialized mathematics, technology, and science, but more on broad exposure to creative, humanistic, and societal concerns. 5. Natural Resources cluster focuses on occupations in the field of Agriculture, Forestry, Marine Science, and career related to our natural resources, etc. This cluster requires knowledge in sciences and technology.

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'.

Education will continue to be an integral part in developing the Palau Workforce. Based on the 2005 Palau Census (www.palau.gov.net/statistics) 11,247 or 68.7% people of Palau have attained at least a high school degree. However, as a nation, Palau has lower post-secondary educational attainment levels than the national average. For example, Palau has a higher percentage of individuals with "Some college, no degree" at 13,510 or 41.3%; but lower percentages of "Associate's degree", "Bachelor's degree", and "Grad degree or higher" at 4,322 or 10.4%.

Employers—through ongoing informal conversations and several formal business-specific and general employer surveys—report they are unable to hire locals because of existing skilled workers shortages. Quantifiable need has been identified for nurses and allied health workers, engineers, mechanics, and machinists. And again, employer interviews also reveal anecdotal but passionate urging to strengthen the skill sets of entry level positions.

Further, the skill expectations in Palau's key industries (business services, construction, energy and energy efficiency, and healthcare) are increasing, and we face a gap that must be bridged. Palau employers are looking for workers who bring substantial knowledge and skills to their work, along with a desire to keep learning while working. They're looking for workers who have strong basic skills – math, science, reading, computing – along with the ability to work effectively in teams, who can write clearly, and can analyze and synthesize well. In addition, a range of skills and knowledge that are specific to a given industry and a particular occupation are expected as well.

A crucial reality is now very clear: a high school diploma is essential, and yet is insufficient to ensure that someone is ready for employment in a good job. Every Palauan needs at least a high school diploma or equivalent to succeed, and, in reality, will need skills and educational attainment that go beyond high school graduation.

The President of Palau as chief-elected-official and his State Board members comprised of a majority of community and business stakeholders, shall continue to work together to ensure that the Republic has a workforce that provides competitive advantages to its local businesses leading to job creations, higher wages, enhanced customer information data, procedures, career paths and earnings. The State Board has always and will continue to focus on workforce issues that matter to the community. Palau's strong and business-led State Board can ensure that its workforce investment system will remain relevant by:

- Becoming increasingly demand driven and to
- Aligning economic and workforce strategies
- Expanding cross-functional competencies and skill sets that are needed on the job
- Aligning training with the area's talent development strategies
- Developing and using economic data and skills information to make informed decisions
- Eliminating duplicative administrative costs and services
- Enhancing service integration through established agreements with workforce partners, and
- Partnering to eliminate silos and further reduce duplication
- Effectively leverage resources
- System-wide resource management
- Improve connections
- Target youth program investments to

those most in need • Continuing to improve workforce information systems • Improve and simplify performance accountability across programs

(B) Strength and Weaknesses of Workforce Activities

Based on the labor market information and economic analysis stated in Section II of this Plan, Palau can solve its shortages of educated and skilled workers by strengthening the career pathway toward development of future human resources and upgrade current workers' skills to enjoy increasing prosperity. But if we fail to solve these dual shortages, our future will be:

- Fewer Palauans with the required education and skills to fill our industry needs;
- Stunted economic growth that inhibits our citizens from gaining wealth and acquiring the assets needed to function in a volatile labor market; and,
- A significant competitive disadvantage against other nations that have transformed themselves into agile communities, ready to adapt to ongoing change.

The following career pathway that has been in place for Palau through education and workforce system is:

- Career and Technical Education (CTE) prepares youth and adults for a wide range of high-wage, high-skill, and high-demand careers: • Fulfills employers needs • Includes high schools, career centers, community and technical colleges, four year universities. • Integrates with academics in a rigorous and relevant curriculum • Features high school, postsecondary, and industry partnerships enabling clear pathways to certifications and degrees • Prepares students for a range of career options • Prepares students to be college and career ready by providing core academic skills, employability skills, and technical (job-specific) skills.

- Annual federal grant to support career and technical education at both Palau High School and Palau Community College • Implementation guidelines include State Plan and annual plans • Nine required activities (components)

1. Strengthen academic and vocational skills
2. Link CTE at secondary level and postsecondary levels (Program of Study)
3. Provides students strong experience in and understanding of "all aspects of industry" (work-based learning experience)
4. Develop, improve, and expand use of technology
5. Professional development activities for teachers and faculty
6. Evaluation of CTE Programs to see how needs of special populations are met
7. Improve and modernize CTE programs
8. Provides sufficient size, scope, and quality programs
9. Prepare special population for high skill, high wage, or high demand occupations

Adult Education and Literacy Adult education has a long history in Palau of providing services that assist adults in improving their skills, achieving their educational goals, and transitioning to further education or employment. Instruction is designed for adults functioning at the lowest levels of basic skills and English language instruction to advanced levels of learning. As defined by Title II of the Workforce Innovation and Opportunity (WIOA), Adult Education enables adults to: (1) become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; (2) obtain the educational skills necessary to become full partners in the educational development of their children; and (3) complete a secondary school education. The federally-funded adult education and literacy programs administered by the Palau Ministry of Education (MOE) provide lifelong educational opportunities and support services to eligible participants. Programs assist adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement. Palau Adult Education and Literacy (AEL) program are delivered through

the Palau High School classrooms during the night and at the Division of Corrections and Rehabilitations of the Bureau of Public Safety during the day. By improving the education and skill levels of individual Palauans, the program enhance the competitiveness of state's workforce and economy. Through instruction in adult basic education (ABE), adult secondary education (ASE) and English as a Second Language (ESL), programs help learners to: • gain employment or better their current employment; • obtain a high school equivalency diploma by passing the state approved assessment; • attain skills necessary to enter postsecondary education and training; • exit public welfare and become self-sufficient; • learn to speak, to read, and to write the English language; • master basic academic skills to help their children succeed in school; • become U.S. citizens and participate in a democratic society; • gain self-esteem, personal confidence, and a sense of personal and civic responsibility. • Eligibility for enrollment includes persons that are at least 18 years of age and not enrolled or required to be enrolled in a secondary school under Palau Education Master Plan of 2000, further enhanced in the Palau Education Master Plan of 2006–2016; and meet one of the following: 1) lack sufficient mastery of basic educational skills to enable them to function effectively in society; 2) do not have a secondary school diploma or a recognized equivalent, and have not achieved an equivalent level of education; or 3) are unable to speak, read, or write the English language.

(C) State Workforce Development Capacity

Successful career and technical education in Palau requires strong partnership between local educators and employers. Belau Employers and Educators Alliance (BEEA) • Partnership with Palau Ministry of Education • Chartered Non-Profit Organization July 2002 • Consists of 125 registered members – Employers (Private, NGO, Public Sectors) – Educators/Teachers (Individuals)

? Identify skills needed in workplace ? Connect school-based learning to work-based skills ? Host students in Work-Based Activities ? Prepare students for future workforce

Purpose: • Increase participation of employers in work-based activities. • Provide opportunities for student work experience. • Establish an improved link of communication. • Develop evaluation and assessment. • Work with policy makers and employers to reduce dependency on foreign workers. • Offer appropriate trainings to students. • Provide career exploration opportunities for students. • Provide educators exposure to workplace. • Establish cooperative working relationship among all stakeholders.

Palau Community College(www.palau.edu)

In order for Palau to meet labor demands for businesses and entrepreneurs to grow and prosper, and for Palau citizens to maintain higher pay occupations and successfully moving forward requires a postsecondary degree or credential.

President Tommy E. Remengesau, Jr., introduced Palau Skilled Workforce Act (RPPL 9–22) that became law in April of 2014 to address this predicament. The intent of the law is to invest in a skilled Palauan citizen workforce by mandating the creation of a vocational certification program at the Palau Community College to develop a strong vocational skills program with a focus on developing professional technical skills for automobile mechanics, boat mechanics, the construction industry, and any other industry in which technical skills and expertise is essential to success and creating a tax incentive for businesses to hire vocationally certified students.

Certification of Graduates: • All students will be issued a certificate of completion or certificate of competence at the end of the programs once they pass all the program requirements. PCC also recognizes students who have already completed their vocational degrees and certificates at PCC, and those who have completed their degrees and certificates from other technical colleges and other vocational training programs such as Civic Action Team Program, Job Corp, etc., elsewhere prior to the establishment of the law which PCC will evaluate and verify their records if they fulfill the RPPL 9–22 requirements before certifying them. Those who have completed their degrees at PCC will be awarded a certificate of mastery in the field of the degree. Transfer of credits: • Student who have taken courses at MOC, PCC, or any college outside of Palau but did not complete their degrees or certificates may request their official school transcripts be sent to PCC for review of the courses they took in consideration of accepting courses to meet some of the program requirements. • Students who graduated from Palau High School or any high school outside of Palau that offers vocational classes in carpentry, auto mechanic, and small engine may provide their transcripts to PCC for possibility of course verification and acceptance of their credits that may fulfill some of the program requirements. Challenging Program Courses (Credit by Exam): • Students who present evidence of previous knowledge or skills being offered in courses due to past experiences are welcome to consult their class instructors to challenge any of the courses in the program at the beginning of each course offering.

Service Learning/Program Internship: • Students in the certificate of competence and certificate of completion programs will be doing what is called “Service Learning Activities”. The service learning concept is to learn while doing activities by providing students opportunities to do volunteer work in the community and learn from doing things related to what they learn in the classroom. The activities are aligned with the courses and the curriculum the students learn in classroom which they will be learning at the work site as extracurricular activities. Learning becomes experiential and applied, deepening students understanding of the material, how it is used, and why it is important. Throughout the process, reflection is the key to growth and understanding. Students will use critical and creative thinking to ensure that the learning makes sense and has meaning for them. Reflection activities should be used by the instructor before, during, and after the service experience to assess where students are in the learning process, help them internalize the learning, provide opportunities for them to voice concerns and share feelings, and evaluate what they do in the field. Number of hours required for the service learning is equal to or more than the number of hours for the class they are taking. Program instructors will locate the work site and place students accordingly based on the content of the courses.

Continuing Education

The Continuing Education Division (CE) serves as an outreach arm of the college responsible to sponsor activities including non–credit and short–term training designed to meet pre–service and in–service needs of the community. Continuing Education provides programs and services that empower the community to meet its growing and changing educational and training needs.

Adult High School

PCC Adult High School seeks to enable adult students to further develop their primary skills while engaging in activities that will help them obtain a high school diploma thereby increasing their chances to either pursue a degree in post–secondary education or find a job with entry–level skills.

The program combines academic, life–skill instruction, and occupational skills instruction. There are two tracks of the PCC Adult High School Program. Track 1: Vocational includes the ten (10) General

Courses, which are required of both tracks, and a Career Skills Training program of 500 hours on the job for those who have no work experience. Those who have work experience of at least three months, or currently working, may use their work experience to prepare a list of employable skills.

The second component of the Adult High School include the Occupational Skills, which include concurrent career training in the choice of occupation, on-the-job training, or preparation for post-secondary enrollment.

GENERAL COURSES (Both Tracks)

• English I • English II • Consumer Economics • Algebra I • Health • General Science • Computer Literacy • Community Resources • Government & Law • Occupational Knowledge

Track I: VOCATIONAL

• Career Skills Training (500 hrs.) • On-the-job Experience

Track II: COLLEGE PREPARATION

• English III • Geometry • Biology • College Preparation

TUTORING SERVICES

Tutoring services is offered to students to ensure success in the academic areas. Efforts are made to provide services and help those students who have been away from the school environment for a number of years to assist them with program courses.

PROGRAM LENGTH

The courses offer competency-based modules allowing students to work at their own pace. Students are pre-tested for placement of appropriate level.

The program courses are offered so as to accommodate the schedule and level needs of students, however, they must take and pass each level before continuing on to the next. Depending on the schedule of classes, the program may take up to three or four years to complete the program.

Educational Talent Search

The Talent Search program is one of the four branches of the TRIO Program, a US Department of Education Program, hosted by the Palau Community College since SY 2002–2016.

The mission statement of the program is “to increase the number of youth from disadvantaged background to complete high school and to complete a program of post-secondary education institution of their choice”.

The purpose of the program is to meet the learning needs of eligible students from the sixth through the twelfth grades that will help them succeed in achieving a high school diploma and continue to attain post-secondary education.

The goal is to assist 500 eligible students per year toward graduation in high school and to complete a post-secondary education.

SERVICES OFFERED TO PARTICIPANTS

- Academic advice and assistance in secondary school and college course selection
- Assistance in preparing for college entrance examination
- Assistance in completing college admission and financial aid applications
- Guidance on secondary school reentry or entry to other programs leading to a secondary school diploma or its equivalent
- Personal and career counseling
- Tutorial services
- Exposure to high school or college campuses as well as cultural events, academic programs, and other sites or activities not usually available to disadvantaged youth
- Workshops for students and parents
- Rigorous Curriculum
- College Completion

Upward Bound

Upward bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. The program serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. The Upward Bound provides academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. It also provides tutoring, counseling, mentoring, cultural enrichment, work-study programs, education or counseling services designed to improve the financial and economic literacy of students.

Cooperative Research & Extension (CRE)

This program within the Palau Community College is a Land-Grant System that seeks to collaborate with partners and clients to generate, develop and disseminate practical and sustainable technologies and knowledge in agriculture, aquaculture, environment, food and human sciences to benefit the people of Palau and the surrounding regions.

The CRE implements the Agriculture Experiment Station (AES), Cooperative Extension Service (CES), Family and Consumer Education (FaCE), Natural Resources and Environmental Education Division (NREED), Research and Development Station (R & D), and Multi-Species Hatchery, focusing on germplasm conservation of staple root crops, best management practices, sustainable agriculture, and integrated pest management to assist in the maintenance and enhancement of profitable farming and production practices.

Maintenance Assistance Program

This program is a short-term training program for state and national government employees, as well as utility employees, in the area of infrastructure operation and maintenance. It is funded by the United States Department of Interior, Office of Insular Affairs, through its Technical Assistance Program. This training program upgrades infrastructure related government and utility employees' competencies in the following areas:

- Equipment maintenance
- Facility maintenance
- Road maintenance
- Water/wastewater operation and maintenance
- Management/supervision
- Computer software training
- Workplace literacy
- CIP inspection

Palau WIOA Office and the State Board will continue with established formal program partnership agreement with the Ministry of Health to:

1. Provide workforce and talent development programs to eligible participants that include but not limited to on the job training, work experience training, internship, and applicable vocational and non-vocational training.
2. Referral of customers to other agencies or institutions for services not directly available under Ministry of Health.
3. Access to relevant training via the Ministry of Health College of Health
4. Data on identified future Health Workforce skills and staffing shortages
5. Details of the new MOH mechanism for measuring and improving performance

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

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

A. THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES

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

* 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.

(2) Workforce Development and Training Activities Analysis

(A) Workforce Development Activities

Education will continue to be an integral part in developing the Palau Workforce. Based on the 2005 Palau Census (www.palau.gov.net/statistics) 11,247 or 68.7% people of Palau have attained at least a high school degree. However, as a nation, Palau has lower post-secondary educational attainment levels than the national average. For example, Palau has a higher percentage of individuals with "Some college, no degree" at 13,510 or 41.3%; but lower percentages of "Associate's degree", "Bachelor's degree", and "Grad degree or higher" at 4,322 or 10.4%.

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Further, the skill expectations in Palau's key industries (business services, construction, energy and energy efficiency, and healthcare) are increasing, and we face a gap that must be bridged. Palau employers are looking for workers who bring substantial knowledge and skills to their work, along with a desire to keep learning while working. They're looking for workers who have strong basic skills – math, science, reading, computing – along with the ability to work effectively in teams, who can write clearly, and can analyze and synthesize well. In addition, a range of skills and knowledge that are specific to a given industry and a particular occupation are expected as well.

A crucial reality is now very clear: a high school diploma is essential, and yet is insufficient to ensure that someone is ready for employment in a good job. Every Palauan needs at least a high school diploma or equivalent to succeed, and, in reality, will need skills and educational attainment that go beyond high school graduation.

The President of Palau as chief–elected–official and his State Board members comprised of a majority of community and business stakeholders, shall continue to work together to ensure that the Republic has a workforce that provides competitive advantages to its local businesses leading to job creations, higher wages, enhanced customer information data, procedures, career paths and earnings. The State Board has always and will continue to focus on workforce issues that matter to the community. Palau's strong and business–led State Board can ensure that its workforce investment system will remain relevant by:

- Becoming increasingly demand driven and to
- Aligning economic and workforce strategies
- Expanding cross–functional competencies and skill sets that are needed on the job
- Aligning training with the area's talent development strategies
- Developing and using economic data and skills information to make informed decisions
- Eliminating duplicative administrative costs and services
- Enhancing service integration through established agreements with workforce partners, and
- Partnering to eliminate silos and further reduce duplication
- Effectively leverage resources
- System–wide resource management
- Improve connections
- Target youth program investments to those most in need
- Continuing to improve workforce information systems
- Improve and simplify performance accountability across programs

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.

(B) Strength and Weaknesses of Workforce Activities

Based on the labor market information and economic analysis stated in Section II of this Plan, Palau can solve its shortages of educated and skilled workers by strengthening the career pathway toward development of future human resources and upgradecurrent workers' skillsto enjoy increasing prosperity. But if we fail to solve these dual shortages, our future will be:

- FewerPalauans with the required education and skills to fill our industry needs;
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The following career pathway that has been in place for Palau through education and workforce system is:

- Career and Technical Education (CTE) prepares youth and adults for a wide range of high–wage, high–skill, and high–demand careers:
- Fulfills employers needs
- Includes high schools, career centers, community and technical colleges, four year universities.
- Integrates with academics in a rigorous and relevant curriculum
- Features high school, postsecondary, and industry partnerships enabling clear pathways to certifications and degrees
- Prepares students for a range of career

options • Prepares students to be college and career ready by providing core academic skills, employability skills, and technical (job-specific) skills.

• Annual federal grant to support career and technical education at both Palau High School and Palau Community College • Implementation guidelines include State Plan and annual plans • Nine required activities (components)

1. Strengthen academic and vocational skills 2. Link CTE at secondary level and postsecondary levels (Program of Study) 3. Provides students strong experience in and understanding of “all aspects of industry” (work-based learning experience) 4. Develop, improve, and expand use of technology 5. Professional development activities for teachers and faculty 6. Evaluation of CTE Programs to see how needs of special populations are met 7. Improve and modernize CTE programs 8. Provides sufficient size, scope, and quality programs 9. Prepare special population for high skill, high wage, or high demand occupations

Adult Education and Literacy Adult education has a long history in Palau of providing services that assist adults in improving their skills, achieving their educational goals, and transitioning to further education or employment. Instruction is designed for adults functioning at the lowest levels of basic skills and English language instruction to advanced levels of learning. As defined by Title II of the Workforce Innovation and Opportunity (WIOA), Adult Education enables adults to: (1) become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; (2) obtain the educational skills necessary to become full partners in the educational development of their children; and (3) complete a secondary school education. The federally-funded adult education and literacy programs administered by the Palau Ministry of Education (MOE) provide lifelong educational opportunities and support services to eligible participants. Programs assist adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement. Palau Adult Education and Literacy (AEL) program are delivered through the Palau High School classrooms during the night and at the Division of Corrections and Rehabilitations of the Bureau of Public Safety during the day. By improving the education and skill levels of individual Palauans, the program enhance the competitiveness of state's workforce and economy. Through instruction in adult basic education (ABE), adult secondary education (ASE) and English as a Second Language (ESL), programs help learners to: • gain employment or better their current employment; • obtain a high school equivalency diploma by passing the state approved assessment; • attain skills necessary to enter postsecondary education and training; • exit public welfare and become self-sufficient; • learn to speak, to read, and to write the English language; • master basic academic skills to help their children succeed in school; • become U.S. citizens and participate in a democratic society; • gain self-esteem, personal confidence, and a sense of personal and civic responsibility. • Eligibility for enrollment includes persons that are at least 18 years of age and not enrolled or required to be enrolled in a secondary school under Palau Education Master Plan of 2000, further enhanced in the Palau Education Master Plan of 2006–2016; and meet one of the following: 1) lack sufficient mastery of basic educational skills to enable them to function effectively in society; 2) do not have a secondary school diploma or a recognized equivalent, and have not achieved an equivalent level of education; or

3) are unable to speak, read, or write the English language.

C. STATE WORKFORCE DEVELOPMENT CAPACITY

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

(B) Strength and Weaknesses of Workforce Activities

Based on the labor market information and economic analysis stated in Section II of this Plan, Palau can solve its shortages of educated and skilled workers by strengthening the career pathway toward development of future human resources and upgrade current workers' skills to enjoy increasing prosperity. But if we fail to solve these dual shortages, our future will be:

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economy. Through instruction in adult basic education (ABE), adult secondary education (ASE) and English as a Second Language (ESL), programs help learners to:

- gain employment or better their current employment;
- obtain a high school equivalency diploma by passing the state approved assessment;
- attain skills necessary to enter postsecondary education and training;
- exit public welfare and become self-sufficient;
- learn to speak, to read, and to write the English language;
- master basic academic skills to help their children succeed in school;
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(C) State Workforce Development Capacity

Successful career and technical education in Palau requires strong partnership between local educators and employers. Belau Employers and Educators Alliance (BEEA)

- Partnership with Palau Ministry of Education
- Chartered Non-Profit Organization July 2002
- Consists of 125 registered members – Employers (Private, NGO, Public Sectors) – Educators/Teachers (Individuals)

? Identify skills needed in workplace ? Connect school-based learning to work-based skills ? Host students in Work-Based Activities ? Prepare students for future workforce

Purpose:

- Increase participation of employers in work-based activities.
- Provide opportunities for student work experience.
- Establish an improved link of communication.
- Develop evaluation and assessment.
- Work with policy makers and employers to reduce dependency on foreign workers.
- Offer appropriate trainings to students.
- Provide career exploration opportunities for students.
- Provide educators exposure to workplace.
- Establish cooperative working relationship among all stakeholders.

Palau Community College(www.palau.edu)

In order for Palau to meet labor demands for businesses and entrepreneurs to grow and prosper, and for Palau citizens to maintain higher pay occupations and successfully moving forward requires a postsecondary degree or credential.

President Tommy E. Remengesau, Jr., introduced Palau Skilled Workforce Act (RPPL 9–22) that became law in April of 2014 to address this predicament. The intent of the law is to invest in a skilled Palauan citizen workforce by mandating the creation of a vocational certification program at the Palau Community College to develop a strong vocational skills program with a focus on developing professional technical skills for automobile mechanics, boat mechanics, the construction industry, and any other industry in which technical skills and expertise is essential to success and creating a tax incentive for businesses to hire vocationally certified students.

Certification of Graduates:

- All students will be issued a certificate of completion or certificate of competence at the end of the programs once they pass all the program requirements. PCC also recognizes students who have already completed their vocational degrees and certificates at PCC, and those who have completed their degrees and certificates from other technical colleges and other

vocational training programs such as Civic Action Team Program, Job Corp, etc., elsewhere prior to the establishment of the law which PCC will evaluate and verify their records if they fulfill the RPPL 9–22 requirements before certifying them. Those who have completed their degrees at PCC will be awarded a certificate of mastery in the field of the degree. Transfer of credits: • Student who have taken courses at MOC, PCC, or any college outside of Palau but did not complete their degrees or certificates may request their official school transcripts be sent to PCC for review of the courses they took in consideration of accepting courses to meet some of the program requirements. • Students who graduated from Palau High School or any high school outside of Palau that offers vocational classes in carpentry, auto mechanic, and small engine may provide their transcripts to PCC for possibility of course verification and acceptance of their credits that may fulfill some of the program requirements. Challenging Program Courses (Credit by Exam): • Students who present evidence of previous knowledge or skills being offered in courses due to past experiences are welcome to consult their class instructors to challenge any of the courses in the program at the beginning of each course offering.

Service Learning/Program Internship: • Students in the certificate of competence and certificate of completion programs will be doing what is called “Service Learning Activities”. The service learning concept is to learn while doing activities by providing students opportunities to do volunteer work in the community and learn from doing things related to what they learn in the classroom. The activities are aligned with the courses and the curriculum the students learn in classroom which they will be learning at the work site as extracurricular activities. Learning becomes experiential and applied, deepening students understanding of the material, how it is used, and why it is important. Throughout the process, reflection is the key to growth and understanding. Students will use critical and creative thinking to ensure that the learning makes sense and has meaning for them. Reflection activities should be used by the instructor before, during, and after the service experience to assess where students are in the learning process, help them internalize the learning, provide opportunities for them to voice concerns and share feelings, and evaluate what they do in the field. Number of hours required for the service learning is equal to or more than the number of hours for the class they are taking. Program instructors will locate the work site and place students accordingly based on the content of the courses.

Continuing Education

The Continuing Education Division (CE) serves as an outreach arm of the college responsible to sponsor activities including non–credit and short–term training designed to meet pre–service and in–service needs of the community. Continuing Education provides programs and services that empower the community to meet its growing and changing educational and training needs.

Adult High School

PCC Adult High School seeks to enable adult students to further develop their primary skills while engaging in activities that will help them obtain a high school diploma thereby increasing their chances to either pursue a degree in post–secondary education or find a job with entry–level skills.

The program combines academic, life–skill instruction, and occupational skills instruction. There are two tracks of the PCC Adult High School Program. Track 1: Vocational includes the ten (10) General Courses, which are required of both tracks, and a Career Skills Training program of 500 hours on the job for those who have no work experience. Those who have work experience of at least three months, or currently working, may use their work experience to prepare a list of employable skills.

The second component of the Adult High School include the Occupational Skills, which include concurrent career training in the choice of occupation, on-the-job training, or preparation for post-secondary enrollment.

GENERAL COURSES (Both Tracks)

• English I • English II • Consumer Economics • Algebra I • Health • General Science • Computer Literacy • Community Resources • Government & Law • Occupational Knowledge

Track I: VOCATIONAL

• Career Skills Training (500 hrs.) • On-the-job Experience

Track II: COLLEGE PREPARATION

• English III • Geometry • Biology • College Preparation

TUTORING SERVICES

Tutoring services is offered to students to ensure success in the academic areas. Efforts are made to provide services and help those students who have been away from the school environment for a number of years to assist them with program courses.

PROGRAM LENGTH

The courses offer competency-based modules allowing students to work at their own pace. Students are pre-tested for placement of appropriate level.

The program courses are offered so as to accommodate the schedule and level needs of students, however, they must take and pass each level before continuing on to the next. Depending on the schedule of classes, the program may take up to three or four years to complete the program.

Educational Talent Search

The Talent Search program is one of the four branches of the TRIO Program, a US Department of Education Program, hosted by the Palau Community College since SY 2002–2016.

The mission statement of the program is “to increase the number of youth from disadvantaged background to complete high school and to complete a program of post-secondary education institution of their choice”.

The purpose of the program is to meet the learning needs of eligible students from the sixth through the twelfth grades that will help them succeed in achieving a high school diploma and continue to attain post-secondary education.

The goal is to assist 500 eligible students per year toward graduation in high school and to complete a post-secondary education.

SERVICES OFFERED TO PARTICIPANTS

- Academic advice and assistance in secondary school and college course selection
- Assistance in preparing for college entrance examination
- Assistance in completing college admission and financial aid applications
- Guidance on secondary school reentry or entry to other programs leading to a secondary school diploma or its equivalent
- Personal and career counseling
- Tutorial services
- Exposure to high school or college campuses as well as cultural events, academic programs, and other sites or activities not usually available to disadvantaged youth
- Workshops for students and parents
- Rigorous Curriculum
- College Completion

Upward Bound

Upward bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. The program serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. The Upward Bound provides academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. It also provides tutoring, counseling, mentoring, cultural enrichment, work-study programs, education or counseling services designed to improve the financial and economic literacy of students.

Cooperative Research & Extension (CRE)

This program within the Palau Community College is a Land-Grant System that seeks to collaborate with partners and clients to generate, develop and disseminate practical and sustainable technologies and knowledge in agriculture, aquaculture, environment, food and human sciences to benefit the people of Palau and the surrounding regions.

The CRE implements the Agriculture Experiment Station (AES), Cooperative Extension Service (CES), Family and Consumer Education (FaCE), Natural Resources and Environmental Education Division (NREED), Research and Development Station (R & D), and Multi-Species Hatchery, focusing on germplasm conservation of staple root crops, best management practices, sustainable agriculture, and integrated pest management to assist in the maintenance and enhancement of profitable farming and production practices.

Maintenance Assistance Program

This program is a short-term training program for state and national government employees, as well as utility employees, in the area of infrastructure operation and maintenance. It is funded by the United States Department of Interior, Office of Insular Affairs, through its Technical Assistance Program. This training program upgrades infrastructure related government and utility employees' competencies in the following areas:

- Equipment maintenance
- Facility maintenance
- Road maintenance
- Water/wastewater operation and maintenance
- Management/supervision
- Computer software training
- Workplace literacy
- CIP inspection

Palau WIOA Office and the State Board will continue with established formal program partnership agreement with the Ministry of Health to:

1. Provide workforce and talent development programs to eligible participants that include but not limited to on the job training, work experience training, internship, and applicable vocational and

non-vocational training. 2. Referral of customers to other agencies or institutions for services not directly available under Ministry of Health. 3. Access to relevant training via the Ministry of Health College of Health 4. Data on identified future Health Workforce skills and staffing shortages 5. Details of the new MOH mechanism for measuring and improving performance

B. STATE STRATEGIC VISION AND GOALS

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

1. VISION

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

(b) State Strategic Vision and Goals

(1) Vision

President Tommy E. Remengesau, Jr.'s vision for Palau is to 'work together, to make tomorrow better' to better enhance his slogan of "Preserve the Best and Improve the Rest". He stated that the best way to accomplish this end is by enacting policies and guidelines that identify best practices used today and those that will benefit and empower future generations. His administration is committed to furthering economic development, environmental protection, and transparency and accountability.

(2) Goals

During his 2013 State of the Republic Address, President Remengesau stated that "Palau's Goal is to become the best run country in the Pacific. In order to do this we must reduce our budget deficit by increasing our revenues and eliminating ineffective and inefficient government, we must support balanced private sector growth with respect for our environment, and we must move forward on legislation that will provide the legal framework for new policy objectives. We must make the adjustments necessary and work together to effect real change in the lives of our people."

The Management Action Plan act as the Executive Branch's MAP to the future. The MAP is the people's document for the improvement of the people's government. The MAP contains six guiding principles for an efficient and effective government:

– To improve the quality of life of the People of Palau; – To focus on quality services while reducing costs; – To ensure accountability of representatives and staff; – To create a viable organizational structure; – To ensure fair and considerate management of employee impacts; and – To foster a strong sense of community while ensuring ongoing communication with the people about their government.

This Republic of Palau Four-Year Strategic Plan maintains its design to meet the Federal requirements of Title I of Workforce Innovation and Opportunity Act including the core and required partners of Adult Education and Literacy Program and the Career Technical and Education Program under the Carl D. Perkins Act. The overall goal of the Republic of Palau is to build on and implement innovative and comprehensive demand-driven workforce investment system tailored to meet the particular needs of the local and regional labor markets.

Maintain the vision of the President and his State Workforce Development Board to strengthen the workforce partnership of the education, the employment, and business and economic agencies through continuous collaborative efforts of all programs serving youths, adults, and dislocated workers available throughout the Republic, with an enhanced vision to:

- Further change existing job training system to become a talent development system.
- Enhance and use aligned economic and workforce strategies.
- Expand cross-functional competencies and skill sets that have been identified as needed on the job.
- Align training activities with the area's

talent development strategies. • Use current economic data and skills information to make informed decisions.

The people of Palau are still constantly challenged by a series of fundamental changes in our economy and our jobs. These changes brought about by new technologies, new infrastructures, and the internationalization of labor and goods have highlighted the fact that the nation's primary asset is its human capital. Importation of laborers to meet up the demands of the rising hotel and tourism industries, as well as other identifiable and marketable positions, will continue to be a priority issue of the workforce and education systems.

In the past fifteen years, Palau has moved and will continue to move its workforce system of partnership beyond the customary coordination of programs and services to an operational and collaboration of programs through formal agreements streamlining all services toward further development of the nation's workforce. The Republic's workforce system maintains its goal of improving career information and counseling, job search assistance, demand-driven workforce that provides services to better prepare workers to take advantage of new and increasing job opportunities in high growth/high demand and economically vital industries of the local and regional economy, by quality education and training to develop a qualified and competitive workforce.

2. GOALS

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

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

* 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.

(B) Goals for Meeting the Skilled Workforce Needs of Employers

As a single state workforce area with a population of 19,907 and land mass area of 170.4 square miles, the leadership from the President, as member of the State Board, and members representing business and community, governmental agencies, the National Legislature, the education system, the community college, and major non-profit organizations demonstrate commitment to build a strong economy for Palau. Formal agreements have been established with major partners such as the Chamber of Commerce, the Belau Employers and Educators Association, the Ministry of Education, the Ministry of Health, and the Palau Community College that have vested interests in workforce issues. The establishment of the collaborative partnerships helps to utilize minimal resources, eliminate duplication of services, and be able to provide demand-driven services toward a quality workforce. Although Palau does not have a One-Stop Center co-located in one building, the workforce that includes economic sectors and education partners have entered into agreements that spell out delivery of services to youths, adults, and dislocated workers, eliminating duplication of services, and a common goal to accomplishing positive results. Periodic meetings of the partners' front line staff not only allow continuous sharing of information and referrals of customers to real services and lifelong learning but also maintain collaborative effort of a progressed workforce investment system.

The Divisions of Labor and Job Placement Offices are located in the center of Koror directly across from the Palau Community College, the WIOA Office, and walking distance to the Ministry of Education. This action moves forward the concept of a one-stop career center to a close realization of accessible workforce and education services to customers and the employers, our partners.

Palau is in the planning stage of building a One–Stop Career and Education Services Center within the Ministry of Education and Palau High School compound. This infrastructure shall be constructed and funded by sources identified by the Palau National Government and the Palau National Legislature (The Olbiil Era Kelulau) in the next two to three years. The Minister of Education who has been a long time member of the State Workforce Board has assured all partners that this Center will house all workforce and education related programs toward one goal, accessible services to all customers.

During recent travel to Honolulu, Hawaii for a Pacific Workforce Directors, fiscal staff, and Board meeting and training enabled the Chairman and the Vice Chairman of State Workforce Board and Ministry of Education’s Director of Curriculum and Instruction as well as the Chief of Public Schools to visit the Honolulu One Stop/American Job Center to better understand the infrastructure and the workforce partners and services provided by The Center and their day to day operation.

The Youth Committee of the State Workforce Board and the WIOA Office shall set forth specific youth program requirements to ensure that in school–youths and out–of–school youths are receiving high–quality services from potential service providers, designed programs that incorporate the principles and practices of youth development, and that are most likely to have a positive impact on performance measures.

The common goal of the partners is to help youths to grow into healthy and productive adults. The workforce youth development connection of aligning WIOA program elements will be a shared common goal among the partners to achieve the best performance measures and outcome.

Physical and Mental Health • guidance and counseling • supportive services Intellectual Health • tutoring, study skills, dropout prevention • alternative secondary schools • supportive services Civic and Social Involvement • leadership development Employability • occupational skills training • work experience • summer employment

As a small island nation, everything and everyone are interacting and communicating on a daily basis. State Board meetings are conducted at places accessible to the public. Notices of meetings are distributed among the members through memorandums and e–mails. Once policies are adopted by the State Board, they become public records. All workforce documents are kept and maintained at the WIOA Office and made public records for anyone interested in obtaining copies of needed documents.

The Ministry of Education has established a rigorous school to work program that begins at the high school level. Palau High school students (PHS annual enrollment is approximately 700–800 students) beginning at freshmen start their academic studies requirements along with at least one career academy class (CD I) at each semester. At the sophomore years, the students continue taking required academics classes and CDII during first semester. Beginning the second semester (January), the students start their job shadowing and mentoring activities with partner agencies from the government sector, the non–profit organizations, as well as the private businesses through the Chamber of Commerce (COC) and Belau Employers and Educators Alliance (BEEA). These students also register with WIOA Office for further work experience or practicum. During the senior year, students have acquired a portfolio that allows them to continue their practicum work experience activities and, based on their acquired academic credentials, may participate in the High School/Community College Dual Program at the Palau Community College funded in part by the WIOA Office. Approximately 150–200 students are provided these services each year.

The summer youth employment and training program is also a continuum of the career to work or school to work activities. All youth program coordinators from Work-Based Office, the Health and Science Program (MOE); the WIOA Office; Palau Community College–Talent Search Program, and Upward Bounds Program meet every April of each year to share program information as part of the ongoing effort of eliminating duplication of programs and leveraging resources while serving each and every youth to acquire academic and career skills toward a better future and a strong economy for Palau. The strong collaborative efforts makes it possible for all youth programs to provide academic and work experience activities to 300 youths every summer.

Through the same strong partnership, the Ministry of Education, the Palau Community College, and the State Workforce Board provide collaborative services to those individuals age 18 and above through enrollment with either the GED Program or the Adult High School Program while undergoing work experience as an incentive to acquire much needed educational credentials. A program policy has been adopted by the Palau Community College and the State Board to require any such participant undergoing work experience or on the job training at the Palau Community College to enroll in the Adult High School Program. . The services continues to be provided to a participant upon successfully achieving alternative high school requirements toward further enrollment into the college system and advanced occupational skills training or on the job training programs. This same policy applies to those participants with high school diploma or equivalence to enroll in the college while receiving other workforce services.

The Ministry of Education as one of the key workforce partner works collaboratively with the State Board to provide services to workforce customers in areas of academic skills achievement.

Programs offered:

Career Academies – program starting at K–12 for better education, better employment prospects, adult role models, and multiple poles secondary options for all students. The Summer Work Experience Program – program for high school and college students in a supervised job related training during the summer break. This program gives students an opportunity to learn about work and to make the connection between what they learn in school and their career choices, develop strong relationship with government and private employers, and, develop strategies for work experience programs to be introduced as a part of the regular school year. Adult Education and Literacy Program – program for individuals age 16 and above, an alternative high school equivalency program that provides preparation and testing for the General Education Degree (GED), an alternative to a regular high school diploma, and just recently began using HiSET. The Chamber of Commerce as a workforce partner will work collaboratively with the WIOA Office, the Ministry of Education, and the Palau Community College to place workforce trainees in occupations that are currently being held by foreign workers after the trainees have achieved quantifiable occupational and educational skills required by the positions. More adults are looking for ways to upgrade and expand their skills in an effort to improve or protect their economic position. The transformation of the regional and global economy over the past several decades has put a premium on an educated workforce. The industrial economy of the early 20th century has given way to an information and service economy that demands higher levels of academic and technical knowledge, as well as other skills such as good communication and financial literacy. The ability to access education and training is critical to current and future generations of adult workers seeking higher wages and a better quality of life.

Postsecondary degrees and certificates have become critical even for workers in the lower and middle tiers of the labor market. Adult learners face significantly different challenges to completing

an education program than students who enroll in college immediately after high school, depend on their parents financially, and work part time or less while in school. The four consistent and powerful barriers identified that prevent further education for working adults are:

- The lack of time to pursue education;
- Family responsibilities;
- The scheduling of course time and place; and
- The cost of educational courses.

These obstacles pose challenges to both access to college credential programs and to persistence and success, particularly for students who work full time and attend college part time. Non-traditional students are students with any of seven characteristic risk factors:

- Delayed enrollment in postsecondary education beyond the first year after high school graduation;
- Part-time attendance;
- Financial independence from parents;
- Full-time work;
- Having dependents (other than a spouse);
- Being a single parent; and
- No high school diploma (or GED).

Students who fit only one of these characteristics have always been labeled “minimally non-traditional,” those who fit two or three were “moderately non-traditional,” and those with four or more were “highly non-traditional.” Although not all non-traditional students are adults (many 18–24 year olds meet at least one of the seven criteria). All adult college students are by definition non-traditional. Financially independent, working full time, with dependents and family responsibilities to juggle, and back in school after an extended time out—adult learners are at great risk of not achieving their postsecondary education goals. While adult learners face significant barriers to access and success, some segments of postsecondary education have been more responsive to their needs and interests. Not surprisingly, given the preponderance of adult learners who are looking for maximum labor market benefit from shorter courses, institutions that grant vocational and technical certificates and degrees are attracting the largest numbers of adult learners, rather than traditional four-year baccalaureate institutions.

The workforce, education, and economic partners that include its only college, Palau Community College seeks to accelerate the educational and economic advancement of youth and adults in Palau’s economy. The strong partnership of leaders in education, business, government, and communities around the island nation work together to strengthen opportunities for youths and adults to succeed in postsecondary learning and high-skill careers; increase opportunities for low-income individuals to move into family-supporting careers; and meet the growing economic demand for knowledgeable and skilled workers.

The School-to-Work system, an existing statute of the Republic, mandates integration of academic components to the workforce system envisioning a strong economy. Through collaborative efforts, about 80 percent of all high school graduates from the public and private schools enroll at Palau Community College. Palau Community College and the WIOA Office through strong collaborative partnership have established a policy that requires all workforce activities within the College to have an academic component. Any workforce participant enrolling in Palau Community College for any type of workforce activities and funded in part by WIOA Title I Funds is required to enroll in either adult high school (if the individual does not possess a high school diploma) or college to acquire necessary academic skills requisite of a specific occupation. The State Board with representations from the Chamber of Commerce and Belau Educators and Employers Alliance as well as Society for Human Resources Management work collaboratively to establish cross-policy for serious utilization of resources in the Republic toward talent development of potential employees and incumbent workers within their businesses and respective agencies.

In order to prepare the Republic's emerging workforce, the State Workforce Development Board will concentrate on providing workforce activities in job readiness and work maturity skills, basic academic skills, the SCANS skills, and technical and occupational skills.

SCANS WORKPLACE KNOW-HOW WORKPLACE COMPETENCIES Effective workers can productively use:

- Resources— know how to allocate time, money, materials, space, and staff
- Interpersonal skills— can work on teams, teach others, and serve customers, lead, negotiate and work well grounds. with people from culturally diverse back
- Information— can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information
- Systems— They understand social, organizational, and technological systems; they can monitor and correct performance and they can design or improve systems
- Technology—They can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

SCANS WORKPLACE KNOW-HOW FOUNDATION SKILLS

Competent workers in the high-performance workplace need:

- Basic Skills—Reading, writing, arithmetic and mathematics, speaking and listening
- Thinking Skills—the ability to learn, to reason, to think creatively, to make decisions, and to solve problems
- Personal Qualities—individual responsibility, self-esteem and self-management, sociability and integrity.

The State Board, in joint and collaborative efforts with its workforce partners must meet the needs of the businesses, the community, and the workers. Encouraging youths, and most especially out of school youths, as well as adults, to seek adult education opportunities and technical skills training in specific high growth areas will greatly enhance opportunities for gain and employment at wages sufficient to provide financial support of themselves and their family. Such technical skills training may be provided in a work setting or through combined education and employment training. Moreover, services and assistance shall be made available to incumbent workers and dislocated workers to obtain the skills required to transition into new jobs that offer good wages and potential career advancement. This objective will require skills upgrading or retraining or formal educational programs.

Each job has an intrinsic value in the State's network. There is an obvious need for a connection between workforce and education, as well as sectors with potential for future rapid growth. These growth sectors can be unique to the geographic region, based upon the composition of local businesses, the nature and talents of the local workforce, and the synergy between business, education, and workforce preparation.

The President and his State Board are pursuing two strategies to promote and develop strategic partnerships. The first is to implement the priorities for Palau's workforce system described in this Plan. The business-led State Board will provide the necessary leadership, and convene the necessary partnerships, to guide the system towards the workforce and education vision. Secondly, the President has mandated that Palau government improve relations among departments and agencies, as well as with the private sector, to enhance public services. The President is actively working with his cabinet and all governmental agencies to address economic development and workforce challenges across the public system. Moreover, the administration has ensured that key stakeholders from intergovernmental departments and agencies are represented on the State Board.

As a single state service delivery area, the State Board created Youth Committee from members of the State Board representing agencies across the island nation from the Ministry of Education, the Palau Community College, the WIOA Office, and the Juvenile Justice Program. This encompassing membership of the varied community agencies allows flexibility of the Youth Committee to meet periodically to address all youth issues and to better identify and serve the most-in-need youths having significant barriers to employment and to connect them successfully to education and training opportunities that will eventually result in successful employment and better lives. The Ministry of Education administers and operates the General Education Program that gives opportunities to youths age 18 and above who are high school dropouts to continue their education and obtain alternative high school certificates. The Palau Community College receives funding as part of the land grant for a program called Talent Search Program and the Adult High School Program. The WIOA Office administers and implements WIOA Title I-B Grants of Adults, Dislocated Workers, and Youth Funding, and the Palau Community College Adult High School program funded with Talent Search Program whose intent is to reconnect potential dropouts and dropout youths and young adults back to school or to alternative education opportunities.

The President and his State Board has established, adopted, and certified workforce policies that are in direct compliance with applicable Federal and State laws and regulations. There is only one core Federal partner program operating in Palau that is the Adult Literacy Program administered by the Ministry of Education and the program is operated in compliance with required Federal and State regulations. All other partners as members of the State Board have agreed and adopted the State workforce investment policies so established. The President's Cost Reduction Policy is an important policy that sets directives and flexibility for the entire Republic's workforce and education's system to have the ability to simplify regulations, particularly those that unnecessarily impede efforts to improve Palau's business climate and economy.

3. PERFORMANCE GOALS

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

(3) Performance Goals Palau is currently using negotiated goals from Program Year 2014. Performance measurements are negotiated annually with the U.S. Departments of Labor and Education. Palau is awaiting final guidance from these departments on the process for establishing expected levels of performance. Proposed measures will be developed after guidance is received and will be published through the Ministry of Education website (www.moe.net) and Palau Community College website (www.palau.edu.net) for Program Year 2016.

Year: PY 2016/ FY 2017 Year: PY 2017/ FY 2018 Proposed/Expected Level Negotiated/ Adjusted Level Proposed/Expected Level Negotiated/ Adjusted Level Employment (Second Quarter after Exit) 60 60 Adults 25 25 Dislocated Workers 25 25 Youth* 10 10 Adult Education 10 10 Employment (Fourth Quarter after Exit) 120 120 Adults 50 50 Dislocated Workers 50 50 Youth* 20 20 Adult Education N/A N/A Median Earnings (Second Quarter after Exit

\$3,640

\$3,640 Adults \$ 3,640 \$ 3,640 Dislocated Workers \$ 3,640 \$ 3,640 Youth \$ 3,640 \$ 3,640 Adult Education N/A N/A Year: 2016–2017 Year: 2017–2018 Proposed/Expected Level Negotiated/ Adjusted Level Proposed/Expected Level Negotiated/ Adjusted Level Credential Attainment Rate 50% 50% Adults 50% 50% Dislocated Workers 50% 50% Youth* 20% 20% Adult Education N/A N/A Measurable Skill Gains 50% 50% Adults 50% 50% Dislocated Workers 50% 50% Youth* 20% 20% Adult Education N/A N/A Effectiveness in Serving Employers 50% 50% Adults 50% 50% Dislocated Workers 50% 50% Youth 50% 50% Adult Education N/A N/A

4. ASSESSMENT

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

Assessment

The State Workforce Development Board, its Executive Committee/Local Board will establish an annual review of funding sources and incentives provided by federal and local sources. In addition, the State Workforce Partners will chart the effectiveness of federal and state funding for education, workforce and economic development systems throughout the Republic.

As a single state service delivery area, Palau will measure performance of the core programs using WIOA performance metrics and will further assess the overall effectiveness of the workforce system and those educational programs that support and work in line with the basis of these programs' collective ability to produce employer valued and recognized postsecondary credentials and the apprenticeship enrollments discussed in the Plan. The State and Local Boards will put great emphasis and weight to WIOA performance measures related to skills attainment, program completion, and credential attainment that includes attainment of a high school diploma or equivalent and shall further validate the labor market value of these programs by examining the employment and wage outcomes of the individuals using relevant WIOA performance metrics.

C. STATE STRATEGY

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

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

(c) State Strategy

PALAU'S CAREER PATHWAYS FRAMEWORK

- Career and Technical Education (CTE) prepares youth and adults for a wide range of high-wage, high-skill, and high-demand careers: • Fulfills employers needs • Includes high schools, career centers, community and technical colleges, four year universities. • Integrates with academics in a rigorous and relevant curriculum • Features high school, postsecondary, and industry partnerships enabling clear pathways to certifications and degrees • Prepares students for a range of career options • Prepares students to be college and career ready by providing core academic skills, employability skills, and technical (job-specific) skills.

- Annual federal grant to support career and technical education at both Palau High School and Palau Community College • Implementation guidelines include State Plan and annual plans • Nine required activities (components)

1. Strengthen academic and vocational skills 2. Link CTE at secondary level and postsecondary levels (Program of Study) 3. Provides students strong experience in and understanding of "all aspects of industry" (work-based learning experience) 4. Develop, improve, and expand use of technology 5. Professional development activities for teachers and faculty 6. Evaluation of CTE Programs to see how needs of special populations are met 7. Improve and modernize CTE programs 8. Provides sufficient size, scope, and quality programs 9. Prepare special population for high skill, high wage, or high demand occupations

Belau Employers and Educators Alliance (BEEA) • Partnership with Palau Ministry of Education • Chartered Non Profit Organization July 2002 • Consists of 125 registered members – Employers (Private, NGO, Public Sectors) – Educators/Teachers (Individuals)

? Identify skills needed in workplace ? Connect school-based learning to work-based skills ? Host students in Work-Based Activities ? Prepare students for future workforce

Purpose: • Increase participation of employers in work-based activities. • Provide opportunities for student work experience. • Establish an improved link of communication. • Develop evaluation and assessment. • Work with policy makers and employers to reduce dependency on foreign workers. • Offer appropriate trainings to students. • Provide career exploration opportunities for students. • Provide educators exposure to workplace. • Establish cooperative working relationship among all stakeholders.

The summer youth employment and training program is also a continuum of the career to work or school to work activities. All youth program coordinators from Work-Based Office, the Health and Science Program (MOE); the WIOA Office; Palau Community College–Talent Search Program, and Upward Bounds Program meet every April of each year to share program information as part of the

ongoing effort of eliminating duplication of programs and leveraging resources while serving each and every youth to acquire academic and career skills toward a better future and a strong economy for Palau. The strong collaborative efforts makes it possible for all youth programs to provide academic and work experience activities to 300 youths every summer.

Through the same strong partnership, the Ministry of Education, the Palau Community College, and the State Workforce Board provide collaborative services to those individuals age 16 and above through enrollment with either the GED Program or the Adult High School Program while undergoing work experience as an incentive to acquire much needed educational credentials. A cross program policy has been adopted by the Palau Community College and the State Board to require any such participant undergoing work experience or on the job training at the Palau Community College to enroll in the Adult High School Program. . The services continues to be provided to a participant upon successfully achieving alternative high school requirements toward further enrollment into the college system and advanced occupational skills training or on the job training programs. This same policy applies to those participants with high school diploma or equivalence to enroll in the college while receiving other workforce services.

Palau WIOA Office and the State Board will continue with established formal program partnership agreement with the Ministry of Health to:

6. Provide workforce and talent development programs to eligible participants that include but not limited to on the job training, work experience training, internship, and applicable vocational and non-vocational training. 7. Referral of customers to other agencies or institutions for services not directly available under Ministry of Health. 8. Access to relevant training via the Ministry of Health College of Health 9. Data on identified future Health Workforce skills and staffing shortages 10. Details of the new MOH mechanism for measuring and improving performance 11. Human Resources staff assistance and support to ensure common goals are met

Apprenticeship Training: In November 01, 2004 , the State Board and the Palau Community Action Agency entered into a formal agreement to partner and conduct the apprenticeship training program with the Civic Action Team (an expert training team of either the United States Navy or Air Force) to provide apprenticeship training in various occupations certified by the NCCER, that includes carpentry, construction mechanic, heavy equipment operators, builders, small engine mechanics, electricians, utility man, steel worker, medical assistant, and administrative assistant.

On-the-Job Training; Occupational Skills/Work Experience Training; In July 01, 2015, the State Board and the Chamber of Commerce, the BEEA, the Palau Community College, the Ministry of Education, the Ministry of Health, and Palau Community Action Agency entered into an agreement whereby workforce activities that includes on the job training are so conducted through collaborative efforts. Any vacancy occurring in any of the workforce sector shall be communicated among all the partners for provision of appropriate services and on the job training activity. Within the Palau Community College Campus the College Extension Program provides much needed short term training in basic computer and accounting skills, customer service, cashiering as listed in the college's website at www.palauedu.net. The Small Business Development Center also provides short term skills training in automated accounting systems, writing of business plans, and other related activities.

On the job training also occurs within the public sector, the national and the state governments. Although policies have been put into place to maximize the government sector, positions and vacancies in occupations such as nursing, police and fire officers, teachers, and other equally vital

positions within the government sector continue to demand qualified and trained employees. The State Board through the WIOA Office and its workforce partners shall continue to provide on the job training and work/occupational skills training to youths, adults, and dislocated/displaced workers as part of the President's vision to empower Palau's human resources that will move forward the economy of Palau while maintaining the traditional integrity/grassroots of Palauans as arduous and innovative workers toward a more secure future.

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).

(B) Alignment with Activities outside the Plan

Access to programs and services shall be made for individuals, particularly those with barriers to employment. As part of the review of process among and between WIOA Core Partners for alignment of systems, staff shall be trained to:

– Eliminate duplication of services; – Focus on workforce training beyond entry-level skills and achievement of postsecondary awards/credentials; – Identify barriers to participant referrals or access to appropriate services; – Identify integration opportunities and data sharing on assessment information among workforce partners; and – Develop knowledge of all partners regarding roles and responsibilities.

Palau's implementation strategy for coordinating, aligning, and providing services to individuals involves a number of activities and strategies that will support and strengthen collaboration among agencies. A statewide Memorandum of Understanding (MOU) will be used to formally guide implementation of WIOA in Palau. 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.

As a small island nation, everything and everyone are interacting and communicating on a daily basis. State Board meetings are conducted at places accessible to the public. Notices of meetings are distributed among the members through memorandums and e-mails. Once policies are adopted by the State Board, they become public records. All workforce documents are kept and maintained at the WIOA Office and made public records for anyone interested in obtaining copies of needed documents.

III. OPERATIONAL PLANNING ELEMENTS

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

A. STATE STRATEGY IMPLEMENTATION

The Unified or Combined State Plan must include—

1. STATE BOARD FUNCTIONS

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

The composition of the State Workforce Development Board is as follows:

The State Board is comprised of 20 members in the following categories:

- One senator and one delegates from the National Legislature (The Olbiil Era Kelulau)
- Eight members representing the private sector ranging from chief executives and operating officers of the businesses and employers with optimum policy making or hiring authority; chamber of commerce duly nominated representatives; small business owners; and human resource representatives.
- Two members representing non-governmental organizations (President, Belau Tourism Association; President, Belau Boater's Association)
- One member from community based organization (501 (c) status) involved in apprenticeship program
- One member from the Division of Labor
- Four members from the secondary education and post-secondary education (Minister of Education, Adult Education and Literacy Program Coordinator; President of Palau Community College, Dean of Continuing Education and Lead Program Coordinator for Palau Skilled Workforce Act – RPPL 9–22)
- One member representing Juvenile System
- One member representing Workforce Innovation and Opportunity Act Title I–B Youth, Adult, and Dislocated Worker programs

Executive Committee's composition of nine members:

- Six members representing the private sector ranging from chief executives and operating officers of the businesses and employers with optimum policy making or hiring authority; chamber of commerce duly nominated representatives; small business owners; and human resource representatives;
- One member from community based organization (501 (c) status) involved in apprenticeship program
- One member from the Division of Labor
- One member from the secondary education

(1) Functions of the State Workforce Development Board:

Assist the President to: Develop Statewide Plan; Develop and continue improvement of a statewide system of activities funded under subtitle B of Title I of WIOA; Develop linkages and collaboration of programs to eliminate duplication of services, including as necessary, addressing any impasse situations in the development of formal agreements among workforce partners; Develop allocation formulas for the distribution of adult employment and youth activities; and Develop and continue to improve on comprehensive State adjusted levels of performance, assess effectiveness of the workforce investment activities in the State, as required under WIOA.

Functions of the Executive Committee: Serve as – •Liaison of the State Board regarding administrative issues; •Advise the State Board on the implementation of the WIOA Title I–B activities; •Be the local grant subrecipient through established written agreement with the President •Oversee WIOA Office; •Develop statewide and local plans for WIOA Title I activities •Identify eligible service providers; •Establish performance measures; •Review and award programs to selected service providers; •Review and approve budget developed by the WIOA Office; •Ensure policies and procedures are in place to track expenditures and program performance.

Youth Committee: Established with State Board members of representatives of agencies serving in-school and out-of-school youths:

Minister of Education Program Coordinator – Adult Education & Literacy Program, Ministry of Education President of Palau Community College Dean of Continuing Education, Palau Community College Executive Director – WIOA Office Chairman, Youth Services Team President – Belau Employers and Education Alliance President – Belau Family School Community Alliance

Functions of the Youth Committee: Assist the Executive Committee to develop youth portion of the State Plan; Recommend eligible providers of youth activities; Conduct oversight of eligible youth activities; Coordinate youth activities authorized under WIOA; Serves as a catalyst for engaging youth providers in policy development and service design of a comprehensive youth system; Other duties as specified by the Executive Committee.

The State Board and the Youth Committee meets on a quarterly basis while the Executive Committee meets on a monthly basis. Notice of meetings is given to all members by personal delivery, fax, or through e-mail. These meetings are published through public announcements and are open to the general public's interests.

Meetings are held at accessible places that allow all people including individuals with disabilities. Minutes of meetings are recorded, documented, and kept in file at the WIOA Office. The documents are issued on a timely manner and distributed to all Board members for review, information, and adoption. State Board membership list, meeting agendas, and approved minutes of meetings are kept at the WIOA Office and are made public documents accessible and available to the public.

Republic of Palau State Workforce Policy No. 07-022-2000 addresses State Board members' conflict of interest. This policy sets forth WIOA requirement prohibiting State Board member from voting on a matter under consideration by the Board:

- Regarding provision of services by such member or by an entity that such member represents; or
- That would provide direct financial benefit to such member or the immediate family of such member; or
- Engaging in any other activity determined by the President to constitute a conflict of interest in the State Plan.

2. IMPLEMENTATION OF STATE STRATEGY

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

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

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

(2) Implementation of State Strategy The State Board entered into a Memorandum of Understanding and Agreement with the President to identify the WIOA Office as the Administrative Entity for administering activities of the State Board in implementing all required provisions of the WIOA. The WIOA staff plans, develops, and facilitates State Board meeting; and, carries out recommendations as assigned from the State Board, Executive Committee, and Youth Committee. The Executive Director of WIOA is an integral part of the State Board, contributing as a facilitator and participant at State Board meetings. The same individual has a leadership role in the preparation and planning for each State Board meeting, assists the Executive Committee and the Youth Committee on any issue that require consensus building discussions and policy-related issues. All these discussions and issues are then forwarded to the State Board for final review and consideration. These roles include researching issues and providing background material required by the committees to engage in productive discussion of issues and leading high-level policy discussions.

(A) Core Program Activities to Implement the State's Strategy

As a single state workforce area, the leadership from the President, as member of the State Board, and members representing business and community, governmental agencies, the National Legislature, the education system, the community college, and major non-profit organizations demonstrate commitment to build a strong economy for Palau. Formal agreements have been established with major partners such as the Chamber of Commerce, the Belau Employers and Educators Association, the Ministry of Education, the Ministry of Health, and the Palau Community College that have vested interests in workforce issues. The establishment of the collaborative partnerships helps to utilize minimal resources, eliminate duplication of services, and be able to provide demand-driven services toward a quality workforce.

Although Palau does not have a One-Stop Center co-located in one building, the workforce and education partners have entered into agreements that spell out delivery of services to youths, adults, and dislocated workers, eliminating duplication of services, and a common goal to accomplishing positive results. Periodic meetings of the partners' front line staff not only allow continuous sharing of information and referrals of customers to real services and lifelong learning but also maintain collaborative effort of a progressed workforce investment system.

Collaborative efforts between the core and required partners shall be made in the development of policies, procedures, and best practices for each program's authorizing statute, as appropriate. This will include staff communication, capacity building, and training efforts. Service integration shall be made to focus on serving all customers seamlessly that includes targeted population by providing a full range of services consistent with the purpose, scope, and requirement of each program.

The Youth Committee and the WIOA Office shall set forth specific youth program requirements to ensure that youths are receiving high-quality services from potential service providers, designed programs that incorporate the principles and practices of youth development, and that are most likely to have a positive impact on performance measures.

The common goal of the partners is to help youths to grow into healthy and productive adults. The workforce youth development connection of aligning WIOA program elements will be a shared common goal among the partners to achieve the best performance measures and outcome.

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.

(B) Alignment with Activities outside the Plan

Access to programs and services shall be made for individuals, particularly those with barriers to employment. As part of the review of process among and between WIOA Core Partners for alignment of systems, staff shall be trained to:

– Eliminate duplication of services; – Focus on workforce training beyond entry-level skills and achievement of postsecondary awards/credentials; – Identify barriers to participant referrals or access to appropriate services; – Identify integration opportunities and data sharing on assessment information among workforce partners; and – Develop knowledge of all partners regarding roles and responsibilities.

Palau's implementation strategy for coordinating, aligning, and providing services to individuals involves a number of activities and strategies that will support and strengthen collaboration among agencies. A statewide Memorandum of Understanding (MOU) will be used to formally guide implementation of WIOA in Palau. 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.

As a small island nation, everything and everyone are interacting and communicating on a daily basis. State Board meetings are conducted at places accessible to the public. Notices of meetings are distributed among the members through memorandums and e-mails. Once policies are adopted by the State Board, they become public records. All workforce documents are kept and maintained at the WIOA Office and made public records for anyone interested in obtaining copies of needed documents.

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 to individuals including those populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program.

The Palau Community College as a workforce partner offers the following services to workforce customers:

The Adult High School Program – an alternative educational and vocational program offered to individuals age 18 and above who dropped out of school. The Continuing Education Division serves as an outreach arm of the college responsible to sponsor activities including non-credit and short-term training designed to meet pre-service and in-service needs of the community. Continuing Education provides programs and services that empower the community to meet its growing and changing educational and training needs.

1. CE serves the community by offering non-credit programs such as pre-service training for those who are looking for jobs, in-service training for those who are employed and need to enhance and upgrade their skills, workshops, seminars, conferences, conducting community surveys, or apprentice training for persons regardless of their age or previous education, and who are not concerned with earning academic credits but wish to enrich their lives and improve their personal efficiency.

2. CE provides one-on-one advising, counseling and guidance for people interested in acquiring entry-level skills or for employees who need to upgrade themselves.

3. CE offers summer programs, such as keyboarding, computer application, mathematics, English reading and writing, music, art, camping, marine science, and Internet exploration, for school age children.

ENRICHMENT or NON-CREDIT PROGRAMS
Individual programs are developed based on specific requests made by individuals or groups for their immediate and/or long term needs. CE customizes the programs to fulfill the needs of the customers. However, due to high costs of materials, salaries of instructors and adequacy of facilities, CE sets the minimum number of participants at ten (10) for each program offered and reserves the right to change this number. A certificate of enrichment/completion is awarded to individuals who complete the programs and meet the program requirements.

ADMISSIONS REQUIREMENTS
There is no admission requirement for any of the programs. Regardless of age or background, individuals can choose to attend what is relevant to their needs and interests ranging from basic level, intermediate level and advanced level programs.

PROGRAM SCHEDULE AND LOCATION
Programs are offered throughout the year. Most programs are offered during late afternoon and evenings, weekends, holidays and school breaks. Program offerings are also accessible to all states of Palau depending on the nature of the programs requested and the feasibility of offering programs on site.

FEES AND OTHER CHARGES
The fees for CE programs depend on the following: Duration of the training, instructor salary, materials to be used in the training, equipment, and facility and administrative costs. By setting the minimum number of the participants, this will reduce the fees to an affordable level. The range of fees for each program offered based on the criteria mentioned above start from five dollars to over a hundred dollars. Since there is no federal financial assistance to help the participants attending CE programs, CE encourages individuals or groups who are interested in attending trainings offered to seek other sources of funding.

"OTHER PROGRAMS AT THE COLLEGE"

CHILD CARE CENTER
The Belau Child Care Center and Child Skills Training Facility exists to provide high quality child care services to anybody within the community. These services include support for breast feeding mothers, day care for preschool children and after school activities for older children. The Center will endeavor to train people who provide child-oriented services or are in the field of early childhood education and to assist anyone who wishes to develop child care skills. It can also serve as a model facility that other child care providers may use for resource purpose.

OMIP Training Program
established within the College of short-term training program for government employees in the area of infrastructure government and utility employees, training programs to up-grade employee competencies.

The Palau Small Business Development Center – a program to support the growth and economic development of the Republic of Palau by providing high quality one-on-one confidential counseling and training as well as innovative workshops to existing and prospective small businesses.

THOMSON EDUCATION DIRECT (TED)
Thomson Education Direct is one of the oldest and largest distance learning institutions in the world. The school provides programs and services that are designed to meet the life-long learning needs

of the adult learner. Programs of study lead to career-specific diplomas. Through an approved partnership with Thomson Education Direct, the following programs are now available through Palau Community College: Carpenter Home Inspector Professional Landscaper Electrician Drafting with AutoCAD Artist Occupational Therapy Aid Photographer Diesel Mechanic PC Specialist Auto-body Repair Dental Assistant Auto Repair Technician Appliance Repair Medical Office Technician Legal Secretary Electronics Technician Travel Agent Small Engine Repair Telecommunication Medical Transcriptionist TV/VCR Repair Pharmacy Technician Small business Dress Making/Design Desktop Publishing Air Condition/Refrigeration Wildlife/Forestry Conservation Hotel/Restaurant Management Child Day Care Management NATIONAL OCCUPATIONAL COMPETENCY TESTING INSTITUTE (NOCTI) The National Occupational Competency Testing Institute (NOCTI) is the foremost provider of occupational competency examinations to business, education, industry, government, and military in the United States. These examinations are offered at two levels: Job ready and the experienced worker. NOCTI assessments can assist educators and employers in identifying occupational skills required of entry level employees or for experienced workers to move ahead in their fields. Palau Community College is an approved NOCTI Area Test Center and is responsible for coordinating and administering NOCTI examinations in Palau.

SAN DIEGO STATE UNIVERSITY PROGRAMS The Bachelor of Arts in Liberal Studies program is offered in collaboration with the Center for Pacific Studies at Interwork Institute/SDSU, the Undergraduate Division at SDSU and Palau Community College. This course of study is designed to provide knowledge in multiple subjects to elementary and secondary educators. The Masters of Arts in Education with a concentration in Educational Leadership is offered in collaboration with the Center for Pacific Studies at Interwork Institute/SDSU, the Department of Administration, Rehabilitation, and Postsecondary Education within the College of Education at SDSU and Palau Community College. This course is designed for Education and Human Services Professionals desiring to earn a graduate degree focusing on leadership and administration. These programs are specifically designed and delivered to accommodate the working adult. All instruction is delivered on island or through distance learning. **PACIFIC ISLANDS BIBLE COLLEGE (PIBC)** Pacific Islands Bible College (PIBC) is a Christian college offering certificates, diplomas, or degrees in biblical study. Working in collaboration with Palau Community College, PIBC's Palau Extension office is located on the PCC campus and uses PCC's facilities for its courses. Extension students in Palau can take their general education and elective requirements at PCC. PCC students can take certain PIBC courses to meet their program requirements. **TRIO Programs EDUCATIONAL TALENT SEARCH.** The Educational Talent Search program is one of the four branches of the TRIO Program, a US Department of Education program, being hosted by Palau Community College for five years, from SY 2002 to present. The program seeks to meet the learning needs of eligible students from the sixth through the twelfth grade so that they will succeed in achieving a high school diploma and continue on to a postsecondary program. **UPWARD BOUND:** A program for selected College Bound High School Students (9th – 12th grades) to help prepare them to enter and succeed in a Postsecondary Education Program. The Ministry of Education as one of the key workforce partner works collaboratively with the State Board to provide services to workforce customers in areas of academic skills achievement. The Ministry of Education offers: Career Academies – program starting at K–12 for better education, better employment prospects, adult role models, and multiple poles secondary options for all students. The Summer Work Experience Program – program for high school and college students in a supervised job related training during the summer break. This program gives students an opportunity to learn about work and to make the connection between what they learn in school and their career choices, develop strong relationship with government and private employers, and, develop strategies for work experience programs to be introduced as a part of the regular school year.

Adult Education and Literacy Program under the Ministry of Education

Major Activities & Evaluation:

- Provide technical assistance and professional development activities to program providers in developing adult– appropriate learning materials that target different learning style and are responsive to the needs of the Palauan population
- Provide the Annual Statistical Performance and Financial Status Reports to Office of Vocational and Adult Education, (OVAE), every end of the year.
- Recruit and implement HiSET and Computer–Based learning class instructions on all five solid subjects to outlying States and Koror Central
- Offer tutoring classes to help failing students to be able to achieve the passing HiSET standard score
- Conduct HiSET class monitoring daily instructions and students' daily attendance
- Conduct HiSET Testing and Evaluation by Pre & Post Testing

Program will hire eighteen (18) instructors for HiSET literacy classes and training under the contract basis depends on class schedule. We will also hire five (5) instructors for basic Computer–Based learning class. Instructors will cover all thirteen states including other three outlying island states and the Department of Correction in the Republic of Palau

The Ministry of Education continues to provide in–housetraining for Adult Education teachers in other areas such as, computer literacy and data management. Additionally, the Palau Adult Education program is collaborating with the Ministry of Education – Division of Research and Evaluation office to set–up monitoring and evaluation system to track students' performance and progress.

The Palau Adult Education program is currently offering English Literacy programs and secondary school credit programs at the correctional facility. Individuals who have left the correctional facility are still currently enrolled in the programs.

In order to enhance the Palau Adult Education Program, the following are some of the proposed activities:

- Career development courses for adult learners that includes career readiness & career exploration
- Partnership with Palau Community College Vocational Certification Program (VCP) to invest in a skilled Palauan citizen workforce and creating a tax incentive for businesses to hire the said vocationally certified students

Adult education teachers are currently taking professional development course with general education teachers in the areas of language arts, science, social and math provided by Ministry of Education. The Chamber of Commerce and Belau Employers and Education Alliance as workforce partners will work collaboratively with the WIOA Office, the Ministry of Education, and the Palau Community College to place workforce trainees in occupations that are currently being held by foreign workers after the trainees have achieved quantifiable occupational and educational skills required by the positions. Although Palau does not have a One–Stop Service Center co–located in one building, the State Board through collaborative efforts with the partners will continue to provide customers access to a full range of services pertaining to employment, training, and education, employer assistance, and guidance for obtaining other assistance. The WIOA Office uses varied strategies in providing the appropriate services to meet the needs of the workforce customers:

• Core Services are available and include, but are not limited to, labor market information, initial assessment of skill levels, and job search and placement assistance. • Training Services are available to eligible individuals who have met the requirements for intensive services and have not been able to obtain or keep employment.

Other services provided by the WIOA Office are: • Outreach, intake, and orientation • Initial assessments of skills, aptitudes, abilities and need for support services • Program eligibility determination • Information on employment statistics and job vacancy listings • Resource room usage • Access to the Internet • Employment Plan/ISS development • Career counseling • Job Development and job placement • Work adjustment counseling and guidance • Short-term pre-vocational services • Post-employment counseling and guidance follow-up services • Occupational skills training • Workplace training and cooperative education programs • Private sector training programs • Skills upgrade and retraining

Apprenticeship Training: The State Board and the Palau Community Action Agency entered into a formal agreement to partner and conduct the apprenticeship training program with the Civic Action Team (an expert training team of either the United States Navy or Air Force) to provide apprenticeship training in various occupations certified by the NCCER, that includes carpentry, construction mechanic, heavy equipment operators, builders, small engine mechanics, electricians, utility man, steel worker, medical assistant, and administrative assistant.

Through collaborative efforts, the program, for the past ten years has graduated approximately 250 participants who have entered into unsubsidized employment with both the public and private sectors. During the Spring and Summer of 2015, Palau Community College awarded Certificate of Competence pursuant to RPPL 9-22 (Palau Skilled Workforce Act) to nine trainees who successfully completed apprenticeship training with the Civic Action Team, in technical fields of equipment operator journeyman, equipment operator apprentice, mechanics, heavy equipment operator, construction steel worker, electrical journeyman, and builder.

The President and the State Workforce Development Board, therefore, continue to put great emphasis on the need to build and develop a strong customer focused and demand-driven workforce system an important priority. Meeting the workforce needs of business and industry and improving Republic's business climate are still the main goals of the State Board for attracting, growing, and retaining business. To realize this, there is a great need for a transitional workforce that is continuously prepared with the skills and education necessary to support new and advanced occupations and careers. Through established partnership of the State Board with the Ministry of Education, the Palau Community College, and the Chamber of Commerce, the workforce and education system collaborate to serve the customers in a demand-driven system with quality training and educational opportunities toward a developed, improved, and sustainable economy.

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. The activities described shall conform to the statutory requirements of each program.

The State Board through the WIOA Office has established policies that set forth procedures for the selection of potential service providers of workforce employment and training programs. As a single

state workforce area with limited industries there will be no competition of grants or contracts for activities under WIOA Title I programs. The workforce investment policy for selection of service providers sets the following criteria.

The service provider submits a project or program application to the WIOA Office that includes information pertaining to:

Effectiveness and ability of the agency to deliver comparable services required under WIOA
Specifies equitable budget for the program
Past performance of delivery of quality services and effective training
Fiscal accountability with regards to financial transactions, records keeping and maintenance
Proposed training and services is not a duplication of already existing facilities or services
Provides vocational and/or educational opportunities
Assurance of delivery services to ensure that participants attain competencies set by the State Board
Assurance that youth service provider shall adhere to set youth training policy
Guarantee of placement in such occupations for OJT and Customized training participants
Ability to coordinate activities with State Board WIOA partners

For a provider of training services to be subsequently eligible to receive funds for adults and dislocated workers as well as youths under WIOA Title I, the provider shall submit:

Program information, including the program completion rate for all individuals participating in the applicable program conducted
Percentage of all individuals participating in the applicable program who obtain unsubsidized employment, which may also include information specifying the percentage of the individuals who obtain unsubsidized employment in an occupation related to the program conducted
Wages at placement in employment of all individuals participating in the applicable program

The information required to be provided include the history of training information for the previous participants who received assistance under adult and dislocated workers such as:

Percentage of completers placed in unsubsidized employment
Retention rates in unsubsidized employment, 13 weeks after the day of employment
Wages of participants, after first day of employment
Rates of licensure or certification, if applicable, for those who attained academic degrees, or other attainment of measurable skills, and
Information on program costs such as tuition or fees

The policy sets forth determination of ineligibility of provider, sanction of two years, and non-compliance enforcement for violators of WIOA requirements to be cause for termination and repayment of WIOA dollars from the provider or participating agency.

The State Board and WIOA Office has developed a policy for identifying youth providers that incorporate effective youth development principles and practices that are aligned with the following WIOA performance measures:

Youth Program Elements
Tutoring, Study Skills, Dropout Prevention
Alternative Education
Occupational Skills Training
Work Experience
Summer Employment
Adult Mentoring
Guidance and Counseling
Supportive Services
Leadership Development
Follow-Up

The criteria include those that: •develop relationship between youth and caring adults •involve family members •build youth responsibility •develop youth citizenship and leadership skills •place high

expectations on youth and staff •provide appropriate services based on a youth's age and needs •demonstrate prior successes in providing employment and training services •prepare youth for success in the workforce •improve high support of youth •demonstrate the connection between work and learning •provide comprehensive guidance, and, where applicable, counseling

Beyond the current criteria that State Board's Executive Committee and the Youth Committee use in identifying effective youth providers and activities, the State Board have adopted the U. S. Department of Labor's new strategic vision that prioritize services to:

Out-of-school youth (and those most at risk of dropping out) WIOA-funded youth programs must provide youth with quality secondary and postsecondary education and prepare them for entry into positions in high-growth industries and other employment opportunities.

Capacity Building The State Board comprised of the President, the Legislature representatives, and all major community stakeholders will help the Executive Committee and the Youth Committee in identifying areas needing improvement through fiscal and compliance. When improvement areas are identified through periodic monitoring, by State Board members and WIOA staff, they are presented to the entire State Board for review and plans for corrective actions. The WIOA staff will assist the service providers in the development of areas needing improvement to meet the requirements set forth by the State Board in compliance with WIOA rules and regulations.

The State Board through the WIOA Office and its staff when conducting monitoring visits to service providers outside of Koror, in-depth discussion of a given program takes place between the WIOA Offices staff and a Board member with a participant as well as the supervisor. The discussion allows the WIOA staff/State Board member to ensure that training is being conducted in accordance with the activities set forth in the project proposal as submitted and currently funded by the State Board.

There has not been any major finding that requires significant correction action of any programs under the WIOA programs during the past several years. The new policy of Certifying Local Masters that has been adopted by the State Board allows a WIOA designated staff to provide capacity services to the Local Master in developing a system of identifying and certifying significant skills, preparing timesheets, and assistance in preparing any written document, as deemed just and appropriate.

As part of continuous improvement strategies and in line with limited resources, the State Board through its partnership with the Palau Community College worked with Small Business Development Center setting up workshops in accounting and entrepreneurship training for WIOA service providers to ensure that accountability of WIOA training funds and required training regulations are in compliance. Funding for these training are discussed among the partners and shared according to availability of resources.

Regional Planning The State Board recognizing the limited resources from WIOA dollars and other source of funding to supplement WIOA program in Palau will look toward Guam as the nearest Pacific entity of more advanced technological capabilities and expertise for provision of services to improve program and administrative functions of the workforce investment system of Palau. All other technical improvements need would have to be made through daily contacts with the U. S. Department of Labor, Employment and Training Administration, Region 6 Pacific Team.

The President and the State Board shall continue its commitments to transform the Workforce System with able leadership and be the catalyst for change by strengthening collaboration of the

workforce and education systems to be directly aligned with economic development to provide high-quality service for all individuals seeking workforce services toward talent development, employment, job retention, or increased earnings and preparing Palau's youth with the knowledge and behavioral skills necessary to enter and succeed in high skill, high-wage careers. Dedication to meeting Palau employer's workforce needs remain a top priority.

The State Board's enhanced and strengthened partnership with the Ministry of Education, Palau Community College, the Chamber of Commerce, and the Belau Employers and Education Association, will lead to more seamless delivery of services and universal access for all customers and their partner, the employer community. The continuous blending of the workforce development and education system is very much critical to sustaining and advancing the economy of Palau. In strategic and collaborative endeavor, all partners shall make every effort to ensure that globalization of workforce, education, and economic advancement will allow transformation of skills throughout the regional economies.

The State Board and its Committees comprised of members from the Palau Chamber of Commerce, the Belau Employers and Educators Alliance, the Ministry of Education, the Palau Community College, and small business representatives including human resources representatives from the hotel industry and wholesale and retail businesses, will be prominent participants in the development of workforce strategies through periodic meetings and forums with all community and business stakeholders.

Again, as a single state delivery area with a population of less than 20,000 people, the Palau WIOA Office in partnership with the Ministry of Education's Adult Education and Literacy Program and the Palau Community College's Adult High School Program work with all employers in Palau from the public sector and the private sector that includes non-profit/non-governmental agencies and groups, to identify the workforce talent needs and refer qualified candidates to fill those positions. This includes referring candidates for on the job training where the referred individual is not immediately ready to take on the full duties of the position to acquire required skills training for a period as mandated by that specific occupation.

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).

Palau's State/Local Workforce Board, the Palau WIOA Office, and its education partners has entered into formal agreements for engagement of workforce and education activities:

The Ministry of Education's School-to-Work System is a Lifelong Learning System that begins from K-12. Transformation from academics to career began in 2000 (Education Master Plan of 2000). Through continuous strong partnership and collaborative efforts among the workforce and education partners, the Palau Public School System under the Ministry of Education partners with Chamber of Commerce (COC), the State Workforce Development Board (SWDB), the Belau Educators and Employers Alliance (BEEA), and the Palau Community College to conduct the career academics and practicum starting at 9th grade throughout 12th grade.

The Career Academies are:

1. Engineering/Industrial cluster includes the engineering, industrial automotive, small engine and outboard motor, electricity, surveying, electronics, communication technologies, etc. The basic math skills, communications, and interpersonal skills required in these areas are common to all. The machinery and devised used in these fields require knowledge of electrical principles, hydraulic and pneumatic principles, thermal, and optical systems.

2. Business/Information Systems cluster includes occupations/jobs such as secretarial services, clerical services, accounting/bookkeeping, business management, data processing and other areas related to the processing of information and data. The math skills in these areas focus more on information analysis and processing. These areas require similar skills in organizational dynamics focusing on human behavior and knowledge of group behavior and team processes.

3. Health/Human Services cluster includes services such as nursing, child and elder care, food & hospitality services, social services, etc. The cluster meets a common need for the development of courses that will enhance interpersonal skills and knowledge required in dealing with human behavior and knowledge of group behavior and team processes. 4. Arts/Humanities cluster focuses on occupations in such areas such as journalism, creative arts and crafts including Palauan arts/crafts, public services, and other related services such as police officers, teachers, etc. This cluster requires less depth in specialized mathematics, technology, and science, but more on broad exposure to creative, humanistic, and societal concerns. 5. Natural Resources cluster focuses on occupations in the field of Agriculture, Forestry, Marine Science, and career related to our natural resources, etc. This cluster requires knowledge in sciences and technology.

Adult Education and Literacy Adult education has a long history in Palau of providing services that assist adults in improving their skills, achieving their educational goals, and transitioning to further education or employment. Instruction is designed for adults functioning at the lowest levels of basic skills and English language instruction to advanced levels of learning. As defined by Title II of the Workforce Innovation and Opportunity (WIOA), Adult Education enables adults to: (1) become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; (2) obtain the educational skills necessary to become full partners in the educational development of their children; and (3) complete a secondary school education. The federally-funded adult education and literacy programs administered by the Palau Ministry of Education (MOE) provide lifelong educational opportunities and support services to eligible participants. Programs assist adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement. Palau Adult Education and Literacy (AEL) program are delivered through the Palau High School classrooms during the night and at the Division of Corrections and Rehabilitations of the Bureau of Public Safety during the day. By improving the education and skill levels of individual Palauans, the program enhance the competitiveness of state's workforce and economy.

Palau Community College (the only community college on the island) has the following programs:

President Tommy E. Remengesau, Jr., introduced Palau Skilled Workforce Act (RPPL 9-22) that became law in April of 2014 to address this predicament. The intent of the law is to invest in a skilled Palauan citizen workforce by mandating the creation of a vocational certification program at the Palau Community College to develop a strong vocational skills program with a focus on developing professional technical skills for automobile mechanics, boat mechanics, the construction industry, and any other industry in which technical skills and expertise is essential to success and creating a tax incentive for businesses to hire vocationally certified students.

Certification of Graduates: • All students will be issued a certificate of completion or certificate of competence at the end of the programs once they pass all the program requirements. PCC also recognizes students who have already completed their vocational degrees and certificates at PCC, and those who have completed their degrees and certificates from other technical colleges and other vocational training programs such as Civic Action Team Program, Job Corp, etc., elsewhere prior to the establishment of the law which PCC will evaluate and verify their records if they fulfill the RPPL 9–22 requirements before certifying them. Those who have completed their degrees at PCC will be awarded a certificate of mastery in the field of the degree. Transfer of credits: • Student who have taken courses at MOC, PCC, or any college outside of Palau but did not complete their degrees or certificates may request their official school transcripts be sent to PCC for review of the courses they took in consideration of accepting courses to meet some of the program requirements. • Students who graduated from Palau High School or any high school outside of Palau that offers vocational classes in carpentry, auto mechanic, and small engine may provide their transcripts to PCC for possibility of course verification and acceptance of their credits that may fulfill some of the program requirements. Challenging Program Courses (Credit by Exam): • Students who present evidence of previous knowledge or skills being offered in courses due to past experiences are welcome to consult their class instructors to challenge any of the courses in the program at the beginning of each course offering.

Service Learning/Program Internship: • Students in the certificate of competence and certificate of completion programs will be doing what is called “Service Learning Activities”. The service learning concept is to learn while doing activities by providing students opportunities to do volunteer work in the community and learn from doing things related to what they learn in the classroom. The activities are aligned with the courses and the curriculum the students learn in classroom which they will be learning at the work site as extracurricular activities. Learning becomes experiential and applied, deepening students understanding of the material, how it is used, and why it is important. Throughout the process, reflection is the key to growth and understanding. Students will use critical and creative thinking to ensure that the learning makes sense and has meaning for them. Reflection activities should be used by the instructor before, during, and after the service experience to assess where students are in the learning process, help them internalize the learning, provide opportunities for them to voice concerns and share feelings, and evaluate what they do in the field. Number of hours required for the service learning is equal to or more than the number of hours for the class they are taking. Program instructors will locate the work site and place students accordingly based on the content of the courses.

Continuing Education

The Continuing Education Division (CE) serves as an outreach arm of the college responsible to sponsor activities including non–credit and short–term training designed to meet pre–service and in–service needs of the community. Continuing Education provides programs and services that empower the community to meet its growing and changing educational and training needs.

Adult High School

PCC Adult High School seeks to enable adult students to further develop their primary skills while engaging in activities that will help them obtain a high school diploma thereby increasing their chances to either pursue a degree in post–secondary education or find a job with entry–level skills.

The program combines academic, life–skill instruction, and occupational skills instruction. There are two tracks of the PCC Adult High School Program. Track 1: Vocational includes the ten (10) General

Courses, which are required of both tracks, and a Career Skills Training program of 500 hours on the job for those who have no work experience. Those who have work experience of at least three months, or currently working, may use their work experience to prepare a list of employable skills.

The second component of the Adult High School include the Occupational Skills, which include concurrent career training in the choice of occupation, on-the-job training, or preparation for post-secondary enrollment.

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.

Educational Talent Search

The Talent Search program is one of the four branches of the TRIO Program, a US Department of Education Program, hosted by the Palau Community College since SY 2002–2016.

The mission statement of the program is "to increase the number of youth from disadvantaged background to complete high school and to complete a program of post-secondary education institution of their choice".

The purpose of the program is to meet the learning needs of eligible students from the sixth through the twelfth grades that will help them succeed in achieving a high school diploma and continue to attain post-secondary education.

The goal is to assist 500 eligible students per year toward graduation in high school and to complete a post-secondary education.

SERVICES OFFERED TO PARTICIPANTS

- Academic advice and assistance in secondary school and college course selection
- Assistance in preparing for college entrance examination
- Assistance in completing college admission and financial aid applications
- Guidance on secondary school reentry or entry to other programs leading to a secondary school diploma or its equivalent
- Personal and career counseling
- Tutorial services
- Exposure to high school or college campuses as well as cultural events, academic programs, and other sites or activities not usually available to disadvantaged youth
- Workshops for students and parents
- Rigorous Curriculum
- College Completion

Upward Bound

Upward bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. The program serves high school students from low-income families and high school students from families in which neither parent holds a bachelor's degree. The Upward Bound provides academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. It also provides tutoring, counseling, mentoring,

cultural enrichment, work–study programs, education or counseling services designed to improve the financial and economic literacy of students.

Cooperative Research & Extension (CRE)

This program within the Palau Community College is a Land–Grant System that seeks to collaborate with partners and clients to generate, develop and disseminate practical and sustainable technologies and knowledge in agriculture, aquaculture, environment, food and human sciences to benefit the people of Palau and the surrounding regions.

The CRE implements the Agriculture Experiment Station (AES), Cooperative Extension Service (CES), Family and Consumer Education (FaCE), Natural Resources and Environmental Education Division (NREED), Research and Development Station (R & D), and Multi–Species Hatchery, focusing on germplasm conservation of staple root crops, best management practices, sustainable agriculture, and integrated pest management to assist in the maintenance and enhancement of profitable farming and production practices.

Maintenance Assistance Program

This program is a short–term training program for state and national government employees, as well as utility employees, in the area of infrastructure operation and maintenance. It is funded by the United States Department of Interior, Office of Insular Affairs, through its Technical Assistance Program. This training program upgrades infrastructure related government and utility employees' competencies in the following areas:

- Equipment maintenance
- Facility maintenance
- Road maintenance
- Water/wastewater operation and maintenance
- Management/supervision
- Computer software training
- Workplace literacy
- CIP inspection

Palau WIOA Office and the State Board will continue with established formal program partnership agreement with the Ministry of Health to:

1. Provide workforce and talent development programs to eligible participants that include but not limited to on the job training, work experience training, internship, and applicable vocational and non–vocational training.
2. Referral of customers to other agencies or institutions for services not directly available under Ministry of Health.
3. Access to relevant training via the Ministry of Health College of Health
4. Data on identified future Health Workforce skills and staffing shortages
5. Details of the new MOH mechanism for measuring and improving performance

Palau State/Local Board and the WIOA Office will continue its partnership agreement with Palau Community Action Agency for the apprenticeship program conducted by the Civic Action Team.

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).

As a single state workforce area with a population of 19,907 and land mass area of 170.4 square miles, the leadership from the President, as member of the State Board, and members representing business and community, governmental agencies, the National Legislature, the education system, the community college, and major non-profit organizations demonstrate commitment to build a strong economy for Palau. Formal agreements have been established with major partners such as the Chamber of Commerce, the Belau Employers and Educators Association, the Ministry of Education, the Ministry of Health, and the Palau Community College that have vested interests in workforce issues. The establishment of the collaborative partnerships helps to utilize minimal resources, eliminate duplication of services, and be able to provide demand-driven services toward a quality workforce. Although Palau does not have a One-Stop Center co-located in one building, the workforce that includes economic sectors and education partners have entered into agreements that spell out delivery of services to youths, adults, and dislocated workers, eliminating duplication of services, and a common goal to accomplishing positive results. Periodic meetings of the partners' front line staff not only allow continuous sharing of information and referrals of customers to real services and lifelong learning but also maintain collaborative effort of a progressed workforce investment system.

The State Workforce Development Board, its Executive Committee/Local Board will establish an annual review of funding sources and incentives provided by federal and local sources. In addition, the State Workforce Partners will chart the effectiveness of federal and state funding for education, workforce and economic development systems throughout the Republic.

As a single state workforce area, the leadership from the President, as member of the State Board, and members representing business and community, governmental agencies, the National Legislature, the education system, the community college, and major non-profit organizations demonstrate commitment to build a strong economy for Palau. Formal agreements have been established with major partners such as the Chamber of Commerce, the Belau Employers and Educators Association, the Ministry of Education, the Ministry of Health, and the Palau Community College that have vested interests in workforce issues. The establishment of the collaborative partnerships helps to utilize minimal resources, eliminate duplication of services, and be able to provide demand-driven services toward a quality workforce.

Collaborative efforts between the core and required partners shall be made in the development of policies, procedures, and best practices for each program's authorizing statute, as appropriate. This will include staff communication, capacity building, and training efforts. Service integration shall be made to focus on serving all customers seamlessly that includes targeted population by providing a full range of services consistent with the purpose, scope, and requirement of each program.

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.

As has been mentioned throughout the Plan, the Palau Community College is accessible to all the people of Palau who wishes to acquire recognized postsecondary credentials. Through established agreement between the Ministry of Education and the Palau WIOA Office, high school seniors who have completed most of their required credits and have achieved the required academic scores enrolls in the Dual Program; The Continuing Education also provides short-term academic and

occupational training for adults to upgrade needed skills; the Palau Skilled Workforce Act mandates the Palau Community College to provide academic and occupational skills set and certifies those graduates with Certificate of Achievement or Certificate of Mastery as has already been discussed in this Plan that includes those apprenticeship graduates from the Civic Action Team apprentice program.

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.

Palau being a small island and outlying area has very limited industry and service providers. As a single state workforce area, the National Government of the three branches, the Executive, the Judicial, and the Legislative Branches; the sixteen states (counties) of the Republic; the business community (including small businesses and minority owned businesses) and the private non-profit organizations are listed as potential service providers of workforce and education related activities. The Chamber of Commerce and Belau Employers and Education Alliance as workforce partners will work collaboratively with the WIOA Office, the Ministry of Education, and the Palau Community College to place workforce trainees in occupations that are currently being held by foreign workers after the trainees have achieved quantifiable occupational and educational skills required by the positions. Although Palau does not have a One-Stop Service Center co-located in one building, the State Board through collaborative efforts with the partners will continue to provide customers access to a full range of services pertaining to employment, training, and education, employer assistance, and guidance for obtaining other assistance. The WIOA Office uses varied strategies in providing the appropriate services to meet the needs of the workforce customers:

- Core Services are available and include, but are not limited to, labor market information, initial assessment of skill levels, and job search and placement assistance.
- Training Services are available to eligible individuals who have met the requirements for intensive services and have not been able to obtain or keep employment. The President and the State Workforce Development Board, therefore, continue to put great emphasis on the need to build and develop a strong customer focused and demand-driven workforce system an important priority. Meeting the workforce needs of business and industry and improving Republic's business climate are still the main goals of the State Board for attracting, growing, and retaining business. To realize this, there is a great need for a transitional workforce that is continuously prepared with the skills and education necessary to support new and advanced occupations and careers. Through established partnership of the State Board with the Ministry of Education, the Palau Community College, and the Chamber of Commerce, the workforce and education system collaborate to serve the customers in a demand-driven system with quality training and educational opportunities toward a developed, improved, and sustainable economy.

B. STATE OPERATING SYSTEMS AND POLICIES

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

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

A. STATE OPERATING SYSTEMS THAT SUPPORT COORDINATED
IMPLEMENTATION OF STATE STRATEGIES (E.G., LABOR MARKET INFORMATION
SYSTEMS, DATA SYSTEMS, COMMUNICATION SYSTEMS, CASE-MANAGEMENT
SYSTEMS, JOB BANKS, ETC.).

MAJOR STATE POLICIES AND REQUIREMENTS

Taking into account the Republic's economic plans, a medium-term development strategy framework has been established. This development strategy framework is designed:

“To develop and strengthen the private sector while protecting the environment and reducing the extent and involvement of the government in domestic economic activity”

This strategy framework is composed of 'Economic Policy' and 'Fiscal Policy' framework guidelines.

A. Economic Policy.

The Economic Policy consists of four primary priorities:

1. The development of economic institutions by significantly improving the regulatory environment through the passage of effective and transparent laws governing key aspects of Palau's economy including banking, foreign investment, tax and labor; 2. The development of Palau's infrastructure base within a clear planning framework, to include infrastructure for water, wastewater, solid waste management, energy, communications and transportation; 3. The development of sectors of the economy that have the potential to support sustainable economic growth, including tourism, fisheries, aquaculture, agriculture, trade (by way of transshipment opportunities) and finance (establishment of Palau as a regional financial center); and 4. The containment of the cost of government through consistent balanced budgets.

B. Fiscal Policy.

The Fiscal Policy focuses on the relationship of expenditures and revenues. 1. Expenditures. Growth of expenditures should not exceed the growth of revenues. This is accomplished through: (a) Streamlining government structures; (b) Restructuring governmental personnel; (c) Outsourcing, where possible, governmental services; and (d) Improving accountability and productivity of expenditures.

2. Revenues. The fiscal policy also seeks to increase revenues at a pace that outstrips governmental expenditures. This can be accomplished through: (a) Strengthening collection of government taxes and fees; (b) Expanding the revenue base through comprehensive tax reform; and (c) Aggressively pursuing overseas development assistance (ODA).

The successful implementation of this fiscal policy will go a long way towards ensuring the government's ability to successfully fund the infrastructure necessary for Palau's future economic growth.

The State Board and the WIOA Office have developed, adopted, and certified, policies that are in line with the Super Circular, Federal Register Volume 79, No. 244, Rules and Regulations, and more specifically 2 CFR Part 200 and 2 CFR 2900.

As a single state service delivery area, the President and his State Board are pursuing two strategies to promote and develop strategic partnerships. The first is to implement the priorities for Palau's workforce system described in this Plan. The business-led State Board will provide the necessary leadership, and convene the necessary partnerships, to guide the system towards the workforce and education vision. Secondly, the President has mandated that Palau government improve relations among departments and agencies, as well as with the private sector, to enhance public services. The President is actively working with his cabinet and all governmental agencies to address economic development and workforce challenges across the public system. Moreover, the administration has ensured that key stakeholders from intergovernmental departments and agencies are represented on the State Board.

The State Board created Youth Council from members of the State Board representing agencies across the island nation from the Ministry of Education, the Palau Community College, the WIOA Office, the Juvenile Justice Program, and the Division of National Youth Affairs. This encompassing membership of the varied community agencies allows flexibility of the Youth Council to meet periodically to address all youth issues and to better identify and serve the most-in-need youths having significant barriers to employment and to connect them successfully to education and training opportunities that will eventually result in successful employment and better lives. The Ministry of Education administers and operates the General Education/HiSet Program that gives opportunities to youths age 18 and above who are high school dropouts to continue their education and obtain alternative high school certificates. The Palau Community College receives funding as part of the land grant for a program called Talent Search Program and the Adult High School Program.

The WIOA Office administers and implements WIOA Title I-B Grants of Adults, Dislocated Workers, and Youth Funding, and the Division of National Youth Affairs administers the Palau Youth Empowerment Grant from the South Pacific Commission whose intent is to reconnect potential dropouts and dropout youths and young adults back to school or to alternative education opportunities.

The Palau State operating systems to support implementation of the state's strategies are divided into the following categories:

Labor Market Information – The Office of Citizen Job Placement and the Bureau of Planning and Statistics under the Ministry of Finance provides reliable information about Palau's local labor market at www.palau.gov.pw/budgetandplanning and www.palau.gov.pw/job vacancies. The goal of the Ministry of Finance is to ensure accountability, continuous productivity of government services, and economic growth by promoting policies for, and sound management of, expenditures, revenues, financing and human resources. The Bureau of Planning and Statistics serves as the primary database and system of record for numerous workforce and development programs tracking and recording services, activities and outcomes. The BPS focus on direct employer surveys, information from tax records, analysis of the data, and the dissemination through publications, presentations, and responses to customers.

Operating Systems and Data Collection and Reporting Systems – The Palau Workforce Innovation and Opportunity Act (WIOA) Office works to match the needs of Palau's employers with skilled Palauans looking for employment, advanced training for incumbent workers, and assist job seekers

in finding jobs. As part of the Pacific Jurisdictions, Palau has been using the Pacific WIASRD System, a workforce database that was developed to capture the required reporting elements for Adult, Youth, and Dislocated Worker under Title I-B of then Workforce Investment Act and now being revised to capture the required reporting elements under WIOA Title I programs. This system collects data and track performance and analyze the information and strategies of performance measures. The Palau WIOA Office as Administrative Entity for WIOA Title implementation in Palau has the lead responsibility of ensuring that appropriate operating systems are in place and used effectively by all WIOA and workforce system partners, with appropriate oversight by the State Board's Executive Committee that also serves as the Local Workforce Development Board. Palau WIOA Office is currently working with its regional partners of Guam, Commonwealth of Northern Mariana Islands, and American Samoa to refine the regional labor market information of "Hire Micronesia" that is also the case-management system, job bank, and data/reporting systems through the recently approved RSI-DW Grant.

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

The Labor Market Information (LMI) Office under the Ministry of Finance is currently being combined with the Office of the Job Placement in collaboration with the Division of Labor and the Palau Workforce Innovation and Opportunity Office (herein Palau WIOA Office) to collect, compile, and deliver high quality data and analysis about the state's economy. This helps and supports Palau's businesses, its workforce and economic development system, and the workers of today and tomorrow to make informed decisions. It is on-going efforts to gather, analyze, and disseminate economic data on Palau's business community, workforce, and job market. It provides key economic indicators, employment projections, job vacancy data, and regional and statewide industry and workforce analysis along with information aimed at helping individuals make informed career decisions.

These collaborative agencies' key customers include businesses, job seekers, students, economic developers, education and training planners, workforce development professionals, policymakers, researchers and economists, government entities, media, and the general public.

Because our customers range from researchers to job seekers, we work hard to make our information as accessible and easy to use as possible. For job seekers and career counselors specifically, but also for employers looking to set wages in the small but growing labor market.

Data intake and employment plan used by the Palau WIOA Office is the Workforce Investment Act Standardized Reporting System herein WIASRD that is currently being revised and updated to capture the required reporting elements that will be finalized to meet the final reporting elements.

As mentioned throughout this Plan, Palau does not have One Stop Service Center but has adopted the One-Stop Service concept of extending workforce and education services to its customers. The President of Palau as the chief-elected-official is a member of the State Workforce Development Board (The State Board) including four representatives from the National Congress, two senators and two delegates, and a number of business community stakeholders. In consideration of the population of Palau of barely 20,000, the community key players and workforce partners includes the Chamber of Commerce, the Belau Education and Employers Association, the Ministry of Education, and the Palau Community College.

Formal agreements that have been established among the partners clearly spell out methods of providing collaborative services and referrals of customers within the agreements. Moreover, as members of the State Board, these key partners and community stakeholders have been using developed workforce policies for the past five years, and will continue to improve and use the revised and adopted policies with required technical amendments and revisions complying with Federal and applicable State laws and regulations. The development of the formal agreements were discussed and agreed upon before actual writing of the agreements among all workforce key stakeholders. Referrals of customers between the workforce partner agencies of WIOA Office, the Palau Community College, the Ministry of Health, the Chamber of Commerce, and the Belau Educators and Employers Association (aka Belau Educators and Employers Alliance) are as follows:

In the absence of Employment Service, the WIOA Office usually receives a workforce customer first. Upon registration, assessment, and Individual Service Strategy (ISS), and based on the needs of the customer recorded in the ISS, referrals may be made. Those customers whose assessed needs require high school diploma or equivalence are then referred to either Palau Community College Adult High School or the Ministry of Education's Adult Literacy Program or GED. Referrals are made directly with each office through telephone calls and periodic meetings. Copies of application form and all necessary documentation of entering into any of these two programs are provided to the WIOA Office and so recorded in the ISS. Follow-ups of the customers are made periodically and records maintained in the WIOA Office.

Referrals of customers between the WIOA Office and the Chamber of Commerce or the Belau Employers and Educators Association or Alliance (BEEA) are made through their respective offices. If a workforce customer needs immediate employment and has been assessed to possess qualifying skills, the WIOA Office then refers the customer directly to the Office of the Chamber of Commerce or the contact person of BEEA for continued services and immediate placement. The WIOA Office will make periodic follow-ups to ensure that the customer has received all needed services and will record the services on the ISS, and will continue to make follow-up services for a period of one year. In the event a customer applies directly with any of the companies under the Chamber of Commerce the BEEA, and is found to require further training before they can be hired, the individual may be referred for development of an employment plan and all other appropriate workforce services at the WIOA Office.

Each partner agency will have their own application forms, however, a common and expanded part of the application will be provided to identify the needs of the customer and to further eliminate duplication of services and reduce paperwork. At the same time, this process of serving the customers will better connect the customer to the entire workforce and education systems

Palau is a small island nation and a single service delivery area with population of less than 20,000 and limited number of industries. As an effort of universal access, the State Board is comprised of members representing all programs available on the Island serving specific segments of the population and who are directly involved in the development of workforce policies of the statewide workforce system. Statistical information of the labor market and other pertinent information are available at www.palau.gov.net/stat.

Up-dated data from the Division of Labor, the Chamber of Commerce, and the Bureau of Public Service System, are obtained on a monthly basis by the WIOA Office and readily made available to workforce customers.

As part of the vision for a demand-driven workforce, educational, and economic systems, labor market information within the regional economies of Guam (Department of Labor) and Hawaii (Job Bank of America) as well as the US Mainland can be accessed through the Internet as services provided by the WIOA Office.

* 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, DESCRIBE THE STATE'S PROCESS FOR DEVELOPING GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM, INCLUDING BENCHMARKS, AND ITS GUIDANCE TO ASSIST LOCAL BOARDS, CHIEF ELECTED OFFICIALS, AND LOCAL ONE-STOP PARTNERS IN DETERMINING EQUITABLE AND STABLE METHODS OF FUNDING INFRASTRUCTURE IN ACCORDANCE WITH SEC. 121(H)(1)(B). BEGINNING WITH THE STATE PLAN MODIFICATION IN 2018 AND FOR SUBSEQUENT STATE PLANS AND STATE PLAN MODIFICATIONS, THE STATE MUST ALSO INCLUDE SUCH GUIDELINES.

Palau is a small island nation and a single service delivery area with population of less than 20,000 and limited number of industries. As an effort of universal access, the State Board is comprised of members representing all programs available on the Island serving specific segments of the population and who are directly involved in the development of workforce policies of the statewide workforce system. Statistical information of the labor market and other pertinent information are available at www.palau.gov.net/stat.

Up-dated data from the Division of Labor, the Chamber of Commerce, and the Bureau of Public Service System, are obtained on a monthly basis by the WIOA Office and readily made available to workforce customers.

As part of the vision for a demand-driven workforce, educational, and economic systems, labor market information within the regional economies of Guam (Department of Labor) and Hawaii (Job Bank of America) as well as the US Mainland can be accessed through the Internet as services provided by the WIOA Office.

The President and his State Board has established, adopted, and certified workforce policies that are in direct compliance with applicable Federal and State laws and regulations. There is only one mandatory Federal partner program operating in Palau that is the Adult Education and Literacy Program administered by the Ministry of Education and the program is operated in compliance with required Federal and State regulations. All other partners as members of the State Board have agreed and adopted the State workforce investment policies so established. The President's Cost Reduction Policy is an important policy that sets directives and flexibility for the entire Republic's workforce and education's system to have the ability to simplify regulations, particularly those that unnecessarily impede efforts to improve Palau's business climate and economy.

Although Palau does not have a One-Stop Service Center co-located in one building, the State Board through collaborative efforts with the partners will continue to provide customers access to a full range of services pertaining to employment, training, and education, employer assistance, and guidance for obtaining other assistance.

The State Board through the WIOA Office has established policies that set forth procedures for the selection of potential service providers of workforce employment and training programs. As a single state workforce area with limited industries there will be no competition of grants or contracts for activities under WIOA Title I programs. The workforce investment policy for selection of service providers sets the following criteria.

The service provider submits a project or program application to the WIOA Office that includes information pertaining to:

Effectiveness and ability of the agency to deliver comparable services required under WIOA

Specifies equitable budget for the program

Past performance of delivery of quality services and effective training

Fiscal accountability with regards to financial transactions, records keeping and maintenance

Proposed training and services is not a duplication of already existing facilities or services

Provides vocational and/or educational opportunities

Assurance of delivery services to ensure that participants attain competencies set by the State Board

Assurance that youth service provider shall adhere to set youth training policy

Guarantee of placement in such occupations for OJT and Customized training participants

Ability to coordinate activities with State Board WIOA partners

For a provider of training services to be subsequently eligible to receive funds for adults and dislocated workers as well as youths under WIOA Title I, the provider shall submit:

Program information, including the program completion rate for all individuals participating in the applicable program conducted

Percentage of all individuals participating in the applicable program who obtain unsubsidized employment, which may also include information specifying the percentage of the individuals who obtain unsubsidized employment in an occupation related to the program conducted

Wages at placement in employment of all individuals participating in the applicable program

The information required to be provided include the history of training information for the previous participants who received assistance under adult and dislocated workers such as:

Percentage of completers placed in unsubsidized employment

Retention rates in unsubsidized employment, 13 weeks after the day of employment

Wages of participants, after first day of employment

Rates of licensure or certification, if applicable, for those who attained academic degrees, or other attainment of measurable skills, and

Information on program costs such as tuition or fees

The policy sets forth determination of ineligibility of provider, sanction of two years, and non-compliance enforcement for violators of WIOA requirements to be cause for termination and repayment of WIOA dollars from the provider or participating agency.

The State Board and WIOA Office has developed a policy for identifying youth providers that incorporate effective youth development principles and practices that are aligned with the following WIOA performance measures:

Youth Program Elements

Tutoring, Study Skills, Dropout Prevention

Alternative Education

Occupational Skills Training

Work Experience

Summer Employment

Adult Mentoring

Guidance and Counseling

Supportive Services

Leadership Development

Follow-Up

The criteria include those that:

- develop relationship between youth and caring adults
- involve family members
- build youth responsibility
- develop youth citizenship and leadership skills
- place high expectations on youth and staff
- provide appropriate services based on a youth's age and needs
- demonstrate prior successes in providing employment and training services
- prepare youth for success in the workforce

- improve high support of youth
- demonstrate the connection between work and learning
- provide comprehensive guidance, and, where applicable, counseling

Beyond the current criteria that State Board's Executive Committee and the Youth Council use in identifying effective youth providers and activities, the State Board have adopted the U. S. Department of Labor's new strategic vision that prioritize services to:

Out-of-school youth (and those most at risk of dropping out)

WIOA-funded youth programs must provide youth with quality secondary and postsecondary education and prepare them for entry into positions in high-growth industries and other employment opportunities.

3. STATE PROGRAM AND STATE BOARD OVERVIEW

A. STATE AGENCY ORGANIZATION

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

The President of Palau, as chief elected official is the Grant Recipient for Workforce Innovation and Opportunity Act Title I Adult, Youth, and Dislocated Workers Funds. He is also a member of the State Board. As Chief Elected Official, he appoints non-legislative State Board members as well as the Chairman of the State Board. He also certifies members of the Executive Committee.

All State Board members, including those from the public sector, were recommended to the President for selection because of their individual leadership experience and abilities. These individuals agreed to serve on the State Board prior to their nominations. Letters of appointments from the President's Office were sent out to each individual and to the WIOA Office. These appointed members are leaders in the Palau community, both in business and in government, and have vested themselves in continuously preparing Palau's workforce to support economic development and improving the quality of life as "Palauans for all Palauans".

The leadership from the President enables the State Board and its Committees to have the support and authority to bring to the various partners and community stakeholders collectively toward a more cohesive and coordinated effort of serving and outfitting the human resource to achieve the vision of the workforce system. Board members from across governmental agencies, the National Legislature, the Education System of K-12, the community college, and major business representatives will have the interest, expertise, and resources to meet the requirements of WIOA and that of the Republic's workforce system. Employers and their employees are beneficiaries of the system and they will have the leadership role in shaping the Board's roles and responsibilities. As a direct result of this combined leadership, the Board will be well prepared to assess and mold a demand-driven workforce system.

REPUBLIC OF PALAU STATE WORKFORCE DEVELOPMENT BOARD – ORGANIZATIONAL CHART

PRESIDENT GRANT RECIPIENT WITH PRESIDENT IS THE STATE BOARD

UNDER STATE BOARD IS THE EXECUTIVE COMMITTEE THAT IS ALSO THE LOCAL BOARD

UNDER THE LOCAL BOARD/EXECUTIVE COMMITTEE IS THE PALAU WIOA OFFICE THAT IS ALSO THE ADMINISTRATIVE ENTITY

THE YOUTH COMMITTEE IS ALSO UNDER THE STATE BOARD AND EXECUTIVE COMMITTEE

B. STATE BOARD

Provide a description of the State Board, including—

The State Board is responsible for assisting the President in all functions outlined in WIOA section 111(d). These functions are carried out through the State Board's Executive Committee and the

Youth Committee. Policies and procedures have been developed, maintained, and followed by the WIOA Office to carry out the functions of the State Board. All policies developed are presented to the full State Board for action. Once the policies are adopted, the State Board works closely with its committees to implement them in the delivery of workforce investment activities. The composition of the State Workforce Development Board is as follows:

The State Board is comprised of 20 members in the following categories:

- One senator and one delegates from the National Legislature (The Olbiil Era Kelulau)
- Eight members representing the private sector ranging from chief executives and operating officers of the businesses and employers with optimum policy making or hiring authority; chamber of commerce duly nominated representatives; small business owners; and human resource representatives.
- Two members representing non-governmental organizations (President, Belau Tourism Association; President, Belau Boater's Association)
- One member from community based organization (501 (c) status) involved in apprenticeship program
- One member from the Division of Labor
- Four members from the secondary education and post-secondary education (Minister of Education, Adult Education and Literacy Program Coordinator; President of Palau Community College, Dean of Continuing Education and Lead Program Coordinator for Palau Skilled Workforce Act – RPPL 9–22)
- One member representing Juvenile System
- One member representing Workforce Innovation and Opportunity Act Title I–B Youth, Adult, and Dislocated Worker programs

Executive Committee's composition of nine members:

- Six members representing the private sector ranging from chief executives and operating officers of the businesses and employers with optimum policy making or hiring authority; chamber of commerce duly nominated representatives; small business owners; and human resource representatives;
- One member from community based organization (501 (c) status) involved in apprenticeship program
- One member from the Division of Labor
- One member from the secondary education Youth Committee: Established with State Board members of representatives of agencies serving in-school and out-of-school youths:

Minister of Education Program Coordinator – Adult Education & Literacy Program, Ministry of Education
President of Palau Community College
Dean of Continuing Education, Palau Community College
Executive Director – WIOA Office
Chairman, Youth Services Team
President – Belau Employers and Education Alliance
President – Belau Family School Community Alliance

1. MEMBERSHIP ROSTER

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

The State Board is comprised of 20 members in the following categories:

- One senator and one delegates from the National Legislature (The Olbiil Era Kelulau)
- Eight members representing the private sector ranging from chief executives and operating officers of the businesses and employers with optimum policy making or hiring authority; chamber of commerce duly nominated representatives; small business owners; and human resource representatives.
- Two members representing non-governmental organizations (President, Belau Tourism Association; President, Belau Boater's Association)
- One member from community based organization (501 (c) status) involved in apprenticeship program
- One member from the Division of Labor
- Four members from the secondary education and post-secondary education (Minister of Education, Adult

Education and Literacy Program Coordinator; President of Palau Community College, Dean of Continuing Education and Lead Program Coordinator for Palau Skilled Workforce Act – RPPL 9–22)
• One member representing Juvenile System • One member representing Workforce Innovation and Opportunity Act Title I–B Youth, Adult, and Dislocated Worker programs

Additional three members are appointed by President Remengesau representing the business sections for a total of 11 business members (52%) to a 21 state board membership. thereby

2. BOARD ACTIVITIES

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

(1) Functions of the State Workforce Development Board:

Assist the President to: Develop Statewide Plan; Develop and continue improvement of a statewide system of activities funded under subtitle B of Title I of WIOA; Develop linkages and collaboration of programs to eliminate duplication of services, including as necessary, addressing any impasse situations in the development of formal agreements among workforce partners; Develop allocation formulas for the distribution of adult employment and youth activities; and Develop and continue to improve on comprehensive State adjusted levels of performance, assess effectiveness of the workforce investment activities in the State, as required under WIOA.

Functions of the Executive Committee: Serve as – •Liaison of the State Board regarding administrative issues; •Advise the State Board on the implementation of the WIOA Title I–B activities; •Be the local grant subrecipient through established written agreement with the President •Oversee WIOA Office; •Develop statewide and local plans for WIOA Title I activities •Identify eligible service providers; •Establish performance measures; •Review and award programs to selected service providers; •Review and approve budget developed by the WIOA Office; •Ensure policies and procedures are in place to track expenditures and program performance. Functions of the Youth Committee: Assist the Executive Committee to develop youth portion of the State Plan; Recommend eligible providers of youth activities; Conduct oversight of eligible youth activities; Coordinate youth activities authorized under WIOA; Serves as a catalyst for engaging youth providers in policy development and service design of a comprehensive youth system; Other duties as specified by the Executive Committee.

The State Board and the Youth Committee meets on a quarterly basis while the Executive Committee meets on a monthly basis. Notice of meetings is given to all members by personal delivery, fax, or through e–mail. These meetings are published through public announcements and are open to the general public’s interests.

Meetings are held at accessible places that allow all people including individuals with disabilities. Minutes of meetings are recorded, documented, and kept in file at the WIOA Office. The documents are issued on a timely manner and distributed to all Board members for review, information, and adoption. State Board membership list, meeting agendas, and approved minutes of meetings are kept at the WIOA Office and are made public documents accessible and available to the public.

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

A. ASSESSMENT OF CORE PROGRAMS

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

The State Workforce Development Board, its Executive Committee/Local Board will establish an annual review of funding sources and incentives provided by federal and local sources. In addition, the State Workforce Partners will chart the effectiveness of federal and state funding for education, workforce and economic development systems throughout the Republic.

Again, as mentioned in this Plan, Palau does not have a One–Stop Center co–located in one building. However, as a small single state workforce area, the workforce and education partners communicates with each other on a daily basis to serve all customers and partners.

B. ASSESSMENT OF ONE-STOP PARTNER PROGRAMS

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

Although Palau does not have a One–Stop Center co located in one building, through formal agreements between core, required, and other partners, each partner have their in–house assessment tools for their respective programs.

The State Workforce Development Board, its Executive Committee/Local Board will establish an annual review of funding sources and incentives provided by federal and local sources. In addition, the State Workforce Partners will chart the effectiveness of federal and state funding for education, workforce and economic development systems throughout the Republic.

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 an assessment 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 State Workforce Development Board, its Executive Committee/Local Board will establish an annual review of funding sources and incentives provided by federal and local sources. In addition, the State Workforce Partners will chart the effectiveness of federal and state funding for education, workforce and economic development systems throughout the Republic.

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.

The State Workforce Development Board, its Executive Committee/Local Board will establish an annual review of funding sources and incentives provided by federal and local sources. In addition, the State Workforce Partners will chart the effectiveness of federal and state funding for education, workforce and economic development systems throughout the Republic.

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—

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

As a single state workforce area, Palau WIOA Office and the State Board's Executive Committee and Youth Committee has established youth policy that is in accordance with WIOA section 128 (b)(2) and (b)(3) stating that not less than 75% of youth program funds will be expended for out of school youth workforce and related activities. Not less than 20% of the youth program funds will be expended to work experience that includes on the job training program.

The percentage of the funds distribution will also fund those out of school youth population from the Adult Education and Literacy Program under the Ministry of Education as well as the Adult High School (funded through Talent Search Program) under the Palau Community College.

Again, as a single state and local area, Palau will not be distributing funds to local areas.

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

Adult customers should meet the requirements set forth in WIOA Section 3 (2) "adult" means an individual who is 18 years old or over.

Dislocated Worker customers should meet the requirements set forth in WIOA Section 3 (15) and Displaced Homemaker set forth in WIOA Section 3 (16). Eligible adults and dislocated workers customers must receive "core" services

Eligibility of individuals to workforce services funded under the Workforce Innovation and Opportunity Act Title I–B programs are stated in established state workforce policies. The State Board has revisited the workforce policies and has incorporated and revised the policies to include veterans and their spouses who meet the WIOA eligibility requirement, to fall under the category of priority customers of workforce services. All state workforce policies have been adopted and awaiting certification by the State Board when the WIOA federal regulations become final.

Services to Special Population Because funds for employment and training are considered limited in Palau, priority for services will be given to disabled individuals, dislocated workers, displaced homemakers, women, training opportunities for non-traditional employment, low income individuals, and individuals with multiple barriers consistent with the WIOA laws and regulations.

Palau as a single state and local area will not be distributing funds to local areas under this program.

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

Eligible adults and dislocated workers customers must receive “core” service prior to receiving any receiving any “training” service.

Eligibility of individuals to workforce services funded under the Workforce Innovation and Opportunity Act Title I–B programs are stated in established state workforce policies. The State Board has revisited the workforce policies and has incorporated and revised the policies to include veterans and their spouses who meet the WIOA eligibility requirement, to fall under the category of priority customers of workforce services. All state workforce policies have been adopted and awaiting certification by the State Board when the WIOA federal regulations become final.

Services to Special Population Because funds for employment and training are considered limited in Palau, priority for services will be given to disabled individuals, dislocated workers, displaced homemakers, women, training opportunities for non–traditional employment, low income individuals, and individuals with multiple barriers consistent with the WIOA laws and regulations.

Palau is a single state and local area and will be distributing dislocated worker funds to local areas.

B. FOR TITLE II:

1. 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 Ministry of Education that administers the Adult Education and Literacy Program is a non–construction grant and as a single state area does not do multi–year grants or contracts on a competitive basis.

As a single state and local service delivery area, the Palau Ministry of Education (hereafter referred to as “MOE”) is the only agency within Palau that is solely responsible for the administration and implementation of primary and secondary education including adult education activities in Palau aimed at developing educated and skilled workers for Palau.

2. 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 Ministry of Education that administers the Adult Education and Literacy Program is a non–construction grant and as a single state area does not do multi–year grants or contracts on a competitive basis

As a single state and local service delivery area with only one Ministry of Education that sets all required secondary educational activities in Palau, there will be no competition for the AEFLA program. The Ministry of Education shall be responsible for ensuring direct and equitable access to all AEFLA program walk-in customers including referrals.

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.

Palau does not receive funds under Title IV Vocational Rehabilitation

6. PROGRAM DATA

A. DATA ALIGNMENT AND INTEGRATION

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

1. 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 Ministry of Education that oversees the Adult Education and Literacy Program having its Minister as member of the State and Workforce Boards will continue to collaborate, connect, and create statewide work and education related learning strategies. Training on integration activities will be conducted with topics to include job readiness and soft skills training including 21st century skills such as digital literacy, financial literacy, critical thinking and reading, locating information, and life skills.

2. 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 Ministry of Education has its system of capturing data for Adult Education and Literacy participants as well as all other education related data which will be generated and shared with Palau WIOA Office when submitting performance reports.

The NRS Performance Worksheet is also prepared and submitted to the reporting agency under the U.S. Department of Education.

3. 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.

Palau at this time does not have a one stop center but has adopted the one stop delivery of services among all partners through established formal agreements. Current plans for building of a one stop career center is on going and slated to be completed within two to three years.

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

The Ministry of Education has its system of capturing data for Adult Education and Literacy participants as well as all other education related data which will be generated and shared with Palau WIOA Office when submitting performance reports.

The NRS Performance Worksheet is also prepared and submitted to the reporting agency under the U.S. Department of Education.

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. Separately, the Departments of Labor and Education anticipate working with States to inform future guidance and possible information collection(s) on these accountability systems. 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.

As stated and mentioned in this Plan, Palau WIOA Office uses the WIASRD/WISPR to capture the required reporting elements of adult, youth, and dislocated worker programs. It is currently being updated to include adult education and literacy program participants and all required reporting elements.

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 Palau.

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.

The Ministry of Education, Palau Community College, and the Palau WIOA has policies in place that describes privacy safeguards as required by section 444 of the General Education Provisions Act.

7. PRIORITY OF SERVICE FOR VETERANS

Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

The State Board, its Committee and Committee, the WIA Office and all its workforce partners shall prioritize services to any veterans from the United States Armed Forces to workforce services and activities pursuant to established policy in compliance with the Jobs for Veterans Act (PL 107-288, 38USC 4215).

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

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

Although Palau does not have a one stop career center the Ministry of Education, the Palau Community College, and Palau WIOA Office have policies that comply with section 188 of WIOA and further have special accessibility areas for individuals with disabilities.

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

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

There are only two official languages of Palau (local language – Palauan) and English. The workforce and education partners all speak and understand these two languages.

IV. COORDINATION WITH STATE PLAN PROGRAMS

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

The core partners of WIOA Title I and II programs as well as the required partner of Carl D. Perkins (Career and Tech Prep) programs are all members of the State Board, Executive Committee/Local Board, as well as the Youth Committee and met several times during regular and special meetings during the planning and writing of the State Plan.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The Unified or Combined State Plan must include assurances that—

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

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

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

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

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

A. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

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

Palau is a single state workforce area and the President of the Republic of Palau, as the chief elected official, restructured its State Workforce Development Board (State Board) in June of 2015 to include all community stakeholders from the private and public sector of the Republic. He increased the number of members in the Executive Committee from the State Board to act as State Board Liaison/Local Board and the WIOA Adult, Youth, and Dislocated Worker Grant Sub-recipient. The State Board during its first meeting in July of 2015, selected members to become the Youth Committee to review potential providers of youth activities; conduct oversight and other relevant youth activities under the workforce system.

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.

As a single state workforce area, Palau has been operating its workforce investment system on a collaborative partnership with education and the business community toward a better developed, improved, and sustainable economy.

Palau is very much committed to improving, aligning and integrating workforce delivery systems under Combined State Plan guidelines. The Executive Committee which consists of a majority of private business executives shall perform their specific roles and responsibilities working directly with the WIOA Office Director to further develop and enhance existing demand-driven workforce system and strengthened partnership with education and economic sectors for integration and collaboration of workforce activities. The Board developed its agenda of further development and improvement of the workforce system to strengthen the achievements of workforce, education, business and economic development. This Combined State Plan development process highlights the following strategies:

?Increase access to and opportunities for the employment, education, training, and support services to individuals, and in particular, those with barriers to employment and need to succeed in the labor market; ?Align workforce investment, education, and economic development systems in support of a comprehensive, accessible, accountable, and high-quality workforce development system; ?Improve the quality and labor market relevance of workforce investment, education, and economic development efforts; ?Promote improvement in the structure and delivery of services; ?Increase the prosperity of workers and employers, the economic growth of communities, regions and the global competitiveness of the nation; ?Provide innovative workforce investment activities, through integrated workforce development systems, that increase employment, retention, and earnings of participants and that increase postsecondary credential attainment and, as a result, improve the

quality of the workforce, reduce welfare dependency, increase economic self-sufficiency, meet skill requirements of employers, and enhance productivity and competitiveness of the nation; ?Measure effectiveness, improve transparency, and support informed consumer choice through performance reporting, evaluation, and data systems that support these activities; and

Shall further:

- Create awareness and a sense of urgency around the importance of workforce and economic development that will inform and motivate state and local policy makers, business, education and political leaders about the critical nature of addressing workforce, education, and economic development challenges.

?Build and align a demand-driven system that clearly reflects the employment needs of the industry clusters strengthen partnership aligned to business needs, and to enhance the comprehensive workforce information system.

?Identify and eliminate barriers that inhibit workers from getting the education and training needed to be employable, and employers getting the quantity and quality of the workforce needed.

?Develop systems to measure and report the quantitative and qualitative workforce system impact on local and regional economies and individuals.

?Ensure continuous improvement toward a demand-driven workforce system.

The State Board's Executive Committee and the Youth Committee undertook a comprehensive planning initiative to set a new strategic direction for the Board to build a highly competitive workforce in Palau.

Formal agreements have been developed and signed by all workforce partnership with the WIOA Office and the State Board that include Palau Community College, the Ministry of Education, Ministry of Health, the Chamber of Commerce, and the Belau Employers and Education Association. The agreements set forth collaborative services offered by each partner agency to all workforce customers.

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

As a single state workforce area this section does not apply.

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

Although Palau does not have a One-Stop Center co-located in one building, the workforce that includes economic sectors and education partners have entered into agreements that spell out delivery of services to youths, adults, and dislocated workers, eliminating duplication of services, and a common goal to accomplishing positive results. Periodic meetings of the partners' front line staff not only allow continuous sharing of information and referrals of customers to real services and lifelong learning but also maintain collaborative effort of a progressed workforce investment system.

The Divisions of Labor and Job Placement Offices are located in the center of Koror directly across from the Palau Community College, the WIOA Office, and walking distance to the Ministry of Education. This action moves forward the concept of a one-stop career center to a close realization of accessible workforce and education services to customers and the employers, our partners.

Palau is in the planning stage of building a One-Stop Career and Education Services Center within the Ministry of Education and Palau High School compound. This infrastructure shall be constructed and funded by sources identified by the Palau National Government and the Palau National Legislature (The Olbiil Era Kelulau) in the next two to three years. The Minister of Education who has been a long time member of the State Workforce Board has assured all partners that this Center will house all workforce and education related programs toward one goal, accessible services to all customers.

During recent travel to Honolulu, Hawaii for a Pacific Workforce Directors, fiscal staff, and Board meeting and training enabled the Chairman and the Vice Chairman of State Workforce Board and Ministry of Education's Director of Curriculum and Instruction as well as the Chief of Public Schools to visit the Honolulu One Stop/American Job Center to better understand the infrastructure and the workforce partners and services provided by The Center and their day to day operation.

This infrastructure to become the One Stop Career and Education Center shall be constructed and funded by non-federal sources identified by the Palau National Government and the Palau National Legislature (The Olbiil Era Kelulau) in the next two to three years. Once the infrastructure of a One Stop Career and Education Services Center is complete there shall be established policies on appeal of one stop partners should the basis for such determination is inconsistent with the requirement provided for under WIOA Section 121(h)(2)(E).

Again, as a single state and local service delivery area with no One-Stop Career Center infrastructure co-located for the two core programs of WIOA Title I - Youth, Adult, and Dislocated Workers Program and Title II – Adult Education and Family Literacy Act, a formal memorandum of understanding between the State Board and the Ministry of Education has been established to spell out the services provided by these two core programs in serving and referrals of workforce customers.

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.

Adults and Dislocated Workers Eligible adults and dislocated workers customers must receive "core" service prior to receiving any receiving any "training" service.

Eligibility of individuals to workforce services funded under the Workforce Innovation and Opportunity Act Title I-B programs are stated in established state workforce policies. The State Board has revisited the workforce policies and has incorporated and revised the policies to include veterans and their spouses who meet the WIOA eligibility requirement, to fall under the category of priority customers of workforce services. All state workforce policies have been adopted and awaiting certification by the State Board when the WIOA federal regulations become final.

1. Core Services There are two types of “core” services. There are those core services available to all customers that do not require staff assistance (consistent with the “universal access” principle of WIOA), and there are core services that require staff assistance or significant staff assistance. This is the same as saying there are core services that don’t require registration, and then there are core services that do require an individual to be registered and, thus, part of the WIOA database system and included in performance calculations at some point.

Core services include the following: • Determination of eligibility for WIOA services • Initial assessment of skill levels, aptitudes, abilities, supportive service needs • Provision of information regarding job vacancies and training providers • Follow-up services, including counseling regarding the workplace • Other similar services

Participants must receive at least one core service before progressing to the next level of service.

2. Training Services In general, training services may be provided to participants unable to obtain or retain employment through intensive services, who are determined to be in need of training services and to have the skills and qualifications to participate in training that is linked either to local employment opportunities or employment opportunities where the individual is willing to relocate.

Training services include the following: • Occupational skills training, including training for nontraditional employment • Cooperative education programs, combining training and related instruction • Work Experience • Skill upgrading and retraining • Entrepreneurial training • On-The-Job training or Customized training for an employer committed to employing those successfully completing training

3. Services to Special Population Because funds for employment and training are considered limited in Palau, priority for intensive and training services will be given to disabled individuals, dislocated workers, displaced homemakers, women, training opportunities for non-traditional employment, low income individuals, and individuals with multiple barriers consistent with the WIOA laws and regulations.

Rapid Response Not more than 25% of the dislocated worker funds will be allocated to statewide rapid response activities. The State Board and its Executive Committee will determine the criteria for awarding funds to rapid response activities, as the needs arise and are identified, through the WIOA Office to provide services that include but not limited to:

?Assistance and training to individuals, whenever applicable, in case of natural disaster, and ?In case of mass layoff, do on-site contact with employers for: ?Layoff plans and schedule of employer ?Economic development plans to avert layoff ?Identify affected dislocated workers and needs

On a given program year, if there are no rapid response activities, due to absence of massive layoffs of workers for reasons of plant closure or government closeout, the rapid response funds will be used at the end of each program year as additional dislocated worker funds for displaced homemakers workforce activities.

Youths As have been discussed in this Plan, Palau has adopted and added on to the criteria currently being used by the State Board’s Executive Committee and the Youth Committee, the U. S. Department of Labor’s new strategic vision that prioritize services to youth:

1. Out-of-school youth (and those most at risk of dropping out) 2. WIOA-funded youth programs must provide youth with quality secondary and postsecondary education and prepare them for entry into positions in high-growth industries and other employment opportunities

Youth customers should meet the requirements at WIOA Sections 3 (27) and (46) for activities authorized under Section 129.

Additional youth eligibility criteria established by the State Board as a youth who: ?is currently attending an educational program, has previously dropped out of educational program or has poor attendance patterns in educational program during the last school year, and has below average grades; ?is not attending an educational program, has no vocational/employment goal, and has a poor work history or no work history or has been fired from a job in the last six months; ?deficient in basic literacy skills and who cannot compute or solve problems, read, write, or speak English, at or below grade level 4.

The State Board's Executive Committee and the Youth Committee determine the criteria for serving youth following required WIOA youth eligibility criteria, the new U. S. DOL youth criteria, and the State Board's additional youth criterion. The membership of these two groups consists of representatives of agencies working with youths or dealing with youth issues on a daily basis. These individuals were instrumental in developing the policies of services to youths. Each agency has their own application forms for their particular program that meets the requirements of their respective funding entity. Through collaborative partnership and periodical meetings of the minds, there has been eliminated duplication of similar assessments and provision of required documents.

The general flow of WIOA youth customers will start at Intake and after all required documents have been submitted to the Intake Staff shall then be certified of their eligibility to workforce activities by the Executive Director. The eligibility determination and certification that follows is inclusive to identified barriers and family income level.

1. Providing an objective assessment of their academic skill levels, skill levels, and service needs, which include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs, if they have not already received this service from partner agencies; 2. Developing an Individual Service Strategy that shall identify an employment goal, which may not be required if a recent similar document has already been developed by partner agency under another education or training program; and 3. Providing preparation for postsecondary educational opportunities, linkages between academic and occupational learning, preparation for employment, and effective connections to intermediary organizations that provide strong links to the job market and employers.

The State Board, its Committee, and the Youth Committee have designed its youth program to follow in-school youth and out-of-school youth program components required by WIOA and:

1. Connecting WIOA with Youth Development (All youth need help to grow into healthy and productive adults): PHYSICAL & MENTAL HEALTH – Guidance and counseling Supportive services INTELLECTUAL HEALTH – Tutoring, study skills, dropout prevention Alternative secondary schools Supportive services CIVIC AND SOCIAL INVOLVEMENT – Leadership development EMPLOYABILITY – Occupational skills training Work experience Summer employment

2. Aligning Program Elements and Performance Measures following the required four youth measures for the Pacific Jurisdictions:

SERVICE PROVIDERS design programs that incorporate the principles and practices of youth development that are most likely to have in impact on WIOA performance measures

WIOA OFFICE map the big picture of WIOA youth program to make sure that youths are receiving high-quality services that will positively affect performance measures

EXECUTIVE COMMITTEE and YOUTH COMMITTEE establish policy for selection of youth service provider that include an evaluation of past performances of such a provider most like to have a positive impact on performance measures

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

Rapid Response Not more than 25% of the dislocated worker funds will be allocated to statewide rapid response activities. The State Board and its Executive Committee will determine the criteria for awarding funds to rapid response activities, as the needs arise and are identified, through the WIOA Office to provide services that include but not limited to:

?Assistance and training to individuals, whenever applicable, in case of natural disaster, and ?In case of mass layoff, do on-site contact with employers for: ?Layoff plans and schedule of employer ?Economic development plans to avert layoff ?Identify affected dislocated workers and needs

On a given program year, if there are no rapid response activities, due to absence of massive layoffs of workers for reasons of plant closure or government closeout, the rapid response funds will be used at the end of each program year as additional dislocated worker funds for displaced homemakers workforce activities.

Statewide Reserve Funds The State Board will use statewide reserve funds of not more than fifteen percent (15%) of youth, adult, and dislocated worker funds for statewide activities that will include but not limited to:

a. Disseminating the State list of eligible providers of training services, including eligible providers of non-traditional training services, information identifying eligible providers of on the job training and customized training, with information on performance and costs; b. Conducting ongoing evaluation studies of workforce investment activities in the State to promote, establish, implement, and utilize methods to continuously improve the activities to achieve high-level performance within, and high-level outcomes from statewide workforce investment system; c. Providing capacity building of staff; d. Implementing innovative incumbent worker training programs that include displaced homemakers and non-traditional employment training; e. Operating a fiscal and management accountability

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.

Palau, through the Compact of Free Association, does not receive FEMA services. The WIOA Office and the State/Local Workforce Development Board, in cases of natural disasters, shall carry out statewide rapid response activities as required under WIOA Section 134(a)(2).

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.

Palau does not receive funds under Trade Adjustment Assistance (Trade Act).

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. 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.

As stated in this Plan, the WIOA Office as the Administrative Entity of WIOA Title I Funds, provide workforce employment and training services in compliance with Federal rules and regulations under the Workforce Innovation and Opportunity Act and 20 CFR Part 652, et al. Republic of Palau Workforce Policy Nos. 7-004-2000 and 7-009-2000 set forth the process by which an individual customer receives services. Formal agreements between workforce partners spell out the array of services available to all workforce customers.

Palau does not have Employment Service and the WIOA Office opens its doors and provides services to all workforce customers of two categories: job seekers and employers.

Adult customers should meet the requirements set forth in WIOA Section 3 (2) "adult" means an individual who is 18 years old or over.

Dislocated Worker customers should meet the requirements set forth in WIOA Section 3 (15) and Displaced Homemaker set forth in WIOA Section 3 (16).

Youth customers should meet the requirement set forth in WIOA Section 3 (18) and more specifically WIOA Section 3 (27) for in-school youth and WIOA Section 3 (46) for out-of-school youth.

When a job seeker enters the WIOA Office, this customer is provided with:

Information of available workforce services and programs Listing of vacancies obtained from the Division of Labor and the Bureau of Public Service System are provided to a customer wishing to find a job right away Listing of program applications submitted by workforce service providers Intake process starts when a customer wishes to receive formal WIOA services Registration starts when a customer has brought required documents to the WIOA Office A completed intake form is then forwarded to the WIOA Executive Director for eligibility verification and certification A certified eligible WIOA customer then starts process of Career Service Plan or Employment Plan A customer may be referred to any of the workforce partner for other needed services that are not available through the WIOA Office

Assessment tools used to determine an individual's skill is a generally accepted tool that provides definitive results.

Letters of invitation to become WIOA service providers are sent out to employers with WIOA brochure that contains information of available WIOA programs. Again, as a small island nation, the list of potential service providers is inclusive of the National Government, the State (county) governments, non-profit/community-based organizations, and the private business community, that consist of small businesses/entrepreneurships. The State Board will award programs to potential service providers following set criteria in workforce policy that complies with WIOA requirements.

Workforce customers are monitored on a monthly basis once a workforce activity commences. The monthly monitoring visit of a workforce participant is performed by WIOA staff and State Board member(s). A workforce participant is exited based on the type of activity received. A participant who has completed all services within the ISS shall be exited after a period of ninety-days if there are no other activities or services received within this period. Follow-up services, including counseling regarding the workplace for a participant in workforce investment activities that entered into unsubsidized employment, shall be performed not less than 12 months after the first day of the employment, as appropriate.

Training Services In general, training services may be provided to participants unable to obtain or retain employment through intensive services, who are determined to be in need of training services and to have the skills and qualifications to participate in training that is linked either to local employment opportunities or employment opportunities where the individual is willing to relocate.

Training services include the following: • Occupational skills training, including training for nontraditional employment • Cooperative education programs, combining training and related instruction • Work Experience • Skill upgrading and retraining • Entrepreneurial training • On-The-Job training or Customized training for an employer committed to employing those successfully completing training

The State Board, in joint and collaborative efforts with its workforce partners in meeting the needs of the businesses, the community, and the workers, and as more detailed in Section II (c) of this Plan, shall provide workforce services and activities for youths, and most especially out of school youths, as well as adults, to be enrolled in adult education opportunities and technical skills training in specific high growth areas that will greatly enhance opportunities for gain and employment at wages sufficient to provide financial support of themselves and their family. Such technical skills training may be provided in a work setting or through combined education and employment training. Moreover, services and assistance shall be made available to incumbent workers and dislocated workers to obtain the skills required to transition into new jobs that offer good wages and potential career advancement. This objective require skills upgrading or retraining that may be provided through work experience, on the job training or customized training with a group of employers and/or with formal educational programs.

The WIOA Office administering WIOA Youth, Adult, and Dislocated Worker Funds and all workforce partners are committed to providing a demand-driven workforce system that meets the needs of the employers. Through collaborative efforts with employers (Chamber of Commerce, Belau Employers and Educators Alliance, Small Business Development Center), education (Ministry of Education and Palau Community College), and economic development and workforce development entities (National Government, State Governments, Chamber of Commerce, Belau Employer s and Educators Alliance), employer needs can be identified and met. Such collaboration results in identifying skills gaps and providing necessary training to address those gaps. In addition, it results in affording the employer assistance in hiring through OJT, apprenticeship training, work experience/ occupational training, and incumbent working training.

Training services include the following:

- Occupational skills training, including training for nontraditional employment
- Cooperative education programs, combining training and related instruction

- Work Experience
- Skill upgrading and retraining
- Entrepreneurial training
- On-The-Job training or Customized training for an employer committed to employing those successfully completing training

Periodic monitoring and training evaluations shall be made by the Palau WIOA Staff on a monthly and quarterly basis to ensure proper training and services are provided by the workforce partners of business and education in line with the required workforce activities and a commitment from the employer for employing and retaining successful completers of the programs.

2. DESCRIBE HOW THE STATE WILL INCORPORATE REGISTERED APPRENTICESHIP INTO ITS STRATEGY AND SERVICES.

Apprenticeship Training: In November 01, 2004 , the State Board and the Palau Community Action Agency entered into a formal agreement to partner and conduct the apprenticeship training program with the Civic Action Team (an expert training team of either the United States Navy or Air Force) to provide apprenticeship training in various occupations certified by the NCCER, that includes carpentry, construction mechanic, heavy equipment operators, builders, small engine mechanics, electricians, utility man, steel worker, medical assistant, and administrative assistant.

3. PROVIDE THE PROCEDURE, ELIGIBILITY CRITERIA, AND INFORMATION REQUIREMENTS FOR DETERMINING TRAINING PROVIDER INITIAL AND CONTINUED ELIGIBILITY, INCLUDING REGISTERED APPRENTICESHIP PROGRAMS (WIOA SECTION 122).

The State Board through the WIOA Office has established policies that set forth procedures for the selection of potential service providers of workforce employment and training programs. As a single state workforce area with limited industries there will be no competition of grants or contracts for activities under WIOA Title I programs. The workforce investment policy for selection of service providers sets the following criteria.

The service provider submits a project or program application to the WIOA Office that includes information pertaining to:

Effectiveness and ability of the agency to deliver comparable services required under WIOA
 Specifies equitable budget for the program
 Past performance of delivery of quality services and effective training
 Fiscal accountability with regards to financial transactions, records keeping and maintenance
 Proposed training and services is not a duplication of already existing facilities or services
 Provides vocational and/or educational opportunities
 Assurance of delivery services to ensure that participants attain competencies set by the State Board
 Assurance that youth service provider shall adhere to set youth training policy
 Guarantee of placement in such occupations for OJT and Customized training participants
 Ability to coordinate activities with State Board WIOA partners

For a provider of training services to be subsequently eligible to receive funds for adults and dislocated workers as well as youths under WIOA Title I, the provider shall submit:

Program information, including the program completion rate for all individuals participating in the applicable program conducted Percentage of all individuals participating in the applicable program who obtain unsubsidized employment, which may also include information specifying the percentage of the individuals who obtain unsubsidized employment in an occupation related to the program conducted Wages at placement in employment of all individuals participating in the applicable program

The information required to be provided include the history of training information for the previous participants who received assistance under adult and dislocated workers such as:

Percentage of completers placed in unsubsidized employment Retention rates in unsubsidized employment, 13 weeks after the day of employment Wages of participants, after first day of employment Rates of licensure or certification, if applicable, for those who attained academic degrees, or other attainment of measurable skills, and Information on program costs such as tuition or fees

The policy sets forth determination of ineligibility of provider, sanction of two years, and non-compliance enforcement for violators of WIOA requirements to be cause for termination and repayment of WIOA dollars from the provider or participating agency.

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 FUNDING BY THE ADULT FORMULA PROGRAM.

Palau does not receive Federal Public Assistance Funds.

As mentioned throughout this Plan, Palau does not have One Stop Service Center but has adopted the One-Stop Service concept of extending workforce and education services to its customers. The President of Palau as the chief-elected-official is a member of the State Workforce Development Board (The State Board) including two representatives from the National Congress, one senators and onedelegates, and a number of business community stakeholders. In consideration of the population of Palau of barely 20,000, the community key players and workforce partners includes the Chamber of Commerce, the Belau Education and Employers Association, the Ministry of Education, and the Palau Community College.

Formal agreements that have been established among the partners clearly spell out methods of providing collaborative services and referrals of customers within the agreements. Moreover, as members of the State Board, these key partners and community stakeholders have been using developed workforce policies for the past five years, and will continue to improve and use the revised and adopted policies with required technical amendments and revisions complying with Federal and applicable State laws and regulations. The development of the formal agreements were discussed and agreed upon before actual writing of the agreements among all workforce key stakeholders.

Referrals of customers between the workforce partner agencies of WIOA Office, the Palau Community College, the Ministry of Health, the Chamber of Commerce, and the Belau Educators and Employers Association (aka Belau Educators and Employers Alliance) are as follows:

In the absence of Employment Service, the WIOA Office usually receives a workforce customer first. Upon registration, assessment, and Individual Service Strategy (ISS), and based on the needs of the customer recorded in the ISS, referrals may be made. Those customers whose assessed needs require high school diploma or equivalence are then referred to either Palau Community College Adult High School or the Ministry of Education's Adult Literacy Program or GED. Referrals are made directly with each office through telephone calls and periodic meetings. Copies of application form and all necessary documentation of entering into any of these two programs are provided to the WIOA Office and so recorded in the ISS. Follow-ups of the customers are made periodically and records maintained in the WIOA Office.

Referrals of customers between the WIOA Office and the Chamber of Commerce or the Belau Employers and Educators Association or Alliance (BEEA) are made through their respective offices. If a workforce customer needs immediate employment and has been assessed to possess qualifying skills, the WIOA Office then refers the customer directly to the Office of the Chamber of Commerce or the contact person of BEEA for continued services and immediate placement. The WIOA Office will make periodic follow-ups to ensure that the customer has received all needed services and will record the services on the ISS, and will continue to make follow-up services for a period of one year. In the event a customer applies directly with any of the companies under the Chamber of Commerce the BEEA, and is found to require further training before they can be hired, the individual may be referred for development of an employment plan and all other appropriate workforce services at the WIOA Office.

Each partner agency will have their own application forms, however, a common and expanded part of the application will be provided to identify the needs of the customer and to further eliminate duplication of services and reduce paperwork. At the same time, this process of serving the customers will better connect the customer to the entire workforce and education systems.

Adult customers should meet the requirements set forth in WIOA Section 3 (2) "adult" means an individual who is 18 years old or over.

Dislocated Worker customers should meet the requirements set forth in WIOA Section 3 (15) and Displaced Homemaker set forth in WIOA Section 3 (16).

Youth customers should meet the requirement set forth in WIOA Section 3 (18) and more specifically WIOA Section 3 (27) for in-school youth and WIOA Section 3 (46) for out-of-school youth.

When a job seeker enters the WIOA Office, this customer is provided with:

Information of available workforce services and programs Listing of vacancies obtained from the Division of Labor and the Bureau of Public Service System are provided to a customer wishing to find a job right away Listing of program applications submitted by workforce service providers Intake process starts when a customer wishes to receive formal WIOA services Registration starts when a customer has brought required documents to the WIOA Office A completed intake form is then forwarded to the WIOA Executive Director for eligibility verification and certification A certified eligible WIOA customer then starts process of Career Service Plan or Employment Plan A customer may be

referred to any of the workforce partner for other needed services that are not available through the WIOA Office

Assessment tools used to determine an individual's skill is a generally accepted tool that provides definitive results.

Because funds for employment and training are very limited for Palau, priority of training services will be given to low income individuals and individuals who are basic skills deficient, disabled individuals, dislocated workers, displaced homemakers, women, training opportunities for non-traditional employment, consistent with the WIOA laws and regulations for receipt of career services.

Workforce customers are monitored on a monthly basis once a workforce activity commences. The monthly monitoring visit of a workforce participant is performed by WIOA staff and State Board member(s). A workforce participant is exited based on the type of activity received. A participant who has completed all services within the ISS shall be exited after a period of ninety-days if there are no other activities or services received within this period. Follow-up services, including counseling regarding the workplace for a participant in workforce investment activities that entered into unsubsidized employment, shall be performed not less than 12 months after the first day of the employment, as appropriate.

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

Palau, again, as a single state workforce area shall be allowing transfer of funds between the adult and dislocated worker at 50%. However, as the need may arise between these two population of workforce customers, it may increase but not more than 75%.

C. YOUTH PROGRAM REQUIREMENTS

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

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS 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.*

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

(c) State Strategy

PALAU'S CAREER PATHWAYS FRAMEWORK

- Career and Technical Education (CTE) prepares youth and adults for a wide range of high-wage, high-skill, and high-demand careers: • Fulfills employers needs • Includes high schools, career centers, community and technical colleges, four year universities. • Integrates with academics in a rigorous and relevant curriculum • Features high school, postsecondary, and industry partnerships enabling clear pathways to certifications and degrees • Prepares students for a range of career options • Prepares students to be college and career ready by providing core academic skills, employability skills, and technical (job-specific) skills.

- Annual federal grant to support career and technical education at both Palau High School and Palau Community College • Implementation guidelines include State Plan and annual plans • Nine required activities (components)

1. Strengthen academic and vocational skills 2. Link CTE at secondary level and postsecondary levels (Program of Study) 3. Provides students strong experience in and understanding of “all aspects of industry” (work-based learning experience) 4. Develop, improve, and expand use of technology 5. Professional development activities for teachers and faculty 6. Evaluation of CTE Programs to see how needs of special populations are met 7. Improve and modernize CTE programs 8. Provides sufficient size, scope, and quality programs 9. Prepare special population for high skill, high wage, or high demand occupations

Belau Employers and Educators Alliance (BEEA) • Partnership with Palau Ministry of Education • Chartered Non Profit Organization July 2002 • Consists of 125 registered members – Employers (Private, NGO, Public Sectors) – Educators/Teachers (Individuals)

? Identify skills needed in workplace ? Connect school-based learning to work-based skills ? Host students in Work-Based Activities ? Prepare students for future workforce

Purpose: • Increase participation of employers in work-based activities. • Provide opportunities for student work experience. • Establish an improved link of communication. • Develop evaluation and assessment. • Work with policy makers and employers to reduce dependency on foreign workers. • Offer appropriate trainings to students. • Provide career exploration opportunities for students. •

Provide educators exposure to workplace. • Establish cooperative working relationship among all stakeholders.

The summer youth employment and training program is also a continuum of the career to work or school to work activities. All youth program coordinators from Work-Based Office, the Health and Science Program (MOE); the WIOA Office; Palau Community College–Talent Search Program, and Upward Bounds Program meet every April of each year to share program information as part of the ongoing effort of eliminating duplication of programs and leveraging resources while serving each and every youth to acquire academic and career skills toward a better future and a strong economy for Palau. The strong collaborative efforts makes it possible for all youth programs to provide academic and work experience activities to 300 youths every summer.

Through the same strong partnership, the Ministry of Education, the Palau Community College, and the State Workforce Board provide collaborative services to those individuals age 16 and above through enrollment with either the GED Program or the Adult High School Program while undergoing work experience as an incentive to acquire much needed educational credentials. A cross program policy has been adopted by the Palau Community College and the State Board to require any such participant undergoing work experience or on the job training at the Palau Community College to enroll in the Adult High School Program. . The services continues to be provided to a participant upon successfully achieving alternative high school requirements toward further enrollment into the college system and advanced occupational skills training or on the job training programs. This same policy applies to those participants with high school diploma or equivalence to enroll in the college while receiving other workforce services.

Palau WIOA Office and the State Board will continue with established formal program partnership agreement with the Ministry of Health to:

6. Provide workforce and talent development programs to eligible participants that include but not limited to on the job training, work experience training, internship, and applicable vocational and non-vocational training. 7. Referral of customers to other agencies or institutions for services not directly available under Ministry of Health. 8. Access to relevant training via the Ministry of Health College of Health 9. Data on identified future Health Workforce skills and staffing shortages 10. Details of the new MOH mechanism for measuring and improving performance 11. Human Resources staff assistance and support to ensure common goals are met

Apprenticeship Training: In November 01, 2004 , the State Board and the Palau Community Action Agency entered into a formal agreement to partner and conduct the apprenticeship training program with the Civic Action Team (an expert training team of either the United States Navy or Air Force) to provide apprenticeship training in various occupations certified by the NCCER, that includes carpentry, construction mechanic, heavy equipment operators, builders, small engine mechanics, electricians, utility man, steel worker, medical assistant, and administrative assistant.

On-the-Job Training; Occupational Skills/Work Experience Training; In July 01, 2015, the State Board and the Chamber of Commerce, the BEEA, the Palau Community College, the Ministry of Education, the Ministry of Health, and Palau Community Action Agency entered into an agreement whereby workforce activities that includes on the job training are so conducted through collaborative efforts. Any vacancy occurring in any of the workforce sector shall be communicated among all the partners for provision of appropriate services and on the job training activity. Within the Palau Community College Campus the College Extension Program provides much needed short term training in basic computer and accounting skills, customer service, cashiering as listed in the

college's website at www.palauedu.net. The Small Business Development Center also provides short term skills training in automated accounting systems, writing of business plans, and other related activities.

On the job training also occurs within the public sector, the national and the state governments. Although policies have been put into place to maximize the government sector, positions and vacancies in occupations such as nursing, police and fire officers, teachers, and other equally vital positions within the government sector continue to demand qualified and trained employees. The State Board through the WIOA Office and its workforce partners shall continue to provide on the job training and work/occupational skills training to youths, adults, and dislocated/displaced workers as part of the President's vision to empower Palau's human resources that will move forward the economy of Palau while maintaining the traditional integrity/grassroots of Palauans as arduous and innovative workers toward a more secure future.

The Youth Committee and the WIOA Office shall set forth specific youth program requirements to ensure that youths are receiving high-quality services from potential service providers, designed programs that incorporate the principles and practices of youth development, and that are most likely to have a positive impact on performance measures.

The common goal of the partners is to help youths to grow into healthy and productive adults. The workforce youth development connection of aligning WIOA program elements will be a shared common goal among the partners to achieve the best performance measures and outcome.

The State Board and WIOA Office has developed a policy for identifying youth providers that incorporate effective youth development principles and practices that are aligned with the following WIOA performance measures:

Youth Program Elements Tutoring, Study Skills, Dropout Prevention Alternative Education
Occupational Skills Training Work Experience Summer Employment Adult Mentoring Guidance and
Counseling Supportive Services Leadership Development Follow-Up

The criteria include those that: •develop relationship between youth and caring adults • involve family members •build youth responsibility •develop youth citizenship and leadership skills •place high expectations on youth and staff •provide appropriate services based on a youth's age and needs •demonstrate prior successes in providing employment and training services •prepare youth for success in the workforce •improve high support of youth •demonstrate the connection between work and learning •provide comprehensive guidance, and, where applicable, counseling

Beyond the current criteria that State Board's Executive Committee and the Youth Committee use in identifying effective youth providers and activities, the State Board have adopted the U. S. Department of Labor's new strategic vision that prioritize services to:

Out-of-school youth (and those most at risk of dropping out) WIOA-funded youth programs must provide youth with quality secondary and postsecondary education and prepare them for entry into positions in high-growth industries and other employment opportunities.

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, AND COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN,

REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.

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Letters of invitation to become WIOA service providers are sent out to employers with WIOA brochure that contains information of available WIOA programs. Again, as a small island nation, the list of potential service providers is inclusive of the National Government, the State (county) governments, non-profit/community-based organizations, and the private business community, that consist of small businesses/entrepreneurships. The State Board will award programs to potential service providers following set criteria in workforce policy that complies with WIOA requirements.

Workforce customers are monitored on a monthly basis once a workforce activity commences. The monthly monitoring visit of a workforce participant is performed by WIOA staff and State Board member(s). A workforce participant is exited based on the type of activity received. A participant who has completed all services within the ISS shall be exited after a period of ninety-days if there are no other activities or services received within this period. Follow-up services, including counseling regarding the workplace for a participant in workforce investment activities that entered into unsubsidized employment, shall be performed not less than 12 months after the first day of the employment, as appropriate.

The general flow of WIOA youth customers will start at Intake and after all required documents have been submitted to the Intake Staff shall then be certified of their eligibility to workforce activities by the Executive Director. The eligibility determination and certification that follows is inclusive to identified barriers and family income level.

1. Providing an objective assessment of their academic skill levels, skill levels, and service needs, which include a review of basic skills, occupational skills, prior work experience, employability,

interests, aptitudes, supportive service needs, and developmental needs, if they have not already received this service from partner agencies;

2. Developing an Individual Service Strategy that shall identify an employment goal, which may not be required if a recent similar document has already been developed by partner agency under another education or training program; and

3. Providing preparation for postsecondary educational opportunities, linkages between academic and occupational learning, preparation for employment, and effective connections to intermediary organizations that provide strong links to the job market and employers.

The State Board, its Committee, and the Youth Committee have designed its youth program to follow in-school youth and out-of-school youth program components required by WIOA and:

1. Connecting WIOA with Youth Development

(All youth need help to grow into healthy and productive adults):

PHYSICAL & MENTAL HEALTH – Guidance and counseling

Supportive services

INTELLECTUAL HEALTH – Tutoring, study skills, dropout prevention

Alternative secondary schools

Supportive services

CIVIC AND SOCIAL INVOLVEMENT – Leadership development

EMPLOYABILITY – Occupational skills training

Work experience

Summer employment

2. Aligning Program Elements and Performance Measures following the required four youth measures for the Pacific Jurisdictions:

SERVICE PROVIDERS design programs that incorporate the principles and practices of youth development that are most likely to have in impact on WIOA performance measures

WIOA OFFICE map the big picture of WIOA youth program to make sure that youths are receiving high-quality services that will positively affect performance measures

EXECUTIVE COMMITTEE and YOUTH COMMITTEE establish policy for selection of youth service provider that include an evaluation of past performances of such a provider most like to have a positive impact on performance measures

The Ministry of Education's School to Work System has strengthened the relationship between adults as parents or mentors and students as youths:

The Belau Family School and Community Association is a non-profit parent support group established during the development of the school to work system and continues to work very closely with all Parent and Teachers Association (PTA) of all school of the Republic. The members of this organization consist of PTA chairmen/persons and parents. They hold conferences every year to all parents, teachers, students, and community leaders to discuss issues that starts at birth to adulthood that include healthy development of a child from womb, begin learning at home, nurture learning at school, and continue life-long learning in the workforce and economic systems.

The Belau Employers and Education Alliance is also a non-profit organization established during the implementation stage of the school to work system. This organization consist of small businesses owners, human resources development directors of the private businesses, and Ministry of Education's Work-Based Department's personnel, and have worked collaboratively with the WIOA Office to provide training services to the youths during the summer and year-round programs. This organization has also helped with connecting youths to job shadowing, mentoring, and work experience with effective youth program providers.

The Adult Literacy Program (WIOA Title II Program) within the Ministry of Education provides pre-GED and GED programs to dropout youths age 16 and above. Since 2000, they have partnered with the workforce and economic partners to successfully enrolled, educated, and graduated youths and adults who have either continued their post-secondary education at the Palau Community College and off-island colleges/universities, or started their careers in Palau and being successfully employed.

The Palau Community College offers diversified programs within its campus as delineated in Sections II and III of this Plan. As partner agency of the workforce system, the college is also housing the WIOA Office within its campus. Through strong collaboration, the two agencies have been able to successfully graduate approximately 200 individuals from the Adult High School, since its inception in 2000 and successful training and placement of approximately 500 College intern participants to unsubsidized employment.

The Palau Chamber of Commerce as a workforce partner organization with its President serving as member of the State Workforce Development Board will provide a strong link with the private businesses to identify the needs and expectations of the employers. This partner organization is committed to allow development of talent and skills of locals for positions that are currently being held by foreign workers, including opportunities for non-traditional employment for women and other career opportunities for youths and young adults.

Palau does not have faith-based organizations but rather a small number of community-based non-profit organizations and they are on the WIOA list of service providers of workforce activities. The Church groups from religious organizations in Palau do not posses federal requirements to allow applying for Faith-Based Grants. Again, as a small island nation with limited industries and businesses, Palau will not be using Individual Training Accounts that will limit the customers that include and encompass all employers and job seekers. Rather, contracts will be awarded based on established policy that sets forth criteria for selecting service providers.

The Ministry of Community and Cultural Affairs that assist young people in the processing of Job Corp applications to the Hawaii Job Corp centers in Hilo and Honolulu and extending to the U. S.

Mainland Centers, the representing member has worked collaboratively with all workforce partners to place youths in the Job Corp program. These programs are designed to train young people to become productive citizens.

The State Board, the Executive Committee/Local Board, the Youth Committee, and its workforce partners, in joint efforts, will continue to work collaboratively to ensure that services to eligible youths have strong link between academic and educational opportunities. This workforce approach will prepare youths with a broader range of comprehensive, aligned, and coordinated services with an emphasis on longer-term service. Summer youth opportunities will no longer provide a short-term, stand-alone intervention, rather, this program component is a part of the year-round service strategy to ensure that there is a strong connection between academic and occupational learning. Service providers will follow the required youth program elements and provide services either directly with WIOA resources or through referral to partner agencies.

As part of the planning process, the Youth Committee is required to determine where services and activities are in existence within the community so that WIOA limited resources may be better targeted to those most in need individuals.

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.*

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

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Tutoring and study skills are provided through the Talent Search Program within the Palau Community College to all youths, from elementary to college including out of school youths.

Unpaid work experience, summer work experience, job shadowing and mentoring, leadership development, comprehensive guidance and counseling, financial literacy, and entrepreneurial skills training is provided through partnership between the Ministry of Education-Palau High School Career Pathway Program and the Belau Educators and Employers Alliance, the Palau Community College, and all workforce and education partners.

Paid work experience, summer youth employment and training program, on-the-job training, internship, pre apprenticeship and is provided by the Palau WIOA Office with the workforce partners from the public, private, and non profit organizations.

Follow up services is provided and shared among all partners.

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).

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The Ministry of Education’s School-to-Work System is a Lifelong Learning System that begins from K-12. Transformation from academics to career began in 2000 (Education Master Plan of 2000).

Through continuous strong partnership and collaborative efforts among the workforce and education partners, the Palau Public School System under the Ministry of Education partners with Chamber of Commerce (COC), the State Workforce Development Board (SWDB), the Belau Educators and Employers Alliance (BEEA), and the Palau Community College to conduct the career academics and practicum starting at 9th grade throughout 12th grade.

The Career Academies are:

1. Engineering/Industrial cluster includes the engineering, industrial automotive, small engine and outboard motor, electricity, surveying, electronics, communication technologies, etc. The basic math skills, communications, and interpersonal skills required in these areas are common to all. The machinery and devised used in these fields require knowledge of electrical principles, hydraulic and pneumatic principles, thermal, and optical systems.

2. Business/Information Systems cluster includes occupations/jobs such as secretarial services, clerical services, accounting/bookkeeping, business management, data processing and other areas related to the processing of information and data. The math skills in these areas focus more on information analysis and processing. These areas require similar skills in organizational dynamics focusing on human behavior and knowledge of group behavior and team processes.

3. Health/Human Services cluster includes services such as nursing, child and elder care, food & hospitality services, social services, etc. The cluster meets a common need for the development of courses that will enhance interpersonal skills and knowledge required in dealing with human behavior and knowledge of group behavior and team processes. 4. Arts/Humanities cluster focuses on occupations in such areas such as journalism, creative arts and crafts including Palauan arts/crafts, public services, and other related services such as police officers, teachers, etc. This cluster requires less depth in specialized mathematics, technology, and science, but more on broad exposure to creative, humanistic, and societal concerns. 5. Natural Resources cluster focuses on occupations in the field of Agriculture, Forestry, Marine Science, and career related to our natural resources, etc. This cluster requires knowledge in sciences and technology.

Through instruction in adult basic education (ABE), adult secondary education (ASE) and English as a Second Language (ESL), programs help learners to:

- gain employment or better their current employment;
- obtain a high school equivalency diploma by passing the state approved assessment;
- attain skills necessary to enter postsecondary education and training;
- exit public welfare and become self-sufficient;
- learn to speak, to read, and to write the English language;
- master basic academic skills to help their children succeed in school;
- become U.S. citizens and participate in a democratic society;
- gain self-esteem, personal confidence, and a sense of personal and civic responsibility.

• Eligibility for enrollment includes persons that are at least 18 years of age and not enrolled or required to be enrolled in a secondary school under Palau Education Master Plan of 2000, further enhanced in the Palau Education Master Plan of 2006–2016; and meet one of the following: 1) lack sufficient mastery of basic educational skills to enable them to function effectively in society; 2) do not have a secondary school diploma or a recognized equivalent, and have not achieved an equivalent level of education; or 3) are unable to speak, read, or write the English language.

President Tommy E. Remengesau, Jr., introduced Palau Skilled Workforce Act (RPPL 9–22) that became law in April of 2014 to address this predicament. The intent of the law is to invest in a skilled Palauan citizen workforce by mandating the creation of a vocational certification program at the Palau Community College to develop a strong vocational skills program with a focus on developing

professional technical skills for automobile mechanics, boat mechanics, the construction industry, and any other industry in which technical skills and expertise is essential to success and creating a tax incentive for businesses to hire vocationally certified students.

Certification of Graduates: • All students will be issued a certificate of completion or certificate of competence at the end of the programs once they pass all the program requirements. PCC also recognizes students who have already completed their vocational degrees and certificates at PCC, and those who have completed their degrees and certificates from other technical colleges and other vocational training programs such as Civic Action Team Program, Job Corp, etc., elsewhere prior to the establishment of the law which PCC will evaluate and verify their records if they fulfill the RPPL 9–22 requirements before certifying them. Those who have completed their degrees at PCC will be awarded a certificate of mastery in the field of the degree. **Transfer of credits:** • Student who have taken courses at MOC, PCC, or any college outside of Palau but did not complete their degrees or certificates may request their official school transcripts be sent to PCC for review of the courses they took in consideration of accepting courses to meet some of the program requirements. • Students who graduated from Palau High School or any high school outside of Palau that offers vocational classes in carpentry, auto mechanic, and small engine may provide their transcripts to PCC for possibility of course verification and acceptance of their credits that may fulfill some of the program requirements. **Challenging Program Courses (Credit by Exam):** • Students who present evidence of previous knowledge or skills being offered in courses due to past experiences are welcome to consult their class instructors to challenge any of the courses in the program at the beginning of each course offering.

Service Learning/Program Internship: • Students in the certificate of competence and certificate of completion programs will be doing what is called “Service Learning Activities”. The service learning concept is to learn while doing activities by providing students opportunities to do volunteer work in the community and learn from doing things related to what they learn in the classroom. The activities are aligned with the courses and the curriculum the students learn in classroom which they will be learning at the work site as extracurricular activities. Learning becomes experiential and applied, deepening students understanding of the material, how it is used, and why it is important. Throughout the process, reflection is the key to growth and understanding. Students will use critical and creative thinking to ensure that the learning makes sense and has meaning for them. Reflection activities should be used by the instructor before, during, and after the service experience to assess where students are in the learning process, help them internalize the learning, provide opportunities for them to voice concerns and share feelings, and evaluate what they do in the field. Number of hours required for the service learning is equal to or more than the number of hours for the class they are taking. Program instructors will locate the work site and place students accordingly based on the content of the courses.

Continuing Education

The Continuing Education Division (CE) serves as an outreach arm of the college responsible to sponsor activities including non–credit and short–term training designed to meet pre–service and in–service needs of the community. Continuing Education provides programs and services that empower the community to meet its growing and changing educational and training needs.

Adult High School

PCC Adult High School seeks to enable adult students to further develop their primary skills while engaging in activities that will help them obtain a high school diploma thereby increasing their chances to either pursue a degree in post-secondary education or find a job with entry-level skills.

The program combines academic, life-skill instruction, and occupational skills instruction. There are two tracks of the PCC Adult High School Program. Track 1: Vocational includes the ten (10) General Courses, which are required of both tracks, and a Career Skills Training program of 500 hours on the job for those who have no work experience. Those who have work experience of at least three months, or currently working, may use their work experience to prepare a list of employable skills.

The second component of the Adult High School include the Occupational Skills, which include concurrent career training in the choice of occupation, on-the-job training, or preparation for post-secondary enrollment.

GENERAL COURSES (Both Tracks)

• English I • English II • Consumer Economics • Algebra I • Health • General Science • Computer Literacy • Community Resources • Government & Law • Occupational Knowledge

Track I: VOCATIONAL

• Career Skills Training (500 hrs.) • On-the-job Experience

Track II: COLLEGE PREPARATION

• English III • Geometry • Biology • College Preparation

TUTORING SERVICES

Tutoring services is offered to students to ensure success in the academic areas. Efforts are made to provide services and help those students who have been away from the school environment for a number of years to assist them with program courses.

PROGRAM LENGTH

The courses offer competency-based modules allowing students to work at their own pace. Students are pre-tested for placement of appropriate level.

The program courses are offered so as to accommodate the schedule and level needs of students, however, they must take and pass each level before continuing on to the next. Depending on the schedule of classes, the program may take up to three or four years to complete the program.

Educational Talent Search

The Talent Search program is one of the four branches of the TRIO Program, a US Department of Education Program, hosted by the Palau Community College since SY 2002-2016.

The mission statement of the program is “to increase the number of youth from disadvantaged background to complete high school and to complete a program of post–secondary education institution of their choice”.

The purpose of the program is to meet the learning needs of eligible students from the sixth through the twelfth grades that will help them succeed in achieving a high school diploma and continue to attain post–secondary education.

The goal is to assist 500 eligible students per year toward graduation in high school and to complete a post–secondary education.

SERVICES OFFERED TO PARTICIPANTS

- Academic advice and assistance in secondary school and college course selection
- Assistance in preparing for college entrance examination
- Assistance in completing college admission and financial aid applications
- Guidance on secondary school reentry or entry to other programs leading to a secondary school diploma or its equivalent
- Personal and career counseling
- Tutorial services
- Exposure to high school or college campuses as well as cultural events, academic programs, and other sites or activities not usually available to disadvantaged youth
- Workshops for students and parents
- Rigorous Curriculum
- College Completion

Upward Bound

Upward bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre–college performance and ultimately in their higher education pursuits. The program serves high school students from low–income families and high school students from families in which neither parent holds a bachelor’s degree. The Upward Bound provides academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. It also provides tutoring, counseling, mentoring, cultural enrichment, work–study programs, education or counseling services designed to improve the financial and economic literacy of students.

Cooperative Research & Extension (CRE)

This program within the Palau Community College is a Land–Grant System that seeks to collaborate with partners and clients to generate, develop and disseminate practical and sustainable technologies and knowledge in agriculture, aquaculture, environment, food and human sciences to benefit the people of Palau and the surrounding regions.

The CRE implements the Agriculture Experiment Station (AES), Cooperative Extension Service (CES), Family and Consumer Education (FaCE), Natural Resources and Environmental Education Division (NREED), Research and Development Station (R & D), and Multi–Species Hatchery, focusing on germplasm conservation of staple root crops, best management practices, sustainable agriculture, and integrated pest management to assist in the maintenance and enhancement of profitable farming and production practices.

Maintenance Assistance Program

This program is a short–term training program for state and national government employees, as well as utility employees, in the area of infrastructure operation and maintenance. It is funded by the

United States Department of Interior, Office of Insular Affairs, through its Technical Assistance Program. This training program upgrades infrastructure related government and utility employees' competencies in the following areas:

• Equipment maintenance • Facility maintenance • Road maintenance • Water/wastewater operation and maintenance • Management/supervision • Computer software training • Workplace literacy • CIP inspection

The workforce, education, and economic partners that include its only college, Palau Community College seeks to accelerate the educational and economic advancement of youth and adults in Palau's economy. The strong partnership of leaders in education, business, government, and communities around the island nation work together to strengthen opportunities for youths and adults to succeed in postsecondary learning and high-skill careers; increase opportunities for low-income individuals to move into family-supporting careers; and meet the growing economic demand for knowledgeable and skilled workers.

Palau Workforce State Policy No. 007-008-2015 - ELIGIBILITY FOR YOUTH SERVICES sets forth language addressing WIOA Section 129 for out-of-school and in-school youth as follows:

WIOA Sections 129 (a)(1)(B) and (a) (1)(C) YOUTH PARTICIPANT ELIGIBILITY

(1) ELIGIBILITY

(A) IN GENERAL.—To be eligible to participate in activities carried out under this chapter during any program year an individual shall, at the time the eligibility determination is made, be an out-of-school youth or an in-school youth.

(B) OUT-OF-SCHOOL YOUTH.—In this title, the term “out-of-school youth” means an individual who is—

(i) not attending any school (as defined under State law);

(ii) not younger than age 16 or older than age 24; and

(iii) one or more of the following:

(I) A school dropout.

(II) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.

(III) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is—

(aa) basic skills deficient; or

(bb) an English language learner.

(IV) An individual who is subject to the juvenile or adult justice system.

(V) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement.

(VI) An individual who is pregnant or parenting.

(VII) A youth who is an individual with a disability.

(VIII) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

(C) IN-SCHOOL YOUTH.—In this section, the term “inschool youth” means an individual who is—

(i) attending school (as defined by State law);

(ii) not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21;

(iii) a low-income individual; and

(iv) one or more of the following:

(I) Basic skills deficient.

(II) An English language learner.

(III) An offender.

(IV) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42

U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement.

(V) Pregnant or parenting.

(VI) A youth who is an individual with a disability.

(VII) An individual who requires additional assistance to complete an educational program or to secure or hold employment.

(2) SPECIAL RULE.—For the purpose of this subsection, the term “low-income”, used with respect to an individual, also includes a youth living in a high-poverty area.

(3) EXCEPTION AND LIMITATION.—

(A) EXCEPTION FOR PERSONS WHO ARE NOT LOW-INCOME

INDIVIDUALS –

(i) DEFINITION. – the term “covered individual” means an in-school youth, or an out-of-school youth who is an offender or requires additional assistance to complete an educational program or to secure or hold employment.

(ii) EXCEPTION. – In each local area, not more than 5 percent of the in-school youth assisted may be eligible because the youth are in requires additional assistance to complete an educational program or to secure or hold employment.

(4) OUT OF SCHOOL FUNDS PRIORITY –

(A) For any program year, not less than 75 percent of the funds allotted under Youth (127 (b)(1)(C), reserved under section 128 (a), and available for statewide activities under subsection (b), and not less than 75 percent of funds available to local area under subsection (c), shall be used to provide youth workforce investment activities for out-of-school youth.

(B) EXCEPTION – A State that receives a minimum allotment under section 127 (b) (1) in accordance with section 127 (b)(C)(iv) or under section 132(b)(1) in accordance with section 132(b)(1)(B)(iv) may decrease the percentage described in subparagraph (A) to not less than 50 percent for a local area in the State, if-

(i) after an analysis of the in-school youth and out-of-school youth populations in the local area, the State determines that the local area will be unable to use at least 75 percent of the funds available for activities under subsection (c) to serve out-of-school youth due to a low number of out-of-school youth; and

(ii)(I) the State submits to the Secretary, for the local area, a request including a proposed percentage decreased to not less than 50 percent for purposes of subparagraph (A), and a summary of the analysis described in clause (i); and

(II) the request is approved by the Secretary.

(5) CONSISTENCY WITH COMPULSORY SCHOOL ATTENDANCE LAWS. – In providing assistance under this section to an individual who is required to attend school under applicable State compulsory school attendance laws, the priority in providing such assistance shall be for the individual to attend school regularly.

Additional youth eligibility criteria for a youth who:

is currently attending an educational program, has previously dropped out of educational program or has poor attendance patterns in educational program during the last school year , and has below average grades;

is not attending an educational program, has no vocational/ employment goal, and has a poor work history or no work history or has been fired from a job in the last six months;

deficient in basic literacy skills and who cannot compute or solve problems, read, write, or speak English, at or below grade level 4.

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.

Palau does not define "not attending or attending school", rather, there is a statute that mandates all youth age 17 and below to be attending school. Those youth within the age of compulsory education are referred to as truants.

6. IF NOT USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE SPECIFIC STATE DEFINITION.

Palau is using basic skills deficient definition contained in WIOA Section (3)(5)(B).

D. SINGLE-AREA STATE REQUIREMENTS

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must also 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. THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES, INCLUDING AN IDENTIFICATION OF SUCCESSFUL PROVIDERS OF SUCH ACTIVITIES. (WIOA SECTION 108(B)(9).)

There has been no written or oral public comments received since the posting of draft plan.

PROGRAM ADMINISTRATION DESIGNEES AND PLAN SIGNATURES

Name of WIOA Title I Grant Recipient Agency: TOMMY E. REMENGESAU, JR.
PRESIDENT, REPUBLIC OF
PALAU _____ Address: P. O.
BOX 100 NGERULMUD, REPUBLIC OF PALAU 96939 _____ Telephone Number: (680) 767-
2403/2828/2542 Facsimile Number: (680) 767-2424 E-mail
Address: rop.president@palaugov.net Name of State WIOA Title I Administrative Agency (if
different from the Grant Recipient): Palau Workforce Innovation and Opportunity Act Title I Office
(Palau WIOA Office) _____ Address: P. O. Box 100 PCC Keskas Building Koror, Republic of
Palau 96940 Telephone Number: (680) 488-2513 Facsimile Number: (680) 488-5699 E-mail
Address: wia@palaunet.com Name of WIOA Title I Signatory Official: MR. MATTHEW RUDIMCH,
CHAIRMAN, STATE WORKFORCE DEVELOPMENT
BOARD _____ Address: P. O. Box 100 PCC Keskas Building
Koror, Republic of Palau 96940 Telephone Number: (680) 488-2513 Facsimile Number: (680)
488-5699 E-mail Address: urudimch@hotmail.com Name of WIOA Title I Liaison: MS.
JOSEPHINE ULENGCHONG, EXECUTIVE DIRECTOR PALAU WORKFORCE INNOVATION
AND OPPORTUNITY ACT TITLE I OFFICE (PALAU WIOA OFFICE) Address: P. O. Box 100 PCC
Keskas Building Koror, Republic of Palau 96940 Telephone Number: (680) 488-2513 Facsimile
Number: (680) 488-5699 E-mail Address: sepuleng@gmail.com

As the President of Palau and Chief Elected Official, I certify that for the State/Commonwealth/Territory of PALAU, the agencies and officials designated above have been duly designated to represent the State/Commonwealth/Territory in the capacities indicated for the Workforce Innovation and Opportunity Act, Title I grant programs. Subsequent changes in the designation of officials will be provided to the U.S. Department of Labor as such changes occur. I further certify that we will operate our Workforce Innovations and Opportunity Act program in accordance with this plan and the assurances herein.

President Tommy E. Remengesau, Jr., approved the Palau WIOA Title I–B Four Year Plan and signed this document on March 30, 2016.

As a single state and local service delivery area, the adopted concept of a one-stop career delivery system allows the workforce partners to share limited resources and provide services to the customers through formal agreements. In addition, to WIOA funds from the U. S. Department of Labor, additional funding is appropriated by the Palau National Congress to supplement the youth program and other youth grants from the Division of National Youth Affairs are provided to the WIOA Office, through grant application, to supplement youth and young adult programs using both definitions of international youth age at 16-35, as well as the WIOA youth definition. As an example, every April of each program year, the Youth Council meet to review the outcomes and the success of the youth programs and work on strategies of providing demand-driven services to enable action plans to for the current program year. This collaborative approach allows youth opportunities to obtain academic and occupational skills not only during the summer but also during the year -round.

The State Board's Executive Committee that also serves as the Local Board seeks to invest WIOA youth funds in programs that employ best practices and incorporate concepts of youth development in order to meet the diverse needs of youth and young adults through integrated wrap-around services, with a particular focus on employment and post-secondary outcomes.

Requirement for youth service providers are as follows:

- Employ proven recruitment strategies of effective outreach, engagement, enrollment, and retention of out-of-school youth.
- Demonstrate meaningful partnerships with eligible training providers, Palau Community College, our only institution of higher education, and employers from in-demand occupations
- Offer a continuum of services that allow participants to obtain a GED/High School diploma, enroll into post-secondary education, and obtain employment within their chosen career path.
- Utilize career pathways and sector strategy models with a structured sequence of activities, as well as multiple entry and exit points that provide adequate supportive services.
- Use structured work-based learning, such as paid and unpaid work experiences and career exploration that leads to gainful employment.
- Provide intensive case management and support services to help youth overcome complex barriers, successfully complete the program, and retain employment.

Successful performance is a priority as it helps to measure the effectiveness of a local program. The selection of youth providers also requires an assessment of the provider's ability to meet participant and performance requirements set forth by the State Board and the Palau WIOA Office that administers the WIOA Title I Youth program.

E. WAIVER REQUESTS (OPTIONAL)

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

1. IDENTIFIES THE STATUTORY OR REGULATORY REQUIREMENTS FOR WHICH A WAIVER IS REQUESTED AND THE GOALS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, INTENDS TO ACHIEVE AS A RESULT OF THE WAIVER AND HOW THOSE GOALS RELATE TO THE UNIFIED OR COMBINED STATE PLAN;
2. DESCRIBES THE ACTIONS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, HAS UNDERTAKEN TO REMOVE STATE OR LOCAL STATUTORY OR REGULATORY BARRIERS;
3. DESCRIBES THE GOALS OF THE WAIVER AND THE EXPECTED PROGRAMMATIC OUTCOMES IF THE REQUEST IS GRANTED;
4. DESCRIBES HOW THE WAIVER WILL ALIGN WITH THE DEPARTMENT'S POLICY PRIORITIES, SUCH AS:
 - A. SUPPORTING EMPLOYER ENGAGEMENT;
 - B. CONNECTING EDUCATION AND TRAINING STRATEGIES;
 - C. SUPPORTING WORK-BASED LEARNING;
 - D. IMPROVING JOB AND CAREER RESULTS, AND
 - E. OTHER GUIDANCE ISSUED BY THE DEPARTMENT.
5. DESCRIBES THE INDIVIDUALS AFFECTED BY THE WAIVER, INCLUDING HOW THE WAIVER WILL IMPACT SERVICES FOR DISADVANTAGED POPULATIONS OR INDIVIDUALS WITH MULTIPLE BARRIERS TO EMPLOYMENT; AND
6. DESCRIBES THE PROCESS USED TO:
 - A. MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;
 - B. PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE WAIVER;
 - C. PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN OPPORTUNITY TO COMMENT ON THE REQUEST;
 - D. ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.
 - E. COLLECT AND REPORT INFORMATION ABOUT WAIVER OUTCOMES IN THE STATE'S WIOA ANNUAL REPORT

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;

Palau is not requesting waiver at this time but reserves the right to request waiver at a later date during the life of this Plan.

TITLE I-B ASSURANCES

The State Plan must include assurances that:

1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient; Yes
2. The state has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist; Yes
3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members. Yes
4. The state established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2). Yes
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. 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

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

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

A. ALIGNING OF CONTENT STANDARDS

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

Aligning of Content Standards

The purpose of this Plan is to bring together educational and employment opportunities available to the population into a planned dynamic and cooperative effort in helping our target group. The State plan will focus to help those, seeking training and employment or attaining high school diploma with low literacy skills by coordinating trainings with adult education services. Ministry of Education Adult Education Program is in the process of adopting the Common Core Standards into its curriculum and aligning them with the College and Career Readiness Standards (CCRS). The High School Equivalency (HSE) preparation textbooks used for instruction has adopted the Common Core State Standards (CCSS) and aligned them with the CCR in all five content areas. The program will continue to support staff in implementing CCRS through staff development opportunities in the next program years.

The Ministry of Education (herein MOEO that oversees the Palau Adult Education Program remains an active member of the WIOA State Workforce Development Board and Local Workforce Development Board. The Minister is a member of the board to assure adult education program initiatives are well represented and are aligned with the goals and objectives of WIOA. The board continues to prioritize the need to increase the number of programs assisting out-of-school youth and educationally disadvantaged adults become self-sufficient, successfully participate in the affairs of the community and to be more productive in the workforce. The Palau Education Master Plan states, "The Republic of Palau Ministry of Education, in partnership with students, parents, and the community, is to ensure student success through effective curriculum and instruction in a conducive learning environment." As the MOE mission states, the MOE needs partnership with students, parents, and the community to accomplish the goal of ensuring students success. The implementation and success of the adult education program includes involvement of the state governments and the schools at each site where the program is. MOE Adult Education program is also collaborating with different agencies and ministries to identify qualified clients for the program and in providing services as well. The collaborative efforts by the following offices have been successful in reaching out to our target group: • Belau Family, School and Community Association • Belau Employers and Educators Alliance • Ministry of Justice – Youth Service Team & Juvenile Justice Program • Palau Community College • Ministry of Community & Cultural Affairs – Youth Service • Koror State Government – Koror State Youth Council • Labor Office

The Aligning of Content Standards in in place as of July 01, 2016.

B. LOCAL ACTIVITIES

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide the adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
 1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
 2. Is for the purpose of educational and career advancement.

Needs Assessment

Literacy in the Workplace: MOE Adult Education Program wishes to comply with the regulations governing the Adult Education and Family Literacy Act and must provide services such as English as a Second Language, basic skills, Adult Secondary Education or family literacy preparation to adults and out-of-school youth without a high school diploma and with little or no English language ability. Although no comprehensive data is available on the number of foreigners and locals who cannot speak English or minimal understanding of English language, it can be safely estimated to be in the thousands. This can create the barrier for them to successfully participate in community affairs. Furthermore, minimal understanding of English is another barrier in attaining high school diploma. Individuals who have left school are not successful in performing their jobs or able to meet employers expectations. Too often they move from job to job or low paying job.

Secondary Education: Data from MOE shows that 5.3% of elementary school students (age 6–13) dropped out and 9.5% of high school students (age 14–18) dropped out of school in the last 5 years.

There is slightly increasing number of drop out students who are in need of adult basic education, work skills and adult secondary education. In the past 5 years, Palau Adult Education program has successfully graduated 112 individuals or 35% of the total enrollment of 323. The program focuses on individuals who were not able to complete the program including new clients.

Year Enrolled Completed Entered Employment Retained Employment Entered Post Secondary Education
2010–2011 56 11 11 7 6
2011–2012 76 33 10 7 12
2012–2013 95 30 2 13 8
2013–2014 55 38 5 10 11
2014–2015* 41 0 0 0 0
*2014 – MOE Adult Education Program transitioned from GED to HiSET Testing. In 2015, HiSet became the official Testing for the program.

Correctional Institution: The Palau Adult Education program is offering adult secondary education classes and English literacy program at the correctional facility. Individuals who have left the correctional facility continue to be enrolled in the program. Currently there are about 75 inmates at the correctional facility with 26% (16–24 years old age group); 76% (25 and over) including 1 juvenile inmate. About 37% inmates have shown interest in the program. However, MOE is in the process of working with Ministry of Justice is securing an area in the facility to provide adult education services to the inmates. Eligible customers will be offered adult education and literacy activities. Instructions offered may integrate life skills, employability skills, and digital literacy skills to assist the incarcerated young adults and adults to obtain the needed skills to become self-reliant and contributing members of Palauan society upon their release from the correctional facility.

Accessibility

Adult Education will support efforts to increase enrollment and retention by urging programs to offer flexible schedules, support services and year-round programs in an environment that is age-appropriate settings. Technology shall be leveraged to improve teaching and learning of adults and make resources more accessible to our adult learners in rural and outlying communities. In recognition of the work and family demands of adult learners, Palau will work to expand distance education offerings. Adult educators will enrich teaching and learning in traditional classrooms by identifying, using or adapting, and assessing with appropriate and high-quality open education resources. Further recognizing that jobs may require digital literacy, Palau's Adult Education and Literacy Program (AELP) will encourage and support the integration of digital literacy skills into all adult education and literacy activities. Professional development will explicitly address the teaching and assessment of digital literacy skills integrated appropriately into instruction in all content domains.

Sector Partnership Adult Education will educate students, parents, job seekers, teachers, counselors and administrators about local in-demand careers and prepare students for those careers. Adult Education will also expand awareness of and access to adult learning opportunities to qualify for local in-demand careers.

Career Pathways Adult Education will assist in the transition to postsecondary education and training through the use of career pathways for work-relevant instruction. Career pathways will be developed to provide access to high-demand, significant employment and training services for adult learners. Adult Education will work to create stronger linkages with employers in partnership with other core program in Palau, the Youth, Adult, and Dislocated Worker programs under the WIOA Office. Emphasis shall be made for work-based learning and career opportunities, such as mentoring, internships, as well as on the job training. Work-based learning will move Palau's workforce system to a more demand-driven system through the development of industry-based partnerships with the Belau Employers and Educators Alliance, the Palau Chamber of Commerce, the National and State Governments, and including other community based organizations and employers.

Page 5 Description of Adult Education and Literacy Activities In response to the population needs previously described, the MOE Adult Education Program will fund adult education programs and activities which target individuals most in need of literacy services and focus on individual self-sufficiency, community growth and workforce productivity.

Under Title II of the Workforce Innovation and Opportunity Act (WIOA), eligible individuals are those who:

1) has attained 16 years of age; 2) is not enrolled or required to be enrolled in secondary school under State law; and who a) is basic skills deficient; b) does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or c) is an English language learner

Adult Basic Education (ABE): ABE is a program of literacy and basic skills learning options below the high school level for adults whose inability to speak, read, write, compute to solve problems, or relate effectively with others impairs their ability to get or retain employment, exercise their rights and responsibilities as community members, and/or support their families pursue self-sufficiency. ABE programs are designed to raise the level of education of such individuals with a view to making them less likely to become dependent on others, improving their ability to benefit from occupational training, increasing their opportunities for more productive and profitable employment, and making them better able to meet their adult responsibilities. Individuals will be placed in the appropriate CASAS level based on test scores.

Adult Secondary Education (ASE): ASE prepares eligible adults to complete a high school equivalency diploma. It may be also a basic skills brush-up program for adults who wish to refresh their high school level math, reading or writing skills to carry out their adult roles as workers, family and community members. Adult will be able to acquire a high school equivalency diploma by passing all five subjects (Science, Social, Math, English Reading, English Writing) through ETS® HiSET® Testing. Learners must consume at least 60 hours of instruction and examination subsequently. In 2014, GED® was replaced by ETS® HiSET® Testing. Learners having attained a CASAS score of 236 and above in Reading and Math will be eligible to take HiSET® Tests.

Family Literacy: Family literacy includes literacy services to families with children to provide educational skills needed by parents to enable them to become full partners in their child's education. Outcome for family literacy include not only educational attainment and family stability for all participants, but also emphasize self-sufficiency, provide interactive literacy activities between parents and their children and promoting adult's involvement in children's education. Palau Adult Education has successfully collaborated with Palau Public Library in planning Family literacy activities such as Family Night and Parent-Child Read Aloud activity. Radio programs and other advertisements will be conducted to bring the activities to the public's attention.

Page 6 English as a Second Language (ESL): ESL is programs of instruction designed to help limited-English-proficiency adults to achieve full competence in the English Language. Because ESL is best taught and learned within a person's familiar context, English Language training will be combined with basic skills components in a workplace literacy, citizenship, or family literacy program.

Workplace Literacy: Workplace literacy is a combination of educational services offered for the purpose of improving the productivity of the workforce through the improvement of literacy. Programs integrate job readiness, workplace expectations, skill development in problem-solving, interpersonal communication into basic skills and literacy training. In partnership with Belau Employers and Educators Alliance, the Adult Education program is able to provide trainings for adult learners to acquire marketable skills for both vocational and academic. And to implement programs that promote successful transition of adult learners in the workforce.

The Palau Adult Education program focuses on skills that employers prioritize as prerequisite to employment and those that are highlighted by employer as requirements for job retention and skill/wage progression. Employers, businesses and labor office generally determine expected outcome.

As the years progress, jobs will require more technological skills. Adult who are currently in the workforce are required to learn basic and advance technological skills to improve their skills and be productive in their jobs. For the past few years, the program has successfully conducted Basic and Advance Computer Literacy classes to different members of the community and agencies.

The Palau Adult Education Program currently operates the following activities: • Career development courses for adult learners that include career readiness & career exploration; • Partnership with Palau Community College Vocational Certification Program (VCP) to invest in a skilled Palauan citizen workforce and creating a tax incentives for businesses to hire the said vocationally certified students; • Conferences and other PD specifically for adult learners.

MOE Adult Education Program will continue to offer adult education and family literacy programs to adults, aged 16 years and older, and will place emphasis on revamping its programs to better meet the specific needs of the Adult learners.

Palau is a single state and local area, and as one of the core partners under the Workforce Innovations and Opportunity Act herein WIOA, the Ministry of Education that administers the Adult Education plays an integral role in the workforce development system by providing access to educational services for adult learners through collaborative partnership with WIOA Office that administers youth, adult, and dislocated worker program funds and workforce activities. Adult Education increases opportunity in the educational and workforce development of adults as workers, parents, and citizens. Recognizing that this program plays a critical role in adult attainment of a secondary diploma, it also further assists in the transition to postsecondary education and training the use of career pathways.

• Adult Education will provide the following critical services and activities to support adult learners with the goal of improving access to education and training opportunities, as well as to employment:

- Assist adults to become literate and obtain the knowledge and skills for employment and economic self-sufficiency;
- Support the educational and skill achievement of parents and family members to participate in the educational development of their children and improve economic opportunities for families;
- Assist English learners in improving their English and math proficiency;
- Assist incarcerated individuals in strengthening their knowledge and skills to promote successful re-entry into society.

Adult Basic Education (ABE):

ABE is a program of literacy and basic skills learning options below the high school level for adults whose inability to speak, read, write, compute to solve problems, or relate effectively with others impairs their ability to get or retain employment, exercise their rights and responsibilities as community members, and/or support their families pursue self-sufficiency. ABE programs are designed to raise the level of education of such individuals with a view to making them less likely to become dependent on others, improving their ability to benefit from occupational training, increasing their opportunities for more productive and profitable employment, and making them better able to meet their adult responsibilities. Individuals will be placed in the appropriate CASAS level based on test scores.

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Workplace Literacy:

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- Career development courses for adult learners that include career readiness & career exploration;
- Partnership with Palau Community College Vocational Certification Program (VCP) to invest in a skilled Palauan citizen workforce and creating a tax incentives for businesses to hire the said vocationally certified students;
- Conferences and other PD specifically for adult learners.

MOE Adult Education Program will continue to offer adult education and family literacy programs to adults, aged 16 years and older, and will place emphasis on revamping its programs to better meet the specific needs of the Adult learners.

These activities of the Adult Education program runs on a year-round cycle and depending on the number of applicants who passed the entry testing of at least ten-15 applicants to begin a classroom session.

SPECIAL RULE

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of Title II, subtitle C, any of the following academic programs for:

- a. Adult education and literacy activities;
- b. Special education, as determined by the eligible agency;
- c. Secondary school credit;
- d. Integrated education and training;
- e. Career pathways;
- f. Concurrent enrollment;
- g. Peer tutoring; and
- h. Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

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.

Correctional Institution: The Palau Adult Education program is offering adult secondary education classes and English literacy program at the correctional facility. Individuals who have left the correctional facility continue to be enrolled in the program. Currently there are about 75 inmates at the correctional facility with 26% (16–24 years old age group); 76% (25 and over) including 1 juvenile inmate. About 37% inmates have shown interest in the program. However, MOE is in the process of working with Ministry of Justice is securing an area in the facility to provide adult education services to the inmates. Eligible customers will be offered adult education and literacy activities. Instructions offered may integrate life skills, employability skills, and digital literacy skills to assist the incarcerated young adults and adults to obtain the needed skills to become self-reliant and contributing members of Palauan society upon their release from the correctional facility.

Palau as a single state and local area with only one Ministry of Education that is responsible for the educational standards of primary and secondary education throughout Palau is offering adult secondary education classes and English literacy program at the correctional facility.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

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

English as a Second Language (ESL): ESL is programs of instruction designed to help limited-English-proficiency adults to achieve full competence in the English Language. Because ESL is best taught and learned within a person's familiar context, English Language training will be combined with basic skills components in a workplace literacy, citizenship, or family literacy program.

Workplace Literacy: Workplace literacy is a combination of educational services offered for the purpose of improving the productivity of the workforce through the improvement of literacy. Programs integrate job readiness, workplace expectations, skill development in problem-solving, interpersonal communication into basic skills and literacy training. In partnership with Belau Employers and Educators Alliance, the Adult Education program is able to provide trainings for adult learners to acquire marketable skills for both vocational and academic. And to implement programs that promote successful transition of adult learners in the workforce.

The Palau Adult Education program focuses on skills that employers prioritize as prerequisite to employment and those that are highlighted by employer as requirements for job retention and skill/wage progression. Employers, businesses and labor office generally determine expected outcome.

As the years progress, jobs will require more technological skills. Adult who are currently in the workforce are required to learn basic and advance technological skills to improve their skills and be productive in their jobs. For the past few years, the program has successfully conducted Basic and Advance Computer Literacy classes to different members of the community and agencies.

The Palau Adult Education Program currently operates the following activities: • Career development courses for adult learners that include career readiness & career exploration; • Partnership with Palau Community College Vocational Certification Program (VCP) to invest in a skilled Palauan citizen workforce and creating a tax incentives for businesses to hire the said vocationally certified students; • Conferences and other PD specifically for adult learners.

MOE Adult Education Program will continue to offer adult education and family literacy programs to adults, aged 16 years and older, and will place emphasis on revamping its programs to better meet the specific needs of the Adult learners.

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

Workplace Literacy: Workplace literacy is a combination of educational services offered for the purpose of improving the productivity of the workforce through the improvement of literacy. Programs integrate job readiness, workplace expectations, skill development in problem-solving,

interpersonal communication into basic skills and literacy training. In partnership with Belau Employers and Educators Alliance, the Adult Education program is able to provide trainings for adult learners to acquire marketable skills for both vocational and academic. And to implement programs that promote successful transition of adult learners in the workforce.

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MOE Adult Education Program will continue to offer adult education and family literacy programs to adults, aged 16 years and older, and will place emphasis on revamping its programs to better meet the specific needs of the Adult learners.

E. STATE LEADERSHIP

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

Adult Education within the Ministry of Education has developed positive and cooperative relationships with state agencies such as the Palau WIOA Office, the Ministry of Justice, the Ministry of Community and Cultural Affairs, and the Supreme Court to better serve adult learners and job seekers through unduplicated, coordinated services. Adult Education will collaborate, connect, and create statewide work-based learning strategies, engage these key state agencies and external partners to expand collaborations and address challenges, and deliver seamless and consistent recruitment, training, placement, and retention services statewide for adult learners.

The Ministry of Education (herein MOEO that oversees the Palau Adult Education Program remains an active member of the WIOA State Workforce Development Board and Local Workforce Development Board. The Minister is a member of the board to assure adult education program initiatives are well represented and are aligned with the goals and objectives of WIOA. The board continues to prioritize the need to increase the number of programs assisting out-of-school youth and educationally disadvantaged adults become self-sufficient, successfully participate in the affairs of the community and to be more productive in the workforce.

One of the major components of the Palau Education Master Plan is strong partnership between parent, community and school for the education of our children. In addition, it calls for a strong partnership between business and school in order to improve education program in the workforce. The educational leaders of the Palau believe that out-of-school youth and educationally disadvantaged adults must be identified and recruited to increase their level of educational achievement in academics and occupational education. In order for them to meet employers' expectations and be competent, employability skills, work skills and life skills must be taught.

Palau's Adult Education and Literacy program collaborate on many levels to bring seamless service delivery system to adult learners. Adult Education plays a critical role in Palau's workforce development system, and more importantly to the adult learners served, by providing opportunities for them to gain the educational skills necessary to transition to and succeed in postsecondary education, job training, better employment, and to reach out their full potential as family members, productive workers, and citizens.

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

The Ministry of Education (herein MOEO that oversees the Palau Adult Education Program remains an active member of the WIOA State Workforce Development Board and Local Workforce Development Board. The Minister is a member of the board to assure adult education program initiatives are well represented and are aligned with the goals and objectives of WIOA. The board continues to prioritize the need to increase the number of programs assisting out-of-school youth and educationally disadvantaged adults become self-sufficient, successfully participate in the affairs of the community and to be more productive in the workforce.

The implementation and success of the adult education program includes involvement of the state governments and the schools at each site where the program is. MOE Adult Education program is also collaborating with different agencies and ministries to identify qualified clients for the program and in providing services as well. The collaborative efforts by the following offices have been successful in reaching out to our target group: • Belau Family, School and Community Association • Belau Employers and Educators Alliance • Ministry of Justice – Youth Service Team & Juvenile Justice Program • Palau Community College • Ministry of Community & Cultural Affairs – Youth Service • Koror State Government – Koror State Youth Council • Labor Office

Palau being a single state and local area with one Ministry of Education shall collaborate with Palau WIOA Office to perform outreach to instructors, students, and employers in the development and implementation of programs and services to meet the need of adult learners with learning disabilities.

F. ASSESSING QUALITY

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

As one of the core partners under the Workforce Innovations and Opportunity Act herein WIOA, Adult Education plays an integral role in the workforce development system by providing access to educational services for adult learners through collaborative partnership with WIOA Office that administers youth, adult, and dislocated worker program funds and workforce activities. Adult Education increases opportunity in the educational and workforce development of adults as workers, parents, and citizens. Recognizing that this program plays a critical role in adult attainment of a secondary diploma, it also further assists in the transition to postsecondary education and training the use of career pathways.

- Adult Education will provide the following critical services and activities to support adult learners with the goal of improving access to education and training opportunities, as well as to employment:

- Assist adults to become literate and obtain the knowledge and skills for employment and economic self-sufficiency; – Support the educational and skill achievement of parents and family members to participate in the educational development of their children and improve economic opportunities for families; – Assist English learners in improving their English and math proficiency; – Assist incarcerated individuals in strengthening their knowledge and skills to promote successful re-entry into society. partners must: – Ensure that all Palauans have full access and direct connection to programs that work to address essential components of reading instruction and literacy; – Create affordable options for workers to obtain education, training, skills, including personal, soft, and basic skills, and financial literacy, necessary to secure and maintain self-sustaining employment, and – Develop opportunities for all Palauans to develop entrepreneurial skills and concepts while providing opportunities for connections with Palau business leaders.

Adult Education program will assist adults to become literate and obtain the knowledge and skills for employment and economic self-sufficiency. Workers and job seekers will have access to basic skills instruction relevant to employment. Education will be provided in the context of industry-specific needs that will involve employers and be integrated with occupational skills training to achieve the best outcomes for participants. Programs will use career pathways, integrated education and training, and workforce preparation activities as assurances of excellent work-relevant instruction.

Adult Education and Family Literacy programs will be promoted through outreach and campaigns which include, but not limited to, initiatives including workplace programs, and career pathway development programs, by promoting research based practices and public and private sector partnerships to inform the public about adult education, literacy, and family literacy services.

The Ministry of Education's Adult Education Office will:

- support efforts to increase enrollment and retention by urging programs to offer flexible schedules, support services and year-round programs in an environment that is age-appropriate settings. Technology shall be leveraged to improve teaching and learning of adults and make resources more accessible to our adult learners in rural and outlying communities. In recognition of the work and family demands of adult learners, Palau will work to expand distance education offerings. Adult educators will enrich teaching and learning in traditional classrooms by identifying, using or adapting,

and assessing with appropriate and high-quality open education resources. Further recognizing that jobs may require digital literacy, Palau's Adult Education and Literacy Program (AELP) will encourage and support the integration of digital literacy skills into all adult education and literacy activities. Professional development will explicitly address the teaching and assessment of digital literacy skills integrated appropriately into instruction in all content domains.

- educate students, parents, job seekers, teachers, counselors and administrators about local in-demand careers and prepare students for those careers.

- will also expand awareness of and access to adult learning opportunities to qualify for local in-demand careers.

Adult Education will assist in the transition to postsecondary education and training through the use of career pathways for work-relevant instruction. Career pathways will be developed to provide access to high-demand, significant employment and training services for adult learners.

- work to create stronger linkages with employers in partnership with other core program in Palau, the Youth, Adult, and Dislocated Worker programs under the WIOA Office. Emphasis shall be made for work-based learning and career opportunities, such as mentoring, internships, as well as on the job training. Work-based learning will move Palau's workforce system to a more demand-driven system through the development of industry-based partnerships with the Belau Employers and Educators Alliance, the Palau Chamber of Commerce, the National and State Governments, and including other community based organizations and employers.

- apply the performance targets established in the state plan to the local programs for monitoring, assessment, and evaluation purposes and will further apply an additional performance measure: the number of outcomes achieved per student; the outcomes are those addressed in the performance measures: employment in the second and fourth quarters after exit, attainment of a secondary or postsecondary credential, and demonstration of a measureable skill gain. The numerator for this performance measure is the unduplicated number of successful outcomes an agency has for all of its enrolled students. The denominator is the unduplicated number of enrolled students in the agency.

CERTIFICATIONS

States must provide written and signed certifications that

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the 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 **Ministry of Education, Republic of Palau**

Full Name of Authorized Representative: **Mr. Sinton Soalablai**

Title of Authorized Representative: **Minister of Education, Republic of Palau**

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

ASSURANCES

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. Yes
4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; Yes
5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce 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

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program—and also submit relevant information for any of the eleven partner programs it includes in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program.* If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on www.regulations.gov for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting Docket ID number ETA-2015-0006.

* 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.

APPENDIX 1. PERFORMANCE GOALS FOR THE CORE PROGRAMS

Include the State's expected levels of performance relating to the performance accountability indicators based on primary indicators of performance described in section 116(b)(2)(A) of WIOA.

Instructions: Performance Goals for the Core Programs

Each State submitting a Unified or Combined Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The State is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education on state adjusted levels of performance for the indicators for each of the first two years of the plan.

TABLE 1. EMPLOYMENT (SECOND QUARTER AFTER EXIT)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	25.00	50.00	25.00	53.00
Dislocated Workers	25.00	50.00	25.00	53.00
Youth	10.00	50.00	10.00	53.00
Adult Education	10.00	50.00	10.00	50.00
Wagner-Peyser	Baseline	Baseline	Baseline	Baseline
Vocational Rehabilitation</	Baseline	Baseline	Baseline	Baseline

User remarks on Table 1

Palau has negotiated adjusted levels for PY 2016 and PY 2017, (Letter to Virginia Hamilton, Regional Administrator, San Francisco Region VI Office on July 27, 2016) for WIOA Title I programs and Measurable Skill Gains target worksheet for Title II program.

TABLE 2. EMPLOYMENT (FOURTH QUARTER AFTER EXIT)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	50.00	40.00	50.00	43.00
Dislocated Workers	50.00	40.00	50.00	43.00
Youth	20.00	40.00	20.00	43.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	Baseline	Baseline	Baseline	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 2

TABLE 3. MEDIAN EARNINGS (SECOND QUARTER AFTER EXIT)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	1,560.00	1,560.00	1,660.00	1,660.00
Dislocated Workers	1,560.00	1,560.00	1,660.00	1,660.00
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	Baseline	Baseline	Baseline	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 3

TABLE 4. CREDENTIAL ATTAINMENT RATE

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	40.00	40.00	43.00	43.00
Dislocated Workers	40.00	40.00	43.00	43.00
Youth	20.00	20.00	23.00	23.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 4

TABLE 5. MEASUREABLE SKILL GAINS

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	0.00	0.00	0.00	0.00
Dislocated Workers	0.00	0.00	0.00	0.00
Youth	0.00	0.00	0.00	0.00
Adult Education	65.00	65.00	65.00	65.00
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 5

Palau does not receive funding for Title III - Wagner Peyser and Title IV - Vocational Rehabilitation

The system does not allow other than decimal numbers, however, MSG for Title I Adults, DW, and Youth are all baseline

TABLE 6. EFFECTIVENESS IN SERVING EMPLOYERS

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	Baseline	Baseline	Baseline	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 6

TABLE 7. COMBINED FEDERAL PARTNER MEASURES

Measure	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level

User remarks on Table 7

APPENDIX 2. OTHER STATE ATTACHMENTS (OPTIONAL)
