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May 27, 2005

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Employment and Training Administration
U.S. Department of Labor
200 Constitution Ave., NW, Room S-4231
Washington, DC 20210
ATTENTION: Ms. Christine Kulick

Dear Ms. Kulick

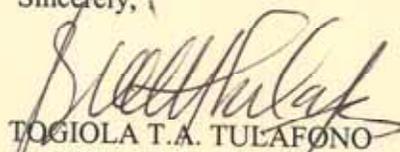
On behalf of the Workforce Development Commission, the Department of Human Resources and the citizenry of American Samoa, it is with great pleasure that I submit to you American Samoa's Workforce Investment Act (WIA) Five-Year Plan.

In an effort to improve and strengthen American Samoa's economy, our Workforce Development Commission recognizes the importance of preparing our labor force to meet the needs and demands placed upon it by our local employers. With collaborative efforts such as these, American Samoa is better prepared to compete in our globally competitive environment. The Territory has already witnessed a marked improvement in local partnership efforts during the initial implementation phase of WIA.

My administration is fully committed to implementing the plan herein and not only encourages all partners responsible for carrying forth this plan but expects full participation and support of our community.

We appreciate the opportunities provided by the US Department of Labor through WIA and look forward to strengthening our partnerships both here and abroad.

Sincerely,



TOGIOLA T.A. TULAFONO
Governor of American Samoa

American Samoa's

Workforce Investment Act

Five-Year Plan

2005



Submitted by:

The Workforce Development Commission of American Samoa

And

The Department of Human Resources-EDT Division

On behalf of the citizenry of American Samoa

“Tu’u Fa’atasi”

Strategically Investing in Our Future

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Acknowledgements

In acknowledgement of their endless contributions, participation, and collaborative efforts, the Workforce Investment System of American Samoa appreciates the tireless effort of each of our partners. Members of the Workforce Development Commission of American Samoa (WDCAS) and its Sub-Councils, staff members of the Department of Human Resources Employee Development & Training Division, and members in our community have joined forces to create this evolutionary plan. “Tu’u Fa’atasi!” We truly have become one! Fa’afetai Tele Lava!

Workforce Development Commission of American Samoa

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Description of Plan Development Process

In 1998, the Workforce Development Commission of American Samoa (the Commission) in partnership with the Department of Human Resource's Employment Training Division (DHR-EDT) was given the responsibility of planning, developing, and implementing American Samoa's Workforce Development Plan (the Plan) by collaborating ALL Workforce Investment Initiatives as established by the Workforce Investment Act of 1998. Since then, the Commission has set forth to re-evaluate the plan submitted by the Territory of American Samoa for implementation in 2000 and to again plan, develop, and enact a new and more robust Strategic Workforce Investment Plan (the New Plan) effective July 1, 2005. Based on the wisdom gained from years of experience in implementing the original plan and best practices acquired during the implementation phase of the original plan, the New Plan not only meets the Federal expectations, but also addresses and meets the ever changing needs of our dynamic Territory.

To ensure strategic alignment with key partners needed to successfully implement all objectives, DHR-EDT and the Commission have developed numerous partnerships at the Local level with the Department of Education (Vocational and Career Guidance and Counseling), American Samoa Community College and Adult Education, the Department of Health and Human Services, the Department of Commerce, the Department of Women and Children, the Chamber of Commerce, the Small Business Association, the Department of Public Safety's Juvenile Justice and Delinquency Prevention Division, the Territorial Planning Committee, the American Samoa Economic Advisory Commission, Employers, Students, Community and Faith-based leaders, locally elected officials (*Fono*), and parents. Through the recent Territorial planning process, the Commission also focused on aligning all Territorial agencies (public and private) serving the youth of American Samoa, all agencies (public and private) involved in economic strategy, and all agencies (public and private) responsible for Territorial development and planning in an effort to broaden the scope of the planning process and effect enhanced service delivery and leveraging of all available resources.

In March and April of 2005, the planners of our Workforce Investment System joined to evaluate and assess the direction of our System. Together, our Workforce Investment partners (described above) completed a series of planning sessions to review all economic development, education, infrastructure, human resource, and community service plans. Utilizing key planning activities such as a thorough needs assessment of the economic condition of American Samoa, a thorough analysis of educational opportunities, and a comprehensive analysis of our local infrastructure and public thoroughfares, the partners drafted our Territorial Plan. Once drafted, the partners encouraged community feedback through public town hall meetings held at community centers and churches. All comments and feedback were provided to the Commission and planning committee who then considered action and revised the final Plan to meet these concerns.

As advocates of the Plan, the partners were responsible for attracting the much needed attention of local Congressional (*Fono*) leaders and Government heads instrumental in initiating public law in support of our Workforce Investment System, collaborated educators and trainers for a seamless and well-coordinated workforce supply strategy, and tapped the wealth of knowledge provided by our local employers (both private sector and public agency employers) in an effort to guide our Workforce Investment System through a demand-driven strategy.

Finally, as an active partner in our endeavors and member of the Commission, our Governor played a key leadership role in the planning process by authorizing and mandating a comprehensive Territorial collaborative effort amongst all public agencies involved in providing services which are geared to improve the status of our economy. With a special emphasis placed on investing in the future of our Territory, the Governor not only endorses our newly established Workforce Investment System, but also emphasizes the need to focus on the vitality, strength, and promise that our youth and employers provide as key drivers of the future of American Samoa's economy.

As in any economy, there is a fine relationship between the lessons learned from past experiences and the applications of theories derived from these experiences aimed at improving our economic vitality and growth in the future. However, never is such a balance more essential than it is in American Samoa. In our culture, we believe that value is added through experiencing and wisdom is gained through patience. Therefore, throughout our planning process, our analyses not only included our future forecasts and expectations, but a thorough recollection of our past. Because we firmly believe that experience is the foundation on which wisdom is built, the lessons learned from our past are irreplaceable and invaluable. In April 2005, the planners of our Workforce Investment System completed their strategic design of our System. The result of these efforts is the culmination of our Comprehensive Territorial Plan for all Workforce Investment Initiatives in American Samoa.

Plan Submission Requirements

Department of Labor Review and Approval

In accordance with 20 C.F.R. 661.220(e), we submit our Comprehensive Workforce Investment Territorial Plan to the Secretary of the Department of Labor for review, consideration, and approval.

Modifications to the Territorial Plan

While modifications may be needed to keep the Territorial Plan viable over the next two years, after recent review of the Plan, the Workforce Development Commission of American Samoa does not foresee any need for modifications at this time. If changes in our local laws alter the assumptions on which our Plan is based or changes in the dynamics of our vision, strategy, policy or Commission occur, we will conform to the allowable modifications as Stated by 20 C.F.R. 652.212 and 661.230 and all changes will be subject to public review and comments as applicable in the original Plan.

Inquiries

General inquiries about the Territorial Planning Process may be directed to Makerita Enesi, the Chief of DHR-EDT who may be contacted by phone at (684) 633-4485 or by email at wiadir@samoatelco.com.

Territorial Plan Content

Background

In 2000, American Samoa implemented the Workforce Investment Act that was developed over numerous years of planning through the countless efforts and coordination by programs such as School-To-Work, Goals 2000, the American Disabilities Act, and the Job Training Partnership Act. It was under these programs that American Samoa identified workforce initiatives that were unique to American Samoa. However, due to stringent Federal standards, our ability to implement these unique practices was limited as many of them were not included in the Federal guidelines and scope of work in each of these Systems.

As experience dictates, many situations that our Territory encounters are unique to American Samoa and require unique practices to address these situations head-on. Because of the limitations and restrictions placed on our local practices by mandated Federal standards, we were often placed in a difficult situation leaving us unable to address these needs and hampering our ability to put into place a truly coordinated effort that was strategically designed to meet the unique needs of our local economy.

Through these years, experience dictated that to build a truly collaborative system that would remain in place long after funding ends Federal and local leaders recognized the necessity for allowing local Workforce Investment Partners the flexibility to build systems and to deliver services aimed at meeting our unique Territorial needs. It is under such flexibility that the Workforce Investment Act has provided American Samoa the opportunity to address these needs and implement practices targeted to meet our unique workforce conditions. The result is a Workforce Investment System that is sound in development, planning, implementation, and accountability.

Because of the renewed commitment by all Workforce Investment Partners, this new strategy has allowed us to establish a collaborative workforce system. And because this system gets at the core issues affecting our workforce initiatives, American Samoa is better prepared to compete globally, our citizenry are better equipped to provide a higher standard of living for their families, and our employers are able to participate more in the growth of a more promising and vital economy. Such seamless integration not only insures the longevity of our Workforce Investment System, but of our Territory as a whole. With limited financial resources available and few domestic industries spurring economic growth, for us, WIA is not only an opportunity it is a ***necessity***.

Implementing a System Based on Fundamental Economic Analysis

One of the fundamental concepts of modern economics is price law or the law of supply and demand. This concept reveals that the price of a good is established at the point where the supply of the product and the demand for the product meet. This is referred to as the point of equilibrium.

American Samoa is a Territory built on faith and a keen sense of spirituality. Because of this, our culture believes in the benefits of balance. Our Territory depends on this balance (whether it involves our ecological system, our faith-based system, our educational system, or our economic

system) to protect our very unique culture. Therefore, what may appear, as a simple law of economics has never been more relevant than it is in American Samoa—for it is ingrained in our culture and has been so for thousands of years. Because of this, it is only fit that American Samoa's Workforce Investment System was developed on this key concept and utilizes the opportunities provided by achieving balance to continue to meet the demands of an ever-competitive 21st century...while always maintaining our fine Territorial of equilibrium.

Using Wisdom Gained from WIA Initiatives of the Past to Build a System for the Future

Since the passing of the Workforce Investment Act (herein referred to as the 'Act') in 1998, our Territory has developed, planned, and implemented a Territorial-of-the-art Workforce Investment system based on the objectives of Title I of the Act and our local needs assessment. In doing so, we identified that value is added by implementing a system driven by the demand portion of the economic equation – our employers. This understanding is based on the wisdom gained from years of successfully balancing our economic needs with our faith and our cultural needs to determine our true point of equilibrium. In so doing, we have integrated key investment strategies by stressing synergies, cost effectiveness, streamlining, economic analysis, market targeting, innovation, and leveraging. Our strategies have driven our philosophies and beliefs and therefore formed our objectives and goals. It is through such conviction that we developed a vision for American Samoa that focuses on this delicate balance and embraces the promise provided in deliberate planning and investment in our promising future.

I. Territorial Vision

- I. Describe the Governor's vision for a Territorialwide workforce investment system. Provide a summary articulating the Governor's vision for utilizing the resources of the public workforce system in support of the Territorial's economic development that address the issues and questions below. States are encouraged to attach more detailed documents to expand upon any aspect of the summary response if available.

It is our vision that American Samoa will have a globally competitive and highly skilled workforce that will foster growth within, promote success throughout, and nurture pride for-our diverse economy, our unique values, and our beautiful islands-- while preserving the rights and special quality of life found only in American Samoa.

As with any investment, key economic factors must be considered and steps taken to put into place a comprehensive economic plan prior to any level of investment. Because of this, the American Samoa Economic Advisory Committee was established. While this Committee focuses on addressing economic trends and making recommendations to the President of the United States through the Secretary of the Department of the Interior, it plays an important role in identifying trends and making recommendations to the Governor and WDCAS Commission as well. As detailed in the Economic Development Plan, our economic situation is severe and the Commission and Governor are determined to align our Workforce Investment Initiatives with our Economic Initiatives.

We are pleased to report that by having more participation from members of the Economic Advisory Commission and the Chamber of Commerce, the WDCAS and Governor of American Samoa were able to align our Workforce Investment Vision with the Governor's Territorial Vision for Economic Development in a strategic overall Plan for the betterment of the Territory. The Vision for Economic Development is summarized below.

I.A. *A Vision for Economic Development*

What are the Territorial's economic development goals for attracting, retaining and growing business and industry within the Territorial?

"American Samoa will improve the quality of life of her people by realizing a market driven economy that is dynamic, enterprising, self-sustaining, and responsive to changes and fluctuations in the global economy. Moreover, any economic development must transpire in a manner that is respectful of the explicit desire of her citizenry and the United States Government to protect the culture

of the Samoan people and the basic tenets of fa'asamoa, the Samoan way of life.”¹

I.A.1. Economic Goals and Objectives

The Goal of American Samoa's Economic Development Plan is to transform the composition of American Samoa's economy so that a more diverse private sector becomes the driving force of a self-sustaining market economy.²

Our Objectives to attract, retain, and grow businesses and industries within American Samoa are based on our main goal of self-sustenance and a leading private sector. These are in line with the Federal Initiatives for local Workforce Systems to be employer driven. We plan to use incentives to attract businesses to American Samoa making American Samoa the ideal place to do business. As a lure for business and capital investment, through the encouragement of the Economic Developing Committee, the Commission has recognized the need to overhaul our current economy. To do so, the Commission identified the following goals as key points that will drive this immense overhaul.

- a. Develop and implement an adaptable economic model that is market driven.*
- b. Develop American Samoa into an effective economic force in the markets where we compete.*
- c. Enhance the present relationship between the United States and American Samoa.*
- d. Identify the workforce needs in high-growth, high-demand and economically critical industries.*
- e. Identify the necessary preparation required to succeed in occupations geared towards the high-growth, high-demand, and economically critical industries.*
- f. Understand the workforce challenges that must be addressed to ensure a prepared and competitive workforce.*

I.A.2. Economic Strategies

American Samoa is blessed with a rich cultural heritage that dates back over two thousand years. The proud tradition of its people who have lived a subsistence life-style in relative isolation until the early 1900's is the very essence of the attitudes and values that form the cornerstone of the Samoan spirit. The introduction of a

¹ American Samoa Economic Advisory Commission. 2002. Transforming the Economy of American Samoa: Volume One-The Plan. A Report to the President of the United States of America through the Secretary of the U.S. Department of the Interior. I-16.

² American Samoa Economic Advisory Commission. 2002. Transforming the Economy of American Samoa: Volume One-The Plan. A Report to the President of the United States of America through the Secretary of the U.S. Department of the Interior. I-51.

European based economic system over the past century has taken a strong foothold in daily Samoan life and with each passing generation continues to reshape traditional attitudes and values. The stark reality is we can never go back but must evolve to take our place in a modern global society while maintaining the key cultural elements that make us a unique society that offers diversity in a rapidly homogenizing world. With little to offer in terms of natural resources, the key to securing an innovative and growing economy is to shape our strategies by utilizing employer driven strategies and practices as well as data driven strategies.

a. Employer Driven Economic Strategies:

- While education plays a significant role, we recognize the importance of allowing employers to set the tone in our economic planning for they are more realistic and capable of properly assessing the actual economic environment.
- The attitudes and values of future generations must be molded to maintain a strong sense of culture.
- Samoans must become better versed in modern economic theories and practices.
- Our government through various agencies must provide clear direction and support.
- Educational institutions must focus their mandates and actions to simultaneously meet economic development needs while preserving key cultural elements of Samoan society.
- Parents must understand and assume responsibility for the vital role they must play in educating the youth of the Territory.
- The local economy must be diversified and actively nurture small business ventures while attracting larger manufacturing industries to service U.S. markets.
- The needs of neighboring markets should be identified and policies enacted to promote regional economic cooperation.

b. Data Driven Strategies

The underlying challenge of economic development in the Territory is that it must be all encompassing so as to maximize business and employment opportunities while also raising the standard of each local resident in American Samoa. As theories and studies related to economic development have advanced, so have tools to measure economic growth.

- Our Plan advocates measuring real economic growth by improving the quality of data currently provided for analysis and comparative study.
- Consistent with our overall vision of ensuring balance and respecting the wisdom gained from experiences of our past, such qualitative data will enhance our ability to reflect and improve our current economic status.
- Current data will provide key economic information needed to support additional funding requests (a large objective in our Plan).

- Up-to-date data will facilitate our efforts in attracting off-island investors who often require market studies, cost-benefit analysis, and risk assessments prior to committing to investments and new business ventures.
- It is critical that our local Government team with the U.S. Government to allocate and maintain the necessary resources to develop a systematic method to record, track, and analyze data related to GDP and other economic indicators in order to properly measure and guide our economic growth.

We are convinced that as we utilize the opportunities provided by an employer and driven economic system, we will be better equipped to track the success of our Workforce Investment System and attract, retain, and grow business investment and industries within American Samoa.

I.B. A Vision for Maximizing Resources and Eliminating Duplicative Efforts

Given that a skilled workforce is a key to the economic success of every business, what is the Governor's vision for maximizing and leveraging the broad array of Federal and Territorial resources available for workforce investment flowing through the Territorial's cabinet agencies and/or education agencies in order to ensure a skilled workforce for the Territorial's business and industry?

Economists generally agree that resources such as land, labor, and capital are considered necessary elements of economic development and growth. Land is required because there must be a convenient place to work and natural resources are needed to support economic development and growth. Labor is needed because the more qualified the workforce and the better equipped the workforce, the stronger the economic development wave. Capital can include a wide range of tangible and intangible resources such as natural resources, raw materials, physical infrastructure, equipment, and technology. But for American Samoa, capital also includes Federal support and business venture capital. Regardless of the wealth or size of our Territory, we understand that we will never have a full complement of these 'scarce' resources. In American Samoa, we realize that useable and available land is scarce resulting in a dramatically high premium, the supply of skilled labor varies by industry, and capital funding remains inadequate because American Samoa is limited in the number of financial and lending institutions available.

We recognize that in order for American Samoa to successfully transform its economy, it must be able to develop its scarce land to meet the needs of the growing economy, train and prepare its workforce to meet the demands of the growing economy, and acquire the necessary capital to underwrite the direct and indirect costs associated with economic development...and when we do acquire such capital, we recognize the importance of systematically utilizing it well and stretching every last portion of it to meet our growing needs. In a place such as our own, with the given barriers to business entry and extreme limits to our

resources, it is imperative that our System leverages the few resources that we do have.

I. B. 1. Coordination Goal and Objectives

The goal of the WDCAS and the Governor is to coordinate an integrated and comprehensive master plan to assure agreement on all Workforce Investment priorities, elimination of duplicative efforts and pooling of resources.

The Commission and the Governor of American Samoa have addressed the need to maximize all resources and funding by utilizing a planning tool referred to as a resource mapping. Through resource mapping, the Commission has identified and 'mapped' all programs associated with enhancing our Workforce Investment Initiatives. Through mapping, the Commission identified the objectives of all Workforce Initiatives in the Territory, the amount of funding budgeted to implement each objective, and they quantified the number of clientele served by overlapping programs. Through this identification process, the Commission prioritized programs that meet the overall objectives set forth in this Plan. Once an order of priority for programs was established, all duplicative efforts (programs with similar objectives) were coordinated thus eliminating any duplicative efforts. Once this was completed, any remaining funding saved from the elimination of duplicative efforts was earmarked to meet any under-funded objectives that the Commission felt were necessary to improve the quality of American Samoa's workforce. Finally, to ensure compliance across all agencies, the planning committee reviewed all original plans and confirmed that any additional objectives proposed were within the scope of work detailed in each original plan.

I. B. 2. Coordination Strategy

The Commission recommends the following strategy to ensure coordination and best allocation of Workforce Investment funds:

- a. Create a Public-Private Working Group from members of the Commission and volunteers within the community to address issues brought out through the resource mapping process described above.*
- b. Convene the working group to develop an integrated comprehensive master plan to assure agreement on priorities and sharing of resources.*
- c. Convene the working group to develop the physical capital and infrastructure of the Territory in a comprehensive and coordinated manner so there exists an integrated and seamless system to ensure proper infrastructure to meet the growing demands of the Territory.*
- d. Convene the working group to develop the financial capital and infrastructure of the Territory so it can support our Plan for economic development and workforce initiatives.*

- e. *Convene the working group to develop the human capital and infrastructure of the Territory in order to produce a healthy, educated, and skilled workforce that engages in meaningful work, and is fairly compensated and promoted based on merit, relevant skills, work-related tautau (service), and company/agency performance.*

As one of our most successful endeavors over the past five years, we've noticed an increase in the number of clientele we maintain and services that we are able to provide. By focusing on efficiency and effectiveness, the Commission and Governor have built a System that leverages its opportunities, thus positively impacting a greater number of our citizens. The result has been an increase in our public sectors credibility, an increase in client satisfaction, and the implementation of a system of checks and balances, which continually builds accountability.

I. C. A Vision for Innovation

Given the continuously changing skill needs that business and industry have as a result of innovation and new technology, what is the Governor's vision for ensuring a continuum of education and training opportunities that support a skilled workforce?

As technology advances, American Samoa stands to benefit from its advance.

Together with the Commission, the Governor recognizes the ramifications of ignoring the rapid advancement of global technology and its impact on our Territory, especially our employers and workforce training and education sectors. In fact, in acknowledgement of this quandary, a new saying has emerged in our Territory; 'Ua sui le olaga' loosely translated as 'Life has changed'.

I. C. 1. Innovation Goals and Objectives

Because technology has played a decisive role in changing the nature of the most basic of all human activities—work, our goal is for American Samoa's trainers and educators to adapt to these changes by preparing our citizenry for the opportunities afforded by utilizing Territorial-of-the-art technology, techniques, and strategies.

American Samoa is located in the South Pacific Ocean and isolated from most global economic activity. Technology removes the barriers to economic growth associated with its remote location. The Governor and the Commission are committed to providing high-skilled training and educational opportunities for the citizenry of American Samoa. These opportunities will occur through creative innovation, training for our trainers and educators, careful needs analysis, and dedication (financially and collaboratively) to a system that is both adaptable and advanced.

I. C. 2. Innovation Strategy

Large industry presence is limited in American Samoa, and the bulk of our employment opportunities lie in the public sector or small businesses. As in any Territorial, our small businesses rely on a competitive edge, superior product, superb management style and the availability to choose employees from a qualified workforce pool.

a. *Provide Innovative Equipment, Resources, and Staff*

One of the necessary qualifications for small businesses is the ability of employers and employees to be entrepreneurs. Our vision recognizes ‘...that technology and innovation do more than impact processes and help to raise living standards, but can also foster an entrepreneurial spirit.’³ We recognize that such a spirit is essential to encourage, inspire, and drive our Territory towards economic success. As the Vice-Chair of the Economic Advisory Commission Stated, “Ironically, the survival of traditional Samoan culture will depend on ultra-high technology.”⁴ Because of this dependence, funding from our Workforce Investment Initiatives has been earmarked for equipping our schools and One-Stop Centers with the highest quality of technological resources and a staff well trained to utilize these advanced resources.

b. *Provide Service Deliverers with Territorial of the Art Training and Resources*

In addition to the provision of resources and training for educators, our Department of Human Resources EDT Division ensures that all government agencies, employers, and citizenry of American Samoa are afforded training opportunities in technology-based areas.

c. *Collect and Provide Current Data*

Finally, our Commission and Governor have tasked DHR-EDT to provide the most accurate and up-to-date labor market data. By making this data accurate, available, and training interested parties on the means to access the data, American Samoa stands to gain from the synergies associated with its technological transformation.

I. D. *A Vision for Collaboration*

What is the Governor’s vision for bringing together the key players in workforce development including business and industry, economic development, education, the public workforce system, and faith-based and community-based organizations to continuously identify the workforce challenges facing the Territorial and to develop innovative strategies and solutions that effectively leverage resources to address those challenges?

³ Samuelson, Paul A. and Nordhaus, William D.: *Economics, Seventeenth Edition*: McGraw-Hill Irwin. New York: 2001.

⁴ Lagomarsino, Robert J.: Vice-Chair: American Samoa Economic Advisory Commission: From Transcript of official meeting of the American Samoa Economic Advisory Commission: March 29, 2000.

Collaboration is at the heart of the American Samoa people-in what they do, what they believe, and how they structure their land, lives and families. It is because of our acceptance of communal importance that our Workforce Development System has much support.

It is the vision of our Commission and Governor to embrace the concept of collaboration and partnership as taught to us repeatedly from generation to generation. In doing so, our Workforce Investment System will respect the value of addressing concerns openly as well as respect our beliefs that wisdom is learned through patience and time.

I. D. 1. Collaboration Goals and Objectives

As Stated in numerous areas of this Plan, our Comprehensive Workforce Investment Plan is built on strategic partnerships established years ago while working towards the common goal of building and improving workforce opportunities for the citizenry of American Samoa. In the past, the main challenge to the success of our Systems was the inability for our partners to collaborate. Our collaborative efforts fell short of the desired benchmarks because there was a lack of commitment by partners and a difference in opinions on desirable outcomes. We were faced with 'turf issues', funding constraints, and bureaucratic constraints. To avoid the reoccurrence of this and to ensure successful collaboration, the Governor and the Commission focused on our cultural adage that it takes an entire community to raise a single child. In this case, the 'child' needing community support is our Workforce Investment System.

I. D. 2. Collaboration Strategy

a. Inclusion

By believing that honor is derived when one is invited to voice their opinion and that when one participates in the creation or planning process, they are left with a sense of importance, the Governor and Commission determined that their strategy for ensuring collaboration was to bring together the key players in our Workforce System and to **include** them in the design and re-evaluation phases of the process. By doing so, these key members were given a sense of value and this sense then brought about a sense of pride, belief, and the much-needed support of our Workforce Investment Initiatives. As a collective group, they were responsible for voicing their opinions and debating the merits of the structure of our System during the planning and re-evaluation phase. By working together, once they were able to agree to the specific terms set forth during these 'planning' phases, their support during the development and implementation phases was overwhelming and we had very few who questioned the integrity of the system. Not only did they produce a high quality system, their participation alone resulted in the resounding support needed to advance the very system that they produced.

b. Building Credibility

To build credibility amongst the community and to effect change, the Commission also knew that it had to actively seek the input and participation of the people who were the intended beneficiaries of the development process--the employers and the faith-based organizations of American Samoa. In inviting the employers and faith-based organizations to participate in the planning process, the Commission understood that measurable success would only be achieved if the Plan reflected the will of the community, respected the cultural values of the Samoan people, represented the aspirations of our local employers, and identified the challenges associated with the implementation of a Strategic Systematic Plan of this magnitude.

All in all, the strategy of the Governor and Commission has been successful and all Workforce Investment Partners believe in the benefits of implementing this System. Such collaboration resulted in this Systematic Plan, which reflects the expressed aspirations of the people of American Samoa and is based on accurate information and realistic assumptions.

I. E. A Vision for the Youth of American Samoa

What is the Governor's vision for ensuring that every youth has the opportunity for developing and achieving career goals through education and workforce training, including the youth most in need, such as out of school youth, homeless youth, youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents and other youth at risk?

Our Governor and Commission recognize that our strongest and most capable resource is the youth of American Samoa. We also recognize that for our System to be successful, we must begin today to prepare the workforce of tomorrow.

I. E. 1. Youth Goals and Objectives

The Commission's initial step in encouraging opportunities for the Youth of American Samoa was to address the inadequacies of our current system in meeting the needs of our youth. Members from the community, PTA's, Humanities council, church youth groups, schools, and public safety joined the Commission in a one-day workshop to address the needs of American Samoa. Overwhelmingly, the data collected from this workshop suggested that *because our culture embraces strong familial ties, we must address youth issues at the family level.*

I. E. 2. Youth Strategy

a. Support Family Rights

The Commission set forth on a mission to address concerns of our local families. Members of the Youth Board identified numerous areas needing immediate

attention and made recommendations to the Commission to be included in this Plan. Once the needs of families were assessed, the Commission and Governor endorsed a System that supports and advocates family rights and opportunities.

b. Ensure parental achievement and self-sufficiency

While numerous attributes contribute to our strong families, parental achievement and self-sufficiency are at the core of nurturing successful children. Employment issues dramatically impact the families of American Samoa. Not only does the income derived from working help to provide self-improvement opportunities available to all members of the family, over time, it helps to teach our youth the merits of strong work ethics (our local employers top employment requirement). While such merits are not quantifiable, the trends witnessed by improving the standard of living of families in American Samoa are undeniable. In an effort to provide support for families, the Commission is committed to improving the opportunities available for all parents to work and provide a home environment conducive to improving the futures of the youth of American Samoa.

c. Improve educational and training opportunities our Youth

The next step that the Commission and Governor identified as necessary to ensure that adequate opportunities for the Youth of American Samoa are available is to address the standards of educational and training opportunities, career guidance and placement opportunities, and to improve the programs available for meeting the needs of our youth at risk. To do so, the Commission met with employers and educators to foster communication between these two sectors and to drive improved standards and benchmarks for all training partners. The culmination of these discussions was a well-designed plan that collaborates efforts of all key partners towards meeting the needs of our youth by addressing the needs of our employers.

d. Provide Workforce Training Opportunities for our Youth through Faith-based Organizations

The next strategy employed by the Commission to ensure that every youth has the opportunity to develop and achieve their career goals, is to meet with local faith-based leaders.

The Samoan culture is a very spiritual culture with very strong convictions and a large following of spiritual youth. By working with the autalavou (youth groups) of our local churches, we are able to access many more of the at-risk youth because while they may have dropped out of school, they still attend church on a regular basis. The Commission and Governor identified key programs to connect and reach out to these youth in an effort to provide career-training opportunities and to encourage all at-risk youth to 'drop in' through adult education programs such as GED preparation and career guidance. While we have long known that

our churches offer opportunities to work with the youth and families of American Samoa, it was not until President Bush signed Executive Order 13198 with the goal of removing statutory, regulatory, and procedural barriers that prevented faith-based and community organizations from participating in the provision of social services that we were able to convince all interested parties that utilizing these organizations was within our scope of work and Plan. Our faith-based youth programs are already well-received, by utilizing the flexibility provided by Executive Order 13198, we are now able to convince all parties that there are numerous services available to prepare our youth for the exciting and competitive environment in which they will participate. By starting today, we improve our tomorrow.

e. Build a demand-driven Workforce Investment System

Finally, to ensure that every youth has the opportunity for developing and achieving career goals, it is imperative that all of our partners strive to build a demand-driven Workforce Investment System. By developing a qualified and competitive workforce based on the qualifications and needs voiced by our local employers, we are preparing the youth of Samoa for success. To accomplish this task updated information and data must be collected. Current job opportunities must be known as well as where the trends are in the future.

II. Key Workforce Investment Priorities

II. *Key Workforce Investment Priorities:*

Identify the Governor's key workforce investment priorities for the Territorial's public workforce system and how each will lead to actualizing the Governor's vision for workforce and economic development.

American Samoa's Workforce Investment System is based on an old adage passed from generation to generation--*Tu'u fa'atasi*- or "Becoming One." Our priorities established herein are developed to facilitate our mission Stated below with an emphasis placed on working together towards the improvement of our overall quality of life.

Members of the Commission hosted an annual convention to review the current priorities of the Workforce Investment System and to address changes to our System. As a result of the Convention, each Sub-Council was asked to prepare an overview of the benefits added to their respective areas of interest as a result of the implementation of our Workforce Implementation System. This feedback was used to build upon our predetermined 8 key priorities established during the initial planning and development phase of the System and resulted in expanding the scope of our priorities to include seven new priorities that not only meet the needs of American Samoa, but are strategically aligned with the National Strategic Direction.

8 Original Priorities:

- 1. Improve business involvement***
- 2. Improve workforce knowledge and skills through EDUCATION***
- 3. Improve system communication and integration***
- 4. Improve services available for populations with special needs***
- 5. Improve involvement of incumbent workers***
- 6. Improve accountability***
- 7. Improve local control and determination of the needs of our workforce investment system.***

Newly established Priorities:

- 1. Integrate service delivery through One-Stop Career Centers.***
- 2. Implement a demand-driven workforce system.***
- 3. Improve the quantity and quality of service providers available to our customers and insure that our customers have the knowledge and information available to make informed service choices.***
- 4. Utilize data to strategically drive our Workforce Investment System so as to meet the direct needs of American Samoa.***
- 5. Enhance roles of Faith-based organizations within the workforce investment system.***
- 6. Improve re-employment and services available for veterans as prescribed by the Jobs for Veterans Act (Public.Law. 107-288)***

7. Improve services and opportunities for the Youth of American Samoa, especially those in the greatest need.

While all of our original priorities remain priorities, our System has adapted to a number of recent changes in our workforce system (2 cyclones, war in Iraq, etc.). To do so, the Commission and its Sub-Councils have identified new priorities and gained newly founded enthusiasm for continuing our implementation of a strategically sound Workforce Investment System geared to meet the needs of American Samoa in the 21st century.

Prior to the enactment of the proposed workforce development and reform law, American Samoa **had 12 different territorial agencies** responsible for workforce development programs, and a host of different local entities that provided education, employment, job training, and welfare-related services. Each program had a different location and operational system. Incompatible systems required the job-seeking customer to travel from place to place look for services, fill out forms supply documents and undergo repeated assessments to determine needs and eligibility. This fragmentation not only caused delays in providing services, but also prevented customers from receiving services to assist them in their personal efforts to become self-sufficient. Moreover, employer customers had little confidence in the public employment and training system that often seemed bureaucratic, slow and unresponsive to their requests.

Consistent with continuing efforts to overcome these shortcomings and to integrate Federal categorical programs into useful, responsive services, this Territorial Plan is infused with the Territory's vision. Territorial policies are crafted to support the Governor's overall strategic goals and objectives. These policies take into consideration the needs identified by employers, workers, students and the customers of public employment and training services. These policies delegate decision-making authority to and demand high performance achievement from the Workforce Development Commission of American Samoa, its partners and their service providers. The result of establishing concrete policies is a clear mission for our entire Workforce Development System.

Workforce Investment Mission

Our mission is to develop a highly skilled workforce that meets the needs of American Samoa's businesses and industries, thereby enhancing workplace productivity, and increasing our overall quality of life.

We recognize that our employers are the most capable to articulate which skills are necessary and in the highest demand. Through careful consideration of our employers' needs and the feedback provided by each partner during the planning phase of our Workforce Investment System, the Workforce Development Commission of American Samoa has tasked each of our key stakeholders to prioritize

their workforce investment concerns and efforts in a consolidated and collaborative manner. As vital organs in our System, the Commissions intent is for each of our key stakeholders to detail their priorities as they pertain to the betterment of the overall System. Therefore, while reported in the respective sectors, in reality their priorities detailed below operate concurrently and reflect our attempt to 'Become One' so as to effect change in our overall economic and cultural equilibrium.

Key Stakeholders Priorities and Benchmarks:

As with any system, our Workforce Investment System is only as good as each of its individual facets and it is only viable when each of these facets join together, collaboratively, for the betterment of the System as whole. Therefore, while we highlight the priorities of our main stakeholders, we emphasize that these priorities will culminate by actualizing and implementing our overall Workforce Investment System together. Careful coordination between stakeholders via our Commission and its Sub-Councils has insured that each of these priorities will meet the Systematic Priorities listed above. Goals are given to explain how each priority will meet the requirements of the Workforce Investment System as a whole and benchmarks are provided to shed light and give detail as to how each individual stakeholder plans to implement their portion of the plan. These strategic targets were designed to also provide the Commission with clear and concise criteria necessary for assessment of the plan through analyzing the successes of each facet of the overall plan.

During our Commission's re-evaluation of the System, each stakeholder committed to the overall plan via a memorandum of understanding and approved of their priorities, goals, and benchmarks as Stated herein. These priorities will enhance our ability to not only achieve our workforce and economic development vision, but will provide us with the knowledge and data needed to adapt to changes and new circumstances throughout the implementation phase. Such flexibility will allow us to increase the standards by which our system operates and the data provided during the assessment phases of the plan will give us the information that we require to articulate these needs to our Federal Representatives through improved reporting.

Education Stakeholders:

Priority: The priority of the Department of Education is for all our children to achieve success locally and abroad; to understand the Samoan language and culture; and to be proud of their heritage, while appreciating the cultural diversity of American Samoa.

Goals:

1. All children will leave high school proficient in the English and Samoan language.
2. All children will leave high school proficient in Math, Science, Social Studies, and Samoan History and Culture.

2. The health and well being of all children will be ensured by regular instruction in physical education and health and through safe and healthy learning environments.
3. All children will be provided opportunities to become proficient in the arts, technology, life skills, and other academic subjects.
4. All children will be provided opportunities to become certified through a quality career and technical program.

A. *Early Childhood Education Program:*

The Early Childhood Education Program is committed to providing key education preparation in line with the “Good Start, Grow Smart” Program for children aging from 3 to 5 years old. The program also strives to prepare families in an effort to address the family needs in preparation for education and to build the support within the family structure to foster a positive learning environment at home.

Benchmarks:

1. Develop curricular and skill focus areas (based on our ECE assessments) to strengthen the language, literacy, and Mathematical skills of children ages 3-5.
2. Develop and strengthen ECE's partnership with the Child Care Council.
3. Increase parent volunteers and parent training on principals of preparing a school-ready child.

B. *Elementary Division:*

The Elementary Division of the American Samoa Department of Education oversees 23 Elementary Schools. The Elementary Division believes that all students should acquire the skills, knowledge, and competence necessary for the full participation in changing society by seeing that every child has access to appropriate and meaningful learning opportunities so as to increase student learning and academic achievement.

Benchmarks:

1. Increase percentage of students at all grade levels to meet grade level literacy requirements via assessment measures geared to meet the Read Well and Corrective Reading specialists' targets.
2. Increase the percentage of students who achieve mastery level qualifications in reading, Samoan and English Language Arts, Math, Social Studies, and Science.
3. Increase the percentage of students who qualify to enter secondary education and decrease the percentage of students who drop out of school after 8th grade.

C. *Secondary Division:*

The mission of the Secondary School Division is to design and implement educational programs that will assist the students in the development of their skills and to acquire general knowledge, which will contribute to their success in a contemporary society.

Benchmarks:

1. Increase the percentage of high-school graduates enrolled in post-secondary education.
2. Increase the percentage of graduates who are first generation high school diploma holders
3. Increase the percentage of graduating high school seniors as a total of their class.
4. Increase the number of students who receive vocational education skills targeted to meet the needs of our local employers.
5. Increase funding for much needed assessment tools and infrastructure.
6. Increase the number of students who enter post-secondary education institutions or the employment sector.
7. Increase the percentage of students who are trained on and utilize career pathway guidance packets.
8. Increase the number of high-school graduates (who are not attending college) gainfully employed.
9. Decrease the number of teen pregnancies.

D. Special Education Division:

The Special Education Division is primarily funded through the Individuals Disabilities Education Act (IDEA part B). We aim at providing special education and related services to all children with disabilities from 3 to 21 years of age. We are responsible for:

1. Providing free, appropriate, public education for students ages 3-21 who are disabled and in need of special education services, and to screen, assess, and support students who are having learning difficulties and may have learning disabilities.
2. Hiring and training special education teachers to work cooperatively with administrators and general education teachers to provide educational services for eligible students.
3. Communicating with and provide assistance to the parents of students with disabilities, so that in partnership with parents, we can develop sound educational programs for their children.
4. Collaborating with other government and private organizations to ensure the availability of services for those with disabilities is available and capable to prepare these unique individuals for full inclusion and participation in our community.

Benchmarks:

1. Increase the number of families trained on workforce preparedness (when applicable)
2. Increase the number of employers who employ people with disabilities.
3. Increase the number of government agencies who partner with special education to provide key services to meet the needs of our unique clientele.

E. Post-Secondary Education:

The mission of ASCC is to enable successful student learning by providing high quality programs that meet the education needs of its students and American Samoa. To do so, ASCC utilizes a number of different divisions and strategies. Each division is separated to detail the commitment to improving our overall workforce investment system.

Overall Benchmarks of ASCC:

1. Increase the percentage of first-time, full-time freshmen returning after one academic year
2. Increase the percentage of first-time, full-time freshmen who graduate within two years
3. Increase the percentage of first-time, full-time freshmen who graduate within four years (from an accredited four year institution)
4. Increase the percentage of American Samoans with a bachelor's degree or higher
5. Increase the percentage of adult population with a vocational/technical certificate or degree
6. Decrease ASCC's cost per student as a percentage of the national average
7. Increase the percentage of total federal research and development expenditures received by American Samoa Community College
8. Increase the percentage of two-year college graduates who are employed, enrolled in additional education, or enlisted in the military
9. Increase the percentage of graduates employed
10. Decrease the percentage of graduates not-employed

F. Adult Education:

The Adult Continuing Education and Community Services (ACECS) Division is committed to continue and improve adult education services to qualified adult learners. As purported by Sec. 202 (1-3) of the Workforce Investment Act, ACECS is determined to:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
2. Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
3. Assist adults in the completion of a secondary education.

Benchmarks:

1. Increase in the percentage of adults distributing marketable skills that will increase their income generating capacity.
2. Percentage reduction in the high-school failure rate.
3. Percentage of adults without high-school diplomas who enter in any of our six programs (Workplace Literacy Program, Adult Basic Education Program, GED Preparation Program, English as a Second Language Program, Basic Math Skills Program, or Adult Counseling Program).

G. Student Services:

The primary purpose of the Student Services Division is to support student learning and student success while attending ASCC and for the rest of their lives. To do so, our Division focuses on these key strategic goals and benchmarks:

1. Develop a comprehensive and collaborative recruitment effort by Student Services to increase student enrollment.
2. Increase student retention with engagement in campus life and providing essential programs, services, and educational activities leading to student success and satisfaction.
3. Develop and practice methods of research and assessment that enhance student success and satisfaction.

Benchmarks:

1. Increase number of high schools participating in recruitment programs.
2. Increase percentage of students utilizing computer laboratories and training products and services available.
3. Improve the systematic assessment data schedule so as to collect, identify and measure students needs and satisfaction.
4. Improve data collection procedures so as to improve on reports used to analyze ASCC's ability to train its students to meet the needs of the Territorial Workforce.

H. Academic Affairs

The Academic Affairs Division is committed to provide high quality academic programs, services and support. To do so, we plan to meet the following objectives:

1. Develop a clearly defined process for establishing and evaluating educational programs.
2. Provide high quality academic courses through the development and assessment of measurable learning outcomes.
3. Provide evidence of quality instruction, academic vigor and educational effectiveness of courses and programs.

4. Increase the number of eligible providers locally based.

I. Business and Finance

The Business and Finance Division of ASCC is focused on effectively serving the ASCC students and employees in all financial matters and to abide by the standards set forth to ensure compliance to Financial Aid and Federal Grant regulations. The Business and Finance is also determined to develop guidelines for linking planning and budgeting in an effort to leverage resources.

Benchmarks:

1. Increase funding allotted for improvement projects.
2. Increase the quality of opportunities available at ASCC by leveraging funds to cover the needs of a growing population of students at ASCC.
3. Coordinate all funds to eliminate duplicative efforts and to expand the scope and ability of each funding source.

J. Small Business Development Center (AS-SBDC)

The American Samoa Small Business Development Center is committed to provide quality training and counseling that enables entrepreneurs and the business community to be successful builders and leaders in the Territory's future. The Center will cultivate the process of life-long learning by exploiting world class training materials and technology as tools that enhance human potential. We will empower clients and instructors to collaborate in the self-directed process of learning. Their work together will promote excellence and enrich our lives. The mission of the AS-SBDC is to assist small businesses in achieving their goals by utilizing educational resources and modern technology and providing training, consultation, assisting in attaining entry into the marketplace, and by providing continual assistance in all areas of business.

Benchmarks:

1. Increase number of clients trained.
2. Increase number of services and training opportunities available for small business owners and prospective owners.
3. Increase marketing efforts to inspire and encourage small business development.

Human and Social Services Stakeholder

Priority: The priority of the HSS Department is to reduce dependence on public assistance through an efficient and effective system that promotes the health, responsibility, and self-sufficiency of individuals and families.

- Goals:**
1. All citizens of American Samoa will have access to and knowledge of basic sufficiency needs such as health and nutrition, developmental services for people with special needs, and services to prepare and protect the youth and women of American Samoa.
 2. Improve the quality of services available for low-income families.
 1. Increase funding so as to provide more services.

Benchmarks

1. Decrease the percentage of Samoans dependent upon assistance programs
2. Increase the percentage of adult welfare recipients placed in employment
3. Decrease the incidences of vaccine-preventable disease
4. Decrease the infant mortality rate
5. Decrease the teen pregnancy rate
6. Increase the percentage of people with functional limitations successfully rehabilitated with improved economic self-sufficiency
7. Increase the percentage of people with disabilities living independently
8. Increase the percentage of adult assistance recipients involved in work participation activities
9. Decrease incidences of low birth-weight
10. Decrease incidences of out-of-wedlock births
11. Decrease incidences of confirmed cases of unsafe facilities, or abuse, neglect, or death of children, the elderly, persons with disabilities or spouses
12. Increase the percentage of children in foster care who are adopted or reunited with their families
13. Decrease the rate of substance abuse and alcoholism among Samoans

Public Safety and Criminal Justice

- Priority:** To protect American Samoans from crime by holding individuals accountable for their unlawful actions through appropriate penalties and rehabilitation programs.

Benchmarks

1. Decrease the number of juvenile offenders (especially violent crime arrest rate).
2. Decrease the average rate of juvenile re-incarceration within three years of initial release.
3. Decrease the adult violent crime rate.
4. Decrease the average rate of adult re-incarceration within three years of initial release for inmates participating in programs targeted at reducing recidivism.
5. Increase the parole rate.
6. Decrease the number of referrals to the juvenile justice system.
7. Of those referred to the system, increase the percentage of juvenile offenders who provide community restitution.

8. Decrease the felony probation revocation rate.
9. Increase the percentage of adult offenders who provide community restitution.
10. Decrease the juvenile drug-related arrest rate.
11. Decrease costs for incarceration per inmate.

Economic Development Stakeholder

Priority: To foster economic opportunity, job generation, and capital formation by providing quality business services, preparing the workforce for productive employment, and supporting infrastructure development.

Goals: The Goal of American Samoa's Economic Development Plan is to transform the composition of American Samoa's economy so that a more diverse private sector becomes the driving force of a self-sustaining market economy.⁵

1. Develop and implement an adaptable economic model that is market driven.
2. Develop American Samoa into an effective economic force in the markets where we compete.
3. Enhance the present relationship between the United States and American Samoa.
4. Identify the workforce needs in high-growth, high-demand and economically critical industries.
5. Identify the necessary preparation required to succeed in occupations geared towards the high-growth, high-demand, and economically critical industries.
6. Understand the workforce challenges that must be addressed to ensure a prepared and competitive workforce.

Benchmarks:

1. Increase number of business applications and licenses.
2. Increase the number of businesses owned by local and native American Samoans.
3. Increase the number of training opportunities for business development and business preparation.
4. Improve the coordination and collaboration between all agencies gearing towards workforce development.
5. Increase the number of viable industries available in American Samoa.
6. Increase the number of trade incentives for American Samoa.
7. Increase the rate of American Samoa's GDP.
8. Increase the per capita income level.
9. Increase the number of small businesses.
10. Decrease the unemployment rate.

⁵ American Samoa Economic Advisory Commission. 2002. Transforming the Economy of American Samoa: Volume One-The Plan. A Report to the President of the United States of America through the Secretary of the U.S. Department of the Interior. I-51.

11. Increase the tourism rate.
12. Increase the improvement rate of our wetlands and coastal regions.
13. Decrease Territorial taxes as a percentage of personal income so as to provide incentive to earn more.
14. Increase the median household income
15. Increase the number of new non-government jobs created

Areas of Focus

A. Income and Production-

Our Commission envisions American Samoa developing, over time, into a highly productive economy that produces income growth rates that close the enormous gap between per capita income in the US and American Samoa. The goal is to increase the average income of American Samoan residents and to increase the productivity of the Territory by focusing employment opportunities towards native American Samoans.

B. Diversity and Opportunity-

Our Commission predicts that American Samoa will develop increasingly productive and varied industries to employ more highly educated and trained young American Samoans. Other benefits include reducing the need for imported workers and providing industrial diversification needed to ensure increased economic stability.

C. Environmental Preservation-

The WDCAS stresses the importance for American Samoa to strengthen its environmental preservation and protection programs to ensure a continuing high quality of life.

D. Cultural Aspirations-

The WDCAS envisions that while American Samoa continues to integrate new Western economic and political concepts within Samoan society it maintains all Samoan traditions, customs and language to the greatest extent possible. Furthermore, we aspire to market and share our culture with our neighbors in an effort to build recognition and to call attention to the beauty of the American Samoan culture so as to allow for participation by our native people in their own economic development at all levels.

E. Human Resources Development-

The Commission encourages American Samoa to continue to expand and upgrade its education and training institutions for better educated citizens; better trained workers and business operators; and sufficiently educated youth to prosper in American Samoa and elsewhere in the US and Pacific Region respectively.

Natural Resources Stakeholder

Priority: To conserve American Samoa's natural resources through prudent stewardship.

Benchmarks:

1. Decrease the percentage reduction in priority air pollutants in counties not meeting air quality standards
2. Increase the percentage of Samoans with drinking water meeting or exceeding safe drinking water standards
3. Increase the percentage of American Samoa's surface waters meeting or exceeding water quality standards
4. Increase the percentage of American Samoa's agricultural and production lands under soil and water conservation management
5. Increase the percentage of American Samoa's land conserved as public or private natural and wildlife areas
6. Decrease the solid waste generated/disposed per capita
7. Increase the percentage of Territorial-owned lands that are adequately maintained and utilized
8. Increase the percentage change in agricultural production
9. Increase the number of acres covered with voluntary plans to conserve habitat and wildlife.

American Samoa Government Stakeholder

Priority: To support effective, efficient, and accountable territorial level government operations.

Benchmarks

1. Increase total Territorial taxes per capita as a percentage of United States average
2. Decrease total Territorial spending per capita as a percentage of United States average
3. Improve the percentage change in territorial spending, adjusted for population and inflation
4. Decrease the Territorial administrative cost rate as a percentage of United States average
5. Increase the ratio of federal dollars received to federal tax dollars paid
6. Stabilize the number of territorial employees per total population

Service Provider Stakeholder

Priority: To ensure that consumers are effectively and efficiently served by high quality professionals and businesses through the setting of clear standards, maintaining, compliance, and seeking market-based solutions.

Benchmarks

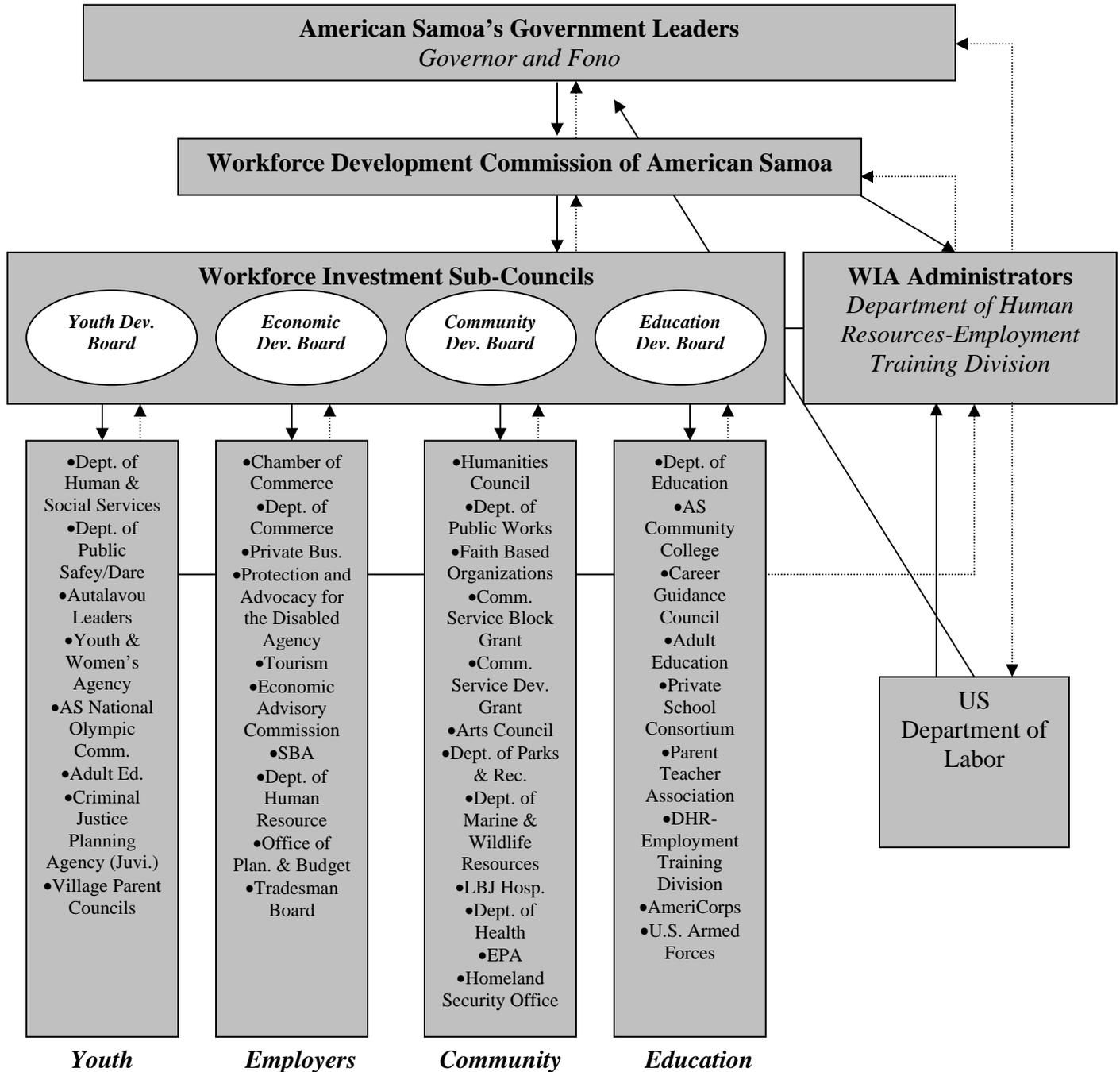
1. Home and auto insurance costs as a percentage of median (territorial or

- household) income
- 2. Percentage of territorial professional licensee population without documented violations
- 3. Occupational injury rate
- 4. Average annual residential electric bill as a percentage of the national average
- 5. American Samoa's national ranking in automobile liability insurance costs
- 6. Percentage of Territory's financial institutions and credit providers rated "safe and sound" and/or in compliance with territorial requirements
- 7. Average annual residential telephone bill as a percentage of the national average

III. Territorial Governance Structure

III.A. Organization of Territorial agencies in relation to the Governor:

III. A. 1. Organizational Chart of American Samoa's Workforce Development System



There are four facets to our Workforce Investment System: Economic and Employment, Education and Training, Youth Services, and Community Services. A sub-council of the Commission represents each of these facets. Members of the Commission actively participate on the sub-councils and report all concerns and ideas to the Commission.

III. A. 2. Interrelationship and Lines of Authority

In a narrative describe how the agencies involved in the public workforce investment system **interrelate** on workforce and economic development issues and the respective lines of authority

Workforce Development Commission members bring a great variety of skills and experience to the workforce development and implementation process. In accordance to WIA directives, the Workforce Development Commission serves as both a Territorial Workforce Investment Commission and a Local Workforce Investment Commission as allowed under Sections 112(b)(5), 116(b), and 117(i) respectively.

Each Sub-Council focuses on its respective portion of our Workforce Investment System and reports all formal discussions, concerns, and recommendations back to the Commission. This collaborative effort ensures coordination between each of the key partners of our system, yet fosters a focused environment to address specific factors pertinent to each Sub-Council's focus.

In accordance with General Memorandum Number 004-2004 and pursuant to 29 U.S.C. §2821, the Governor of American Samoa appointed new members to the Commission and reappointed current members to continue their service on the Workforce Development Commission of American Samoa. The new members of the Commission were participants in the development of the new 5-Year Plan. Once all Commission members were appointed, the Commission met to evaluate the participation on its Sub-Councils. The newly formed Commission made new appointments to the Sub-Councils and all members of the Commission committed to serve on at least one Sub-Council (usually in the area of their expertise). As part of their role in the Sub-Councils, members of the Commission are responsible for reporting to the Commission all of the findings of their respective Sub-Council.

Ultimately, the organizational chart above depicts our lines of authority, as drawn by levels of responsibility. The Governor and the Legislature of American Samoa are responsible for our Workforce Investment System. They depend on the Department of Human Resources for administering the terms of the System set forth by the Commission. DHR-EDT then reports all programmatic concerns, status, and funding issues directly to the Commission, of whom the Governor is an active participant. The Sub-Councils function as sounding boards for our Workforce Investment System and are responsible for evaluating the System as it pertains to their respective areas. They consider the daily and more programmatic tasks associated with their specific area or facet of the System. The Sub-Councils report all findings, concerns, and recommendations to the

Commission via the members of the Sub-Council who are active Commission members as well.

To properly manage a System of this magnitude analysis must be completed on each facet of our System. This is the premise of the Sub-Councils. This thorough analysis provides crucial feedback to the Commission who then reviews the status of the System as a whole. All modifications to the Plan are conducted on the Commission level, approved by the Governor and Legislators, reported to the System Administrators (DHR-EDT) and our Federal Representatives of the U.S. Department of Labor.

III. B. Territorial Workforce Investment Commission

1. Description of the structure and organization of the WDCAS

Describe the organization and structure of the Territorial Board.

The Workforce Investment Commission of American Samoa is comprised of members from all partners in our Workforce Investment System. The Commission was developed to provide a united force and springboard to foster collaboration, interrelation and elimination of duplicative efforts within the Workforce Investment System of American Samoa. It functions as a living and dynamic organization that is able to adapt to change and respond quickly to opportunities that present themselves as investments in the Workforce System of American Samoa.

As a member of the Commission, the Governor holds a vital position on the board and remains a member for the fruition of his term in office. Other member terms are based on the standing by-laws of the Commission and are often rotated to ensure proper representation of key stakeholders in the System. The commission members include members of American Samoa's Legislature (*Fono*), Chamber of Commerce, Department of Commerce, Department of Education, American Samoa Community College, Department of Human Resources, Department of Human and Social Services, Department of Women and Youth, Department of Public Works, Department of Public Safety, and Vocational Rehabilitation.

To ensure that effective collaboration occurs and that strategies and policies set forth by the Commission are carried out, the partner representatives are characterized as the leaders of their respective agencies or organizations. These decision-making individuals are critical to the livelihood of the Commission and its policies. Without support of these top officials, collaboration would be limited, and the success of implementing the Plan compromised.

2. Description of the process used to identify your Territorial Board members.

Describe the process used to identify your Territorial Board members. How did the jurisdiction select Board members, including business representatives, who

have optimum policy-making authority and who represent diverse regions of the Territorial as required under WIA?

During the transitional phase from JTPA and STW to WIA, the leaders of our training systems then realized the importance of the composition of the Commission. Evens in the past revealed that the system in place prior to WIA did not address the needs of the employers and thus left the job-seekers short in their ability to receive qualified services in areas of growth. The result was a poorly designed system-which failed in its promise to produce workers who were sufficiently skilled to keep up with rapid technological advancements and intense global competition.

As in any economy, there is a fine relationship between lessons learned from our past and application of theories to improve growth in the future. However, never is such a balance more essential than it is in American Samoa. In our culture, we believe that value is added through experiencing and wisdom is gained through patience. Therefore, throughout our planning process, our analyses not only included our future forecasts and expectations, but a thorough recollection of our past was used as a base on which our future depends.

In analyzing our past attempts at providing high-quality training systems, the new Commission recognized that much of our failures in the past were due to a lack of cohesiveness amongst key partners and the Territorial Private Industry Council. One System seemed to stand out amongst the crowd-The School-To-Work (STW) Partnership System of American Samoa. The Commission reviewed the STW Plan and nothing seemed to differ between it and the numerous other programs. However, further examination proved the answer in the Commission's quest for driving a successful system. The answer was in the composition of the STW Council itself. Studies showed that the School-To-Work Council seemed to work well together and its members were not only active in the planning stage, but in the implementation stages as well. In fact, STW was so successful that while it was limited in the Federal scope of work, American Samoa was able to design a system that drew overwhelming local support. Local legislators recognized the importance of this system and supported it by passing STW legislation, which the Governor signed into law. Today, STW remains active and is an integral part of the WIA Initiatives. Because of this success, the Governor enhanced the STW Council by appointing other members of the employment sector and the community and reconstituting the Council to become the Workforce Development Commission of American Samoa.

The governor appoints the membership and designates one business representative as presiding officer. WDCAS is composed of:

- X Five voting members representing education, one of whom represents local public education, one of whom represents public post secondary education, one representing private education, one of whom represents adult education and one who represents all vocational education efforts;

- X Six voting members representing small businesses, appointed by the governor based on recommendations made by employer organizations;
- X Five voting members representing business and industry, including business members serving on local workforce development Sub-Councils;
- X Five voting members representing community and faith-based organizations; and
- X Four Sub-Councils-Education, Economic Development, Community & Disabilities, and Youth with members appointed by the WDCAS and approved of by the Governor.

Because the Commission is committed to a system that is Employer Driven, the Commission is comprised with the majority of its members coming from the employment sector. To ensure that our Workforce Investment System is successful, the Commission recognizes the need to implement best business practices and the criterion on which our system is assessed is basic business criterion. Employers set the pace at which our system evolves and call for critical alliances with the Educators and Trainers of the Territory. Policies are built from the collaborative efforts of our Commission. Ultimately, all Commission members have an equal voice in policies, however, with the majority of members representing local businesses, there is a tilt towards pro-business policies and pro-growth policies. Again, the dynamics of the Commission plays an ever-important part in our system as we aim for balance and growth.

Appointment of Sub-Council members

Because American Samoa operates as a single service delivery area, designation of local workforce areas and boards are not required. In place of our local workforce investment boards, the WDCAS has approved of a Sub-Council organizational structure (See section III—page 38). The Sub-Councils of the WDCAS serve as advisory boards to the Commission and are directly responsible for reviewing and recommending service providers. Members of these Sub-Councils are selected according to their expertise and ability to commit to supporting the Workforce Development System of American Samoa.

3. Description of How WDCAS's Membership Enables the Achievement of Our Vision

Describe how the Board's membership enables you to achieve your vision described above.

As strategically designed, the Commission is comprised of members from all partnerships involved with implementing the Workforce Investment System of American Samoa. Each of these members are authorities and heavily involved in the decision-making process within their respective organizations. Because of this, the Commission joins all key players and stakeholders in an effort to collaborate and commit to improving the Workforce opportunities for American Samoa. Our system depends heavily on the members to plan, implement, and

assess our System and to provide support, programmatically in each of their organizations to carry forth the intent of the Plan. This process ensures that our vision is achieved. This process ensures that our system adapts to changes that may happen on the individual organizational level, yet impacts the system across the board. This process ensures that vital communication occurs on the highest levels, across all agencies and organizations, and within the private and public sectors. Finally the commission recognizes that by participating and accommodating the growing needs of our Workforce System, each partner stands to gain.

4. Functions of the Commission

Describe how the Board carries out its functions. Include functions the Board has assumed that are in addition to those required. Identify any functions the Board does not perform and explain why.

The Governor of American Samoa appointed a Workforce Development Commission of American Samoa (WDCAS) in October 1999. WDCAS was tasked to focus on strategic planning, evaluation and oversight of the Workforce Development System. As the Governor's policy Commission for WIA, the WDCAS oversees all Training programs of the Territory including programs under the Department of Education, the American Samoa Community College, the Departments of Human Resources and Social Services and Health Department. Members of the Commission were reappointed and new members were appointed in 2003. Members of the new Commission hold the same responsibilities as those original members and are committed to the duties laid forth by the Workforce Development Commission of American Samoa's By-Laws as well as the duties mandated by the Workforce Investment Act. The following are the strategic responsibilities of the Commission:

- X Promote the development of a well educated, highly skilled workforce;
- X Advocate for the development of an integrated workforce development system to provide quality services addressing the needs of business and workers;
- X Develop and recommend a single strategic plan for all workforce development programs;
- X Recommend to the Governor the designation or re-designation of workforce development satellite areas for the local planning and delivery of workforce development programs;
- X Identify and recommend to the governor incentives to encourage the consolidation of Sub-Councils, Councils and committees;
- X Review Sub-Council workforce plans and make recommendations to the Governor for approval;
- X Evaluate the effectiveness of all workforce development programs using qualified data collection, analysis and administrative records of the Territory's programs as appropriate;
- X Support research and demonstration projects to develop new approaches to service delivery;

- X Recommend measures to ensure that occupational skills training is provided in occupations that are currently in demand at throughout the Territory, and are directed toward high skill and high wage jobs;
- X Monitor the operation of programs and assess the degree to which programs are effective in achieving territorial and local goals and objectives; and,
- X Carry out the federal and territorial duties and responsibilities of all advisory councils/Sub-Councils under applicable workforce development programs.

5. Ensuring Public Access to Commission Meetings and Activities:

How will the Territorial Board ensure that the public (including people with disabilities) has access to Board meetings and information regarding Territorial Board activities, including membership and meeting minutes?

The WDCAS provides leadership to the workforce development system by establishing the goals and objectives that guide decision-making by those involved in the system. This includes Sub-Councils, center operators, the government agencies represented on WDCAS and other partners. WDCAS meets as a full Commission quarterly and the Executive and Sub-Councils meet more frequently as determined by need. All meetings and minutes of meetings are openly posted to encourage interaction with and access for Sub-Councils and the public (including people with disabilities).

In its advisory capacity, WDCAS interacts with Sub-Councils at full Council meetings, Executive Committee meetings, standing and ad hoc committee meetings. Sub-Councils are encouraged to provide input on agenda items during the public comment portion of all meetings. WDCAS also consults with Sub-Councils on cross-program system policy and strategy through workgroups or other feedback forums.

In 2005, the planners of our Workforce Investment System joined again to evaluate and assess the direction of our System. Together, the Governor, the Workforce Development Commission, and numerous community members completed a series of planning sessions to review all economic development, education, infrastructure, human resource, and community service plans. The result is the culmination of our Comprehensive Plan for all Workforce Investment Initiatives in American Samoa.

As key partners in the planning process, community members, congressional members, parents, students, teachers, employers, and government agencies have received a supply of our vision, mission, and Comprehensive Workforce Initiatives. In April 2005, a town hall meeting was held to welcome all comments. All comments were noted and our WDCAS has considered all recommended amendments in a timely manner and has prepared our final

document for submission to the US Department of Labor with all public comments taken into consideration.

6. Conflicts of Interest

Identify the circumstances which constitute a conflict of interest for any Territorial workforce investment Board member including voting on any matter regarding the provision of services by that member or the entity that s/he represents, and any matter that would provide a financial benefit to that member or his or her immediate family.

The members of the WDCAS and its Sub-Councils are bound to the Code of Conduct clause found in the Commission's by-laws. The clause protects our Workforce Development System from the actions of a Commission member by mandating that a member who has a personal or private interest in a proposal or decision pending before the Commission must publicly disclose the fact to the Commission in an open meeting. In addition, a Commission member may not vote on any matter that would provide direct financial benefit to the member or his immediate family or on matters of provision of services by the member or the entity he represents.

Before taking office, a Commission member must provide the Commission chair with a written list of all substantial business interests or relationships that the member or his immediate family has with a business or organization which has received, currently receives, or is likely to receive funding administered by the Commission. If a Commission member or member of his immediate family has a substantial interest in any entity which would be pecuniary and affected by official Commission action, the member must disclose the nature and extent of the interest prior to discussion or vote and shall abstain from voting on the matter. Each Commission member is required to include in its organizational plan, bylaws, or in a separate code of conduct, provisions for penalties, sanctions or disciplinary actions for any violations of the Commission's conflict of interest policy.

7. Resources

What resources does the Territorial provide the board to carry out its functions, i.e., staff, funding, etc.?

The Commission is provided a number of resources to carry out its function of overseeing the Workforce Investment System of American Samoa. Under the administrative constraints of the system, the Governor has identified the Department of Human Resources as the agency responsible for coordinating all Workforce Investment Plans and for working with the Commission to implement the Workforce Implementation Plan of American Samoa. Therefore, all administrative actions are carried forth by DHR-EDT for the benefit of the Commission and the costs associated with all activities, functions, staff salaries are covered under the mandated administrative cap. The details of DHR-EDT's

involvement in the Workforce Investment System are provided to clarify the roles, responsibilities, and direction of DHR-EDT as it pertains to all Workforce Investment Initiatives in American Samoa.

Administration of WIA-Department of Human Resources

Under the guidance of the Commission's system-wide strategic plan, the Department of Human Resources (DHR) Division of Training and Development (DHR-EDT) administers federal and territorial workforce development programs, including WIA. The agency is responsible and accountable to the Governor, the WDCAS, the FONO and Federal oversight bodies for these programs.

DHR-EDT must meet the needs of:

- X Businesses for the development of a highly skilled and productive workforce;
- X Workers for education, training and information to enhance their employability;
- X Employers and workers for an efficient public assistance and services system;
- X People entering the workforce, particularly persons receiving public assistance, displaced homemakers, and students making the transition from education to careers;
- X Communities of the Territory to provide economic incentives for job creation through business attraction and expansion; and,
- X Taxpayers for efficient and effective expenditure of public funds.

The Governor appointed Penei Sewell as the Director of the Department of Human Resources (DHR) and all expenditures must have his signature for approval.

The following are the roles and responsibilities for DHR:

- X Act as the advocate for development of WIA centralized service delivery;
- X Support research and demonstration projects on new approaches to service delivery;
- X Adopt rules;
- X Design, implement and administer the territorial-local planning process for programs under the jurisdiction of the Training and Development Division;
- X Review and recommend partner agency plans to WDCAS for approval by the Governor;
- X Negotiate multi-funded contracts with Sub-Councils for the provision of services;
- X Implement a uniform, territorial-wide client application, enrollment and reporting system;
- X Administer a Territorial wide comprehensive labor market information

system;

- X Consolidate administrative and programmatic functions under the authority of the Territory (to the extent feasible under Federal laws);
- X Provide technical assistance, training and support to Sub-Councils and other interested agency partners; and
- X Provide territorial-level administrative systems for reporting and accountability to federal and territorial oversight bodies.

DHR and its Training and Development Division accomplishes these roles and responsibilities by utilizing the resources and guidelines of the following programs administered by the agency:

- X Workforce Investment Act of 1998;
- X Programs to enhance employment opportunities for veterans;
- X Food Stamp Employment and Training;
- X Child Care services;
- X School-to-Work;
- X Apprenticeship programs;
- X Senior Employment Programs;
- X Alien Labor Certification (or working permit);
- X Work and Family;
- X Labor Law oversight;
- X Proprietary School regulation;
- X Job Counseling Program for Displaced Homemakers;
- X Reintegration of Offenders program;
- X Literacy program;
- X Community Service Programs;
- X Dislocated Workers Programs;
- X Employment for Veterans Initiatives;
- X Functions of the Territorial Occupational Information Coordinating Committee; and
- X Post-secondary vocational and technical job training programs that are not part of an approved sequence of courses leading to licensing, certification, or an associate degree conferred by American Samoa's Community College Board of Higher Education.

III. C. Structure and Process of the Commission to collaborate and communicate with each other and the System at large:

Structure/Process for Territorial agencies and Territorial board to collaborate and communicate with each other and with the workforce investment system at large.

III. C. 1. Steps to improve operational collaboration of activities:

Describe the steps the Territorial will take to improve operational collaboration of the workforce investment activities and other related activities and programs outlined in the statute, at both the Territorial and, as appropriate, local level (e.g.,

joint activities, memoranda of understanding or agreement, planned mergers, coordinated policies, etc.). How will the Territorial Board and related workforce agencies eliminate any existing Territorial-level barriers to coordination?

As stated numerous times in this plan, the Commission has determined that the key factor to ensure that the Workforce Investment System of American Samoa is successful is—collaboration. Therefore, the Commission is committed to a number of steps to ensure that collaboration and communication of all activities within the Workforce Investment System occurs. These steps are:

- Include all Commission members in the development and planning phase of the System design. This provides a common knowledge and understanding of the priorities of the System as it pertains to each partner and member of the Commission.
- Include all Commission members on the Sub-Councils so that members actively participate in the review and evaluation portion of the System and to ensure communication occurs between Sub-Councils and the Commission at all times. This also improves the articulation of the Commission's strategic vision to members of the Sub-Councils who do not serve as Commission members and builds a common understanding of the original intent of the System.
- Include all Commission members in the signing of a memorandum of understanding, which States that all partners will improve collaborative efforts and eliminate duplicative efforts. As detailed in Sub-Chapter F. Interagency Matters, § 100.201 (b) of the Workforce Commission Policies and Procedures Guide, "the Purpose of these rules is to implement and interpret the provisions of the Workforce Code, Interagency Matters, and to provide notice to the public of the contents of the Memorandums of Understanding." There are currently 4 MOU's on file at the DHR-EDT which detail the commitment of the Adult Basic Education, Department of Education, and the American Samoa Community College, and the Department of Commerce to the vision and implementation of the Workforce Investment System of American Samoa.
- All Territorial barriers to coordination are addressed in quarterly Commission meetings and members of the Commission are assigned to review specific barriers. By building responsibility into the Commission, members are proactive and participate in efforts aimed at eliminating barriers to entry, a number of which occur because there is a misunderstanding between certain partners. The Commission has found that communicating these issues in the meetings helps to air all concerns openly and allows for the Commission to address these issues as they emerge.

III. C. 2. Lines of Communication Established by the Governor

Describe the lines of communication established by the Governor to ensure open and effective sharing of information among the Territorial agencies responsible for implementing the vision for the public workforce system, between the Territorial agencies and the Territorial Workforce Investment Board, and between the Territorial and the workforce system at large.

As an active participant on the Commission, the Governor is informed of the participation of his Commission appointees. During the inception of the newly formed Commission, the Governor articulated the need for collaboration and communication. The Governor also meets regularly with his cabinet members, a number of whom are Commission members, to review the Commissions vision, goals and objectives, and progress.

Because the Governor is committed to the seamless integration of a Territorial-of-the-art Workforce Investment System and holds each member of the Commission responsible for representing his/her respective organization in an honest and truthful manner and to articulate the progress of the system to their respective arena. Because of this communication, the vision of our Workforce System is not only achievable, but all of American Samoa is aware of the Commissions intentions.

III. C. 3. Collaborative Cross-Agency Approach to Youth Initiatives;

Is the Territorial promoting a collaborative cross-agency approach for both policy development and service delivery at the local level for youth? If not, explain the rationale and how the Territorial intends to promote this kind of collaboration in the future in order to better meet the needs of youth within the context of the 21st century workforce.

Policy development and service delivery protocol for all Youth initiatives are well coordinated and collaborated by the Commission and its Youth Sub-Council. Representatives on the Sub-Council are dedicated to improve opportunities for all youth members of our Territory especially those who are at risk. Because these youth are at risk, they are recognized by many of our programs as targets for services with an emphasis placed on improving their viable options, opportunities, and eventually outcomes in life. Our Sub-Council envisions a service delivery system that empowers these individuals by providing them with high-quality service programs evolved from strategic policy development. To do so, the Sub-Council is committed to promoting collaboration across all participating agencies so as to ensure that all clients served are aware of the vast number of services available to facilitate their growth and build their workplace experience.

The Commission and its Youth Sub-Council are dedicated to the following steps to ensure that cross-agency collaboration occurs and enhances the

opportunities available to better meet the needs of the Youth of American Samoa:

1. Build clear and concise goals, based on the information provided by the employment and economic partners, for the improvement of all services available for the Youth of American Samoa.
2. Build and negotiate inter-agency agreements based on the goals of the Commission and the Youth Sub-Council to promote Youth programs through an integrated and well-collaborated System.
3. Communicate and articulate the goals, objectives, and vision of our Workforce Investment System with all Youth At-Risk programs such as the DPS's juvenile delinquency program, school counselors, adult education, attorney general and public defender's offices, public health (substance abuse and dependency programs, CPS, and programs designed for single parents), women and youth agency, vocational education, special education, and vocational rehabilitation.
4. The Commission provides numerous settings and incentives for integrating services through workshops for staff from multiple youth agencies. An example of such collaboration is the strategic timing of the WDCAS annual Youth Conference, which coincides with the summer youth programs so as to enhance the program and to increase the number of Youth and service provider participants.
5. Require reporting by all Youth partners to the Sub-Council and then to the Commission for evaluation and implement a self-assessment portion of the reporting requirements whereby, each partner is required to provide a detailed explanation of all progress and suggestions for improvement. The Commission entrusts these partners with the ability to self-assess because they are identified as the 'professionals' in their respective areas. Their opinions are not only valuable, but are recognized as essential in the review and evaluation process.
6. Ensure that timely labor market information and services are accessible via our ASCPWIS Website.
7. All rural programs (most held in Manu'a) are accessible and well marketed so as to ensure that the Youth of these areas are aware of the programs available in their area.
8. Efforts with Special education and vocational rehabilitation ensure that our population of Youth with special needs are aware, involved, and participate in our Workforce Initiatives and programs.

III. C. 4. Public Awareness Efforts:

How is the general public made aware of the workforce investment services offered and available?

The WDCAS and the Governor are committed to enhancing public awareness of the opportunities available through the Workforce Investment System of American Samoa.

- All services are posted on DHR-EDT's American Samoa Career Planning Workforce Information System website located at www.usworks.com/americansamoa/
- Special consideration is made to promote, market, and build awareness of our Workforce Initiatives through community town-hall meetings,
- Regular announcements on public radio and television are provided to build awareness and to provide timely information regarding upcoming seminars and conferences.
- In addition to these regular announcements, the Commission hosts numerous village council trainings to provide insight to the many services that are available through our One-Stop Centers.
- Lastly, special informational conventions are held to promote a specific facet of our System (i.e. Youth Convention, or Employing American Samoa Convention).

IV. Economic and Labor Market Analysis

IV. Economic and Labor Market Analysis:

As a foundation for this strategic Plan and to inform the strategic investments and strategies that flow from this Plan, provide a detailed analysis of the Territorial's economy, the labor pool, and the labor market context.

IV. A. Economic Base:

What is the current makeup of the Territorial's economic base by industry?

The goal of the Economic Advisory Commission of American Samoa is:

*"To transform the composition of American Samoa's economy so that a more diverse private sector becomes the driving force of a self-sustaining market economy."*⁶

For the past 50 years, the two industries that have sustained American Samoa's economy have been the government and the tuna industry. Although the organizations that operate within these industries function as independent entities, they all benefit from their association with the United States Government. For example, the United States Government annually appropriates \$23 million to the American Samoa Government as an operating budget. Additionally, the United States Government spends hundreds of millions of dollars in American Samoa in the form of grants, loans, programs, products, services, employment, leases, and commercial transactions. While the tuna canneries do not receive direct financial assistance, they enjoy special tax and tariff treatments from the Federal Government. Without the assistance of the Federal Government, American Samoa's economy would be severely impacted.

Consequently, the goal describes the type of market economy the Territory wants to realize as 'self-sustaining'. The term self-sustaining acknowledges the continued economic and political relationship between the United States and American Samoa while conveying the Territory's desire to develop and generate additional sources of income and properly manage outlaying costs.

Traditionally, American Samoa's economy has three sectors (as described by the Economic Advisory Commission): Primary, Secondary, and Other.

Primary Industries:

The two industries that fall within the primary sector are the American Samoa Government (ASG) and the tuna cannery industry because they are the 'primary' forces that drive our economy. They are the largest employers and have the greatest revenue base.

ASG:

⁶ American Samoa Economic Advisory Commission. 2002. Transforming the Economy of American Samoa: Volume One-The Plan. A Report to the President of the United States of America through the Secretary of the U.S. Department of the Interior. I-19.

The American Samoa Government supports the local economy through wages, infrastructure construction, public services, and purchases.

Tuna Canneries:

The canneries contribute to the territorial economy through payment of wages, fishing fleet purchases, income taxes, oil, lease rents, and supporting economies of scale for shipping, air transportation, and utilities.

Secondary Industries:

Industries that fall within the second sector have been designated as 'secondary' because most of their commerce is dependent on the primary sector.

Tourism:

Tourism development remains elusive despite acknowledgement of its positive contribution to bolstering the Territory's economic system.

Agricultural Development:

Agricultural Development is still a subsistence activity, which perpetuates the dependence on imports and continuing the pattern of economic leakage.

Industrial Development:

Industrial Development has historically been inconsistent and is easily manipulated and controlled by strong industry lobbyists.

Business Development:

Traditional Business Development has depended largely upon purchases and payments by the Government and the canneries.

Other Industries:

Businesses that fall within the third sector have been categorized as 'other' because they tend to operate independently from the other two sectors by catering to individual households, consumers, and represent industries that have not traditionally been a part of American Samoa's economy.

Technology and Innovative Businesses:

More recently, streams of technological companies have developed in American Samoa. These companies provide services in high skilled trades such as telecommunication, computer and technology systems, water purification, and a number of other areas.

Arts & Crafts:

With more exposure in our global economy, the Samoan culture has witnessed a demand for traditional Samoan arts and crafts. Musicians have also made a name for themselves in the global music industry.

IV. B. Projected Growth Industries

What industries and occupations are projected to grow and/or decline in the short term and over the next decade?

In a recent article in the Wall Street Journal, Norman R. Augustine and Burton Richter address a phenomenon called “Our Ph.D. Deficit.”⁷ Augustine and Richter identify that the unprecedented opportunities for American Workers in the latter half of the 20th century came from creating new jobs, not from protecting old ones. A major component of job creation is investment in science research. Because of this, American Samoa is committed to identifying industries, which promote the creation of new jobs through innovative techniques and research.

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

Growing Industries:

To diversify the economy in American Samoa, the Commission calls for the private sector to assume a leadership role in building the economy and articulating the needs of our local employment sector. Because of this, the Commission has identified and supports the development of four growth industries:

1. Fisheries and Agriculture;
2. Telecommunication and Information Technology;
3. Manufacturing; and
4. Visitor.

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

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

Tier one enterprises have the greatest potential to take root, flourish and attract new enterprises and industries that promise higher added value and greater productivity. Tier Two enterprises have immense possibilities but will require

⁷ Norman R. Augustine and Burton Richter. 2005. Wall Street Journal *Our Ph.D. Deficit*. May 04, 2005 A-14.

more time and resources to develop. Tier three enterprises represent 'spin-off' industries and enterprises that will naturally evolve as the core industries mature. The mapping out of the direction and timing of the Territory's economic development can serve as a guide to those responsible for implementing the various aspects of the Plan. Each of these enterprises has the choice to compete in at least one of the four identified major markets: Local (within American Samoa), U.S. (any market within the U.S.), Pacific (any market in the Pacific Rim, not U.S.), and Global (any market outside of the other 3 identified markets).

Additional industries of growth are related directly to the overall growth of the economy and its impact on the social services of the Territory. These industries are considered critical to the overall good of the territory and are essential in the ability of the Territory to adapt to any and all economic growth:

1. Health service industry (nurses, doctors, laboratory assistants, counselors)
2. Education industry (teachers, counselors, school administrators, school lunch and custodian services, coaches, and research assistants)
3. Small businesses in the food supply markets (wholesale food suppliers, distributors, and transporters).

Declining Industries:

Because American Samoa is postured to grow in the next decade, we anticipate all private industries to grow. It is our intent for the public sector to play a smaller role in the overall economy of American Samoa.

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

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

Part of ASG's responsibility is addressing numerous pending and pressing Federal issues that impact our Territory. These include the elimination of certain tax and tariff benefits, on-going international trade agreements, the application of minimum wage rates, air service restrictions, harbor maintenance costs, and

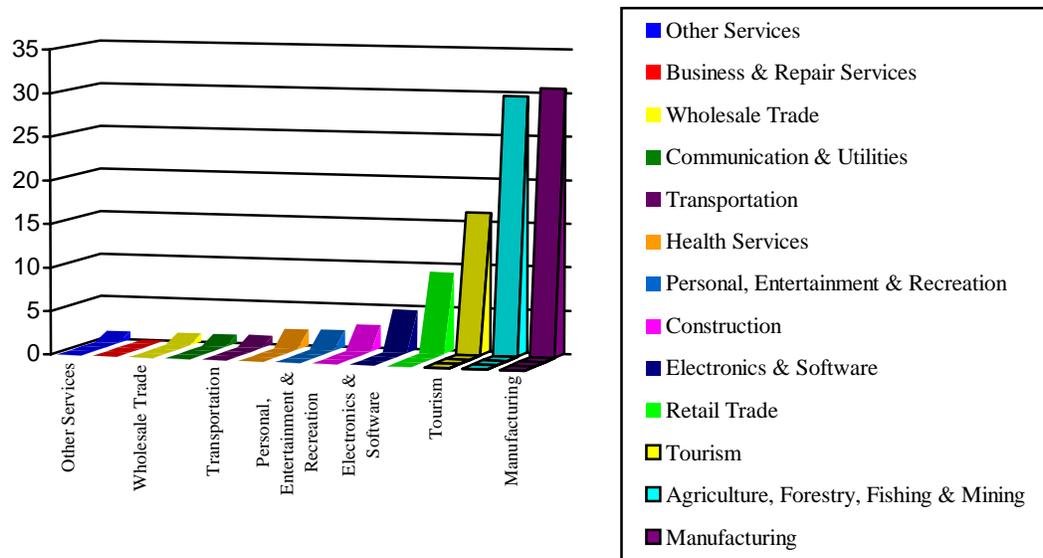
matching funds for capital improvement projects. By not resolving some of these issues, the Territory’s economy will continue to struggle and remain stagnant.

While ASG will remain an integral part of American Samoa’s Workforce System, we hope that it will remain focused on positively affecting our efforts by:

1. Reversing the long-standing trend of budget deficits;
2. Improving the overall fiscal standing of ASG through the refinement of accounting, auditing, enforcement, and disclosure practices;
3. Strengthening commercial laws so as to improve private sector initiatives and incentives;
4. Reducing discretionary spending;
5. Eliminating duplicative efforts and redundant tasks;
6. Improving business and economic development protocol such as immigration, employment practices, tax treatment, and enforcement; and
7. Streamlining the processes of obtaining the necessary approvals, permits, and licenses to conduct business or build infrastructure in American Samoa.

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

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



IV. C. Demand for skilled workers and available jobs

In what industries and occupations is there a demand for skilled workers and available jobs, both today and projected over the next decade? In what numbers?

To address the needs of our growing industries, the Commission recognizes that research, particularly in the physical sciences and engineering, will become the foundation of our innovative and economy of the future. With the establishment of a technological based economy, we believe that new and higher waged jobs will evolve. Because American Samoans are quick to develop, produce, and market new innovations, we have the capability to handle such innovation, which ultimately will not only create new jobs but will stimulate revenues as well. In a nimble and ever-competitive global environment, it is essential that our Workforce be prepared to meet the needs of a highly innovative and dynamic economy. To do so, our System must first meet the current demand for skilled workers and fill the shortage of workers in the following industries:

1. Healthcare Industry (all positions)
2. Education Industry (teachers)
3. Research (biologists, engineers)
4. Public safety (police)
5. Information technology (computer programmers)
6. Accounting
7. Tourism (leisure and hospitality)
8. Handicrafts

Over the next decade, we expect these areas to demonstrate strong employment growth whereby education and health services will add the most jobs (1,000+ additional jobs), followed by professional services such as research, accounting, and information technology, then followed by culturally based careers in industries such as tourism and handicrafts.

IV. D. Critical Jobs and Occupations

What jobs/occupations are most critical to the Territorial's economy?

To keep American Samoa's innovation, robust investments in research are a must. As a nation, we recognize that Federal funding for research in the physical sciences and engineering must improve, as it has been stagnant for over two decades. As a percentage of GDP, Federal investment in the physical sciences is half of its level in 1970. We believe that on a national level, this trend must end and when increased funding opportunities present themselves, American Samoan must be prepared to seize these opportunities and to fully capitalize on the growth potential for our economy. To do so, a number of jobs and occupations are critical to ensure proper preparation for the change in innovation funding. Therefore, the most critical occupations to American Samoa's economy are in the industries that we identified as critical in preparing our workforce for infrastructure sustenance and economic growth. We've identified the following occupations in our leading growth industries as critical to the success of our current economy and our economy to come:

1. Health service industry (nurses, doctors, laboratory assistants, counselors)
2. Education industry (teachers, counselors, school administrators, school lunch and custodian services, coaches, and research assistants)
3. Small businesses in the food supply markets (wholesale food suppliers, distributors, and transporters).

These industries are critical because the jobs/occupations that they provide offer the stability necessary to launch future growth initiatives in other industries such as the identified four growth areas. The professionals who participate in these industries are required to stay current on new methodologies and are thus the backbone of our community--a necessity rather than a luxury. Once these occupations are addressed, the other critical jobs and occupations are in the following industries:

1. Fisheries and Agriculture (fishermen, farmers, horticulturalists, biologists, merchant marines, ship engineers, and marine biologists);
2. Telecommunication and Information Technology (computer programmers, technology and network service agents, engineers, mechanics, and telecommunications experts);
3. Manufacturing (seamstresses, designers, factory managers, product developers, engineers, and mechanics); and
4. Visitor (marketers, hospitality industry, culinary and cuisine experts, arts and crafts, historians, and construction workers such as carpenters, glaziers, painters, metal workers, etc.).

IV. E. Skill needs

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

There are a number of critical skills needed to meet the needs of our available and critical jobs. Many of these involve professional credentialing and experience. By addressing the shortfalls of our basic skills now, we have the ability to improve our overall skills quickly.

1. Health service industry (nurses, doctors, laboratory assistants, counselors)
 - a. Reading comprehension
 - b. Critical thinking
 - c. Research capabilities
 - d. Mathematics
 - e. Speaking
 - f. Reasoning
 - g. Problem solving
 - h. Work-based skills and professional credentialing
 - i. Positive attitudes
 - j. Sensitivity to cultural issues

2. Education industry (teachers, counselors, school administrators, school lunch and custodian services, coaches, and research assistants)
 - a. Reading comprehension
 - b. Critical thinking
 - c. Research capabilities
 - d. Mathematics
 - e. Speaking
 - f. Reasoning
 - g. Problem solving
 - h. Work-based skills and professional credentialing
 - i. Social perceptiveness
 - j. Strong communication skills
3. Small businesses in the food supply markets (wholesale food suppliers, distributors, and transporters).
 - a. Environmental knowledge
 - b. Biological and horticultural understanding
 - c. Sales and marketing
 - d. Commercial drivers licensing
 - e. Scheduling and distribution lines

While the opportunities for career expansion increase as economic expansion occurs, the Commission has identified the following skills as essential for our current employees.

<i>Occupation</i>	<i>Skills</i>	<i>Abilities</i>	<i>Knowledge</i>	<i>Training/Education Requirements</i>	<i>Growth Potential</i>
Registered Nurses, Doctors, Dentists, Laboratory Assistants, and Health Counselors	Active Listening, Reading Comprehension, Critical Thinking, Speaking, Credentialing	Problem Sensitivity, Oral Comprehension, Reasoning, teaching	Medicine & Dentistry, Psychology, Customer & Personal service, English, Biology	Associate Degree, Bachelor’s Degree, Master’s Degree, Doctorate Degree, Professional Experience	Double current rate.
Educators	Reading Comprehension, Mathematics, Critical Thinking, Speaking, Writing, English, Strong Communication Skills, Organization	Problem Solving, Written and Oral Comprehension, Reasoning, Cultural Knowledge	All subject areas, Counseling, Computer and Technology Skills	Associate Degree, Bachelor’s Degree, On-going professional development, Masters Degree, Doctorate	31.5% growth
Small business and Food Supply	Business skills (accounting, budgeting,	Reasoning, Analysis, Critical	Business Savvy, Computer and	Professional experience, small business	30.9% growth

	marketing) Reading comprehension, Critical thinking, Speaking, Writing, Strong Management skills	Thinking	Technological Skills, Distribution skills, Management Skills, Transportation understanding	management, associate degree or higher	
Fisheries and Agriculture	Critical Thinking, Speaking, Reasoning, Planning	Analysis, Organization, Patience, Critical Thinking	Business skills, marketing, botanist, horticulturalist, marine biologist, biologist	Associate's degree, Bachelor's degree, Professional experience	28.3% growth
Telecommunication and Information Technology	Critical Thinking, Problem Solving, Computer programming, Analysis, Mathematics, Scientific, Reading and Writing Skills, Effective Communication Skills, English	Forecast trends, Analysis and Research, Critical Thinking, Problem solving	Computer programmer, Network maintenance, Software developer, Research analyst, Small business manager, Teacher, Engineer	High School Diploma, Associate's degree, Bachelor's degree, Professional experience, Trades certified	25%+ Growth
Manufacturing	Reading Comprehension, Writing, Detail oriented, Mathematics, Effective communication skills, English	Critical thinking, problem solving	Engineers, Mechanic, Seamstresses, Cutters, Managers, Production Planners	Certified trades ability, professional experience, High School Diploma, Associate's degree	20% growth
Tourism	Reading comprehension, strong communication skills, hospitality,	Critical thinking, problem solving, strong communication skills, planning	Hospitality Specialists, Hotel and Leisure Managers, Planning and	GED or High School Diploma, Associates Degree, Bachelors Degree	18.76% growth

	positive attitude, knowledge of culture, problem solving	and coordinating skills	Development Coordinators, Traditional Handicraft Specialists, Marketing		
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IV. F. Current Demographics of Labor Pool

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

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

2000 Population:

<i>Subject</i>	<i>Number</i>	<i>Percent</i>
Total Population	57291	100
Male	29264	51.1
Female	28027	48.9
Under 5	7820	13.6
5-9 Years	7788	13.6
10-14 Years	6604	11.5
15-19 Years	5223	9.1
20-24 Years	4476	7.8
25-34 Years	8707	15.2
35-44 Years	7361	12.8
45-54 Years	4733	8.3
55-59 Years	1474	2.6
60-64 Years	1204	2.1
35-74 Years	1345	2.3
75-84 Years	465	0.8
85 + Years	91	0.2
Median Age	21.3	-
Households	9349	100
Families	8706	93.1
With own children	6297	67.4
Married Families	6596	70.6

Female Householder	1398	15.0
Average Family Size	6.24	-
School Enrollment (over 3 years)	20830	100
Nursery/Pre-School	1557	7.5
Kindergarten	1736	8.3
Elementary (1-8)	11418	54.8
High School (9-12)	4645	22.3
College or graduate school	1474	7.1
Educational Attainment (population 25 years +)	25380	100
Less than 9 th grade	3120	12.3
High school equivalency	9983	39.3
Some college (no degree)	3173	12.5
Associate degree	1755	6.9
Bachelor's degree	1224	4.8
Graduate or professional degree	649	2.6
Percent high school graduate or higher	-	66.1
Percent bachelor's degree or higher	-	7.4
Ethnic Origin and Race		
Samoan	50545	88.2
Niuean	18	0.0
Tokelauan	45	0.1
Fijian	80	0.1
Tongan	1598	2.8
Chinese	329	0.6
Filipino	792	1.4
Japanese	16	0.0
Korean	200	0.3
Asian Indian	13	0.0
Other Asian	281	0.5
White	655	1.1

Black or African American	21	0.0
Some other race or ethnic group	124	0.2
Employment Status		
Population 16 years +	33945	100
In labor force	17664	52.0
Civilian labor force	17627	51.9
Armed Forces	37	0.1
Not in labor force	16281	48.0
Females 16 Years +		
In labor force	7335	43.8
Not in labor force	9420	56.2
Own Children under 6	7338	100
All parents in family in labor force	2909	39.6
Own children 6-17 Years	13112	100
All parents in family in labor force	5831	44.5
Population 16-19 Years	4089	100
Not enrolled in school and not high school graduate	687	16.8
Unemployed or not in labor force	561	13.7
Occupation		
Employed civilian population 16 years +	16718	100
Management, professional and related occupations	4145	24.8
Service occupations	1822	10.9
Sales and office occupations	2966	17.7
Farming, fishing, and forestry occupations	533	3.2
Constructions, extraction, and maintenance occupations	1868	11.2

Production, transportation, and material moving occupations	5384	32.2
Private wage and salary workers	11346	67.9
Government Workers	5002	59.9
Self-Employed in non incorporated business	336	2.0
Unpaid family workers	34	0.2
Income Distribution		
Households	9349	100
<\$2,500	509	5.4
\$2,500-\$4,999	250	2.7
\$5,000-\$9,999	1585	17.0
\$10,000-\$14,999	1535	16.4
\$15,000-\$24,999	2079	22.2
\$25,000-\$34,999	1226	13.1
\$35,000-\$49,999	1029	11.0
\$50,000-\$74,999	739	7.9
\$75,000+	397	4.2
Median Household Income	\$18,219	-

IV. G. Current Migration Issues

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

Currently American Samoa is witnessing an out migration of workers to other States. While this was countered by in migration of foreign workers, such in migration occurred solely in the tuna cannery and fishery industries and did not displace the loss in the high-skilled industries. The Commission has identified a number of issues that cause the out migration of workers from American Samoa.

1. Low wages:

Low wages in comparison to neighboring States and pacific jurisdictions has caused our high-skilled members of the labor force to locate work outside of American Samoa.

2. Slower growth:

While American Samoa is embracing growth opportunities, our physical location deterred the influx of business growth due to costs associated with

transportation, distribution, and housing. This is a detriment to our economic growth and has caused American Samoa to grow at a much slower pace than our neighbors.

3. Infrastructure:

American Samoa is slow to build and grow its infrastructure because our delicate island Territorial is subject to major environmental impacts and there is a lack of funding to improve upon our current infrastructure. Because of this, American Samoa is behind in the ability of its current infrastructure to sustain rapid economic growth, rendering us at a competitive disadvantage to our neighboring States.

IV. H. Skill Gaps

Based on an analysis of both the projected demand for skills and the available and projected labor pool, what skill gaps are the Territorial experiencing today and what skill gaps are projected over the next decade?

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

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

IV. I. Workforce Development Issues

Based on an analysis of the economy and the labor market, what workforce development issues has the Territorial identified?

The Commission has identified a number of workforce development issues that this Plan addresses. These are:

1. Develop and implement an adaptable economic model that is market driven.
2. Develop American Samoa into an effective economic force in the markets in which it competes.
3. Develop natural resources to meet the growing needs of our economy.
4. Improve workforce skills and training opportunities in industries of high-growth
5. Improve education and training opportunities so as to meet the needs of a growing economy.
6. Improve the accountability of our local government so as to establish a reputation for fiscal responsibility and integrity amongst our local employers, participants and Federal representatives.
7. Improve our current infrastructure to meet the needs of a growing economy.
8. Empower our native people so they may be qualified service providers and advocate for locally owned businesses, services, and products and to provide them with an economy that is thriving.
9. Develop communication and collaboration between all partners in the system so as to ensure proper implementation of the plan.
10. Develop a thorough assessment program to review and evaluate progress of the implementation of our Workforce Investment Plan.

IV. J. Most Critical Workforce Development Issues

What workforce development issues has the Territorial prioritized as being most critical to its economic health and growth?

Although American Samoa's economy has evolved into a system that embraces many elements of a western-style market economy, it has yet to enjoy the full benefits of a market-based economy. Our economy is not adequately diversified and depends heavily on Federal assistance. There is a lack of access to financial resources and full employment is unattainable. The Territory has a growing population that inadvertently puts demands on our limited resources and infrastructure.

The manner in which our Workforce Development System changes is of great importance to the people of American Samoa. While they understand the need and welcome opportunities to develop and diversify the economy, any development that undermines the tenets of fa'asamoa will not be supported. The success of this Plan is predicated on the continued interaction and involvement of our people, the government, and our community to meet these critical workforce and economic development issues:

1. High-skill labor shortage
2. Shortage of abundant resources (such as land, water, and human)
3. Poor infrastructure
4. Geographical location

5. High unemployment rates
6. Lack of business incentives to attract new businesses.
7. Lack of training in high-skilled and high-demand industries.

Development solutions:

1. Increase the range of knowledge, skills, abilities and numbers of workers to meet the needs of both established and emerging businesses in American Samoa.
2. Provide better and more effective means for meeting the needs of our local businesses by improving workforce training and education opportunities.
3. Collect, analyze, and provide accurate and detailed information to local businesses and employers of the availability of skilled workers and anticipated growth within our workforce.
4. Provide accurate information needed for proactive planning and decision-making in economic development issues.
5. Provide opportunities for incumbent workers to advance in their careers
6. Facilitate and initiate opportunities for underrepresented groups such as people with disabilities (ADA), needy families, at-risk youth (JA), substance abuse and ex-offenders to enter the workforce with gainful employment.

V. Overarching Territorial Strategies

V. Overarching Territorial Strategies

V. A. Use of WIA funds to leverage other resources

Identify how the Territorial will use WIA Title I funds to leverage other Federal, Territorial, local, and private resources in order to maximize the effectiveness of such resources and to expand the participation of business, employees, and individuals in the Territorialwide workforce investment system?

Through resource mapping, the Commission identified programs with similar goals and objectives in our Workforce Investment System. As a result, a number of Federal and Local resources were targeted as potential collaborative funds. Our strategy for maximizing the effectiveness of available Federal and Local resources is to:

1. Structure our system with organizations that are efficiently operated.
2. Strategically leverage all economic, education, and employment efforts as identified in our resource mapping process.
3. Utilize Territorial-of-the-art technologies for planning purposes.

By focusing on building a more effective Workforce System, employers and job seekers will be more apt to participate in our programs. As our programs develop and gain recognition we anticipate that it will initiate interest from private entities and spur additional investments that in turn will foster economic growth. This will result in a vicious cycle of economic activity in our Territory.

During the next two years of our Plan, the Commission's strategy is to focus on filling the gap between the employment sector and our job seekers by implementing an employer-driven Workforce Development System while also improving our education and training programs available in American Samoa. To do so, we will focus on clearly defining the scopes and responsibilities of each of our partners and organizations in the Workforce Investment System. This will improve our efforts in eliminating duplicative efforts and redundant programs. We will also strive for coordinating efforts so as to bring key players together in a meaningful manner that will provide benefits for all active participants and add value to our Workforce Investment System. This strategy will result in a tightly coordinated workforce development network that is able to facilitate the realization of the Commission's vision.

V. B. Strategies to address the national strategic direction

What strategies are in place to address the national strategic direction discussed in Part I of this guidance, the Governor's priorities, and the workforce development issues identified through the analysis of the Territorial's economy and labor market?

During its evaluation and new-planning phase, the Commission mapped our local strategic direction with that of the Nation and quickly recognized that they were very similar. While WIA provides a structure that allows for local flexibility, our needs for collaboration and coordination are similar to that of the National Strategy and are a result of an increase in participants and an increase in the need for the services that we aim to provide. Furthermore, as detailed in section II of our Plan, our Strategic Priorities reflect such alignment as the Commission endorsed 7 new priorities for our Workforce Investment System.

8 Original Priorities:

- a. Improve business involvement*
- b. Improve workforce knowledge and skills through EDUCATION*
- c. Improve system communication and integration*
- d. Improve services available for populations with special needs*
- e. Improve involvement of incumbent workers*
- f. Improve accountability*
- g. Improve local control and determination of the needs of our workforce investment system.*

Newly established Priorities:

- 1. Integrate service delivery through One-Stop Career Centers.*
- 2. Implement a demand-driven workforce system.*
- 3. Improve the quantity and quality of service providers available to our customers and insure that our customers have the knowledge and information available to make informed service choices.*
- 4. Utilize data to strategically drive our Workforce Investment System so as to meet the direct needs of American Samoa.*
- 5. Enhance roles of Faith-based organizations within the workforce investment system.*
- 6. Improve re-employment and services available for veterans as prescribed by the Jobs for Veterans Act (Public.Law. 107-288)*
- 7. Improve services and opportunities for the Youth of American Samoa, especially those in the greatest need.*

V. C. Strategies implemented to target industries and occupations that are high growth and in high demand.

Based on the Territorial's economic and labor market analysis, what strategies has the Territorial implemented or plans to implement to identify and target industries and occupations within the Territorial that are high growth, high demand, and vital to the Territorial's economy?

To identify high growth and high demand industries and occupations, American Samoa has positioned itself well to benefit from its greatest natural resource—human resource. Our strategies are based on the need to implement education and training systems, which will prepare our citizenry in innovative

and technological fields. To do so, our Commission identified the following steps as key in the success of implementing our strategy:

- i. Provide incentives to attract businesses to American Samoa (tax incentives, ease of entry, etc...)
- ii. Continue to encourage active participation of our Department of Commerce, Territorial Planning Commission, Economic Advisory Commission, and Workforce Development Commission so that a commitment is made across all partners to identify and foster business and economic development in our Territory.
- iii. Build stronger and utilize better data collection so as to properly consider all aspects and issues impacting the economic development of American Samoa.
- iv. Continue to collect and provide up to date labor market information to all partners so as to proactively analyze trends in our workforce and articulate these trends to educators and trainers so as to prepare our workforce for participation in these trends.
- v. Finally, with an emphasis on the need for balance and sensitivity to our heritage, the DHR-EDT plans to conduct a sophisticated assessment of the supply and demand relationship in all identified high-growth industries so as to assist the Commission in its evaluation and planning phases throughout the next 5 years.

Finally, the Commission is committed to establishing an economic development system that will generate economic benefits synonymous with developed countries while protecting our delicate culture and empowering our native people. To do so, our Workforce Investment Initiatives provide the catalyst for collaboration and partnership necessary to propel American Samoa as leaders in the South Pacific. To retain and grow business interests in American Samoa we plan to incentivize economic development by:

- i. Providing high quality education and training opportunities based on employer driven qualification needs;
- ii. Improve programs that provide training in high-skilled areas of the labor market;
- iii. Providing business incentives such as tax incentives, competitive wages, ease of entry (business licensing), subsidized workforce training, 'Made in America' Headnote 3(a) benefits, zero labor unions;
- iv. Benefits from our unique geographical position in the center of the pacific, bridging the gap between the east and America;
- v. Increase exports and reduce economic leakage;
- vi. Increase efficiencies within the government sectors via collaboration resulting in higher government revenues;
- vii. Supply valuable contribution towards elevating the quality of life of the people of American Samoa;
- viii. Reducing operating costs;
- ix. Maximizing income;

- x. Minimizing financial risk;
- xi. Ensuring above average market rates of return on investments; and
- xii. Increasing privatization to ease ASG's financial burden and to improve the Territory's economic climate.

V. D. Identifying Workforce Challenges

What strategies are in place to promote and develop ongoing and sustained strategic partnerships that include business and industry, economic development, the public workforce system, and education partners (K-12, community colleges, and others) for the purpose of continuously identifying workforce challenges and developing solutions to targeted industries' workforce challenges?

To identify the challenges associated with our workforce, the Commission is committed to:

1. Conduct workshops on an on-going basis to develop a common understanding of the challenges that each of our partners face in their attempts to implement our Workforce Development System.
2. On a quarterly basis, representatives from each of our Sub-Councils will report to the Commission the challenges associated with sustaining partnerships that are vital to the success of our Plan.
3. Our legislators and Governor are committed to ensuring that all challenges are identified and addressed as articulated in our statutory requirements of the Department of Human Resources and the Workforce Development Commission.
4. The dynamics of our Commission and its Sub-Councils fosters communication across all partners, agencies, and organizations and includes venues for community members to communicate concerns and report challenges that they face.

V. E. Sufficient Resources

What Territorial strategies are in place to ensure that sufficient system resources are being spent to support training of individuals in high growth/high demand industries?

While the Commission is committed to securing sufficient funding resources for support of training individuals in high growth and high demand industries, because American Samoa is geographically burdened and our infrastructure is outdated, the Commission understands how critical it is to streamline services and to actualize services that utilize each resource to its fullest ability. By focusing on and identifying services that will meet the highest level of priorities of our employers, we believe that we will ensure maximization of our limited resources. Finally, by encouraging our workforce to pursue higher levels of education and thus attain higher levels of skills, we are able to access resources that are not currently available in our Workforce Development System.

V. F. Support for Small Businesses

What workforce strategies does the Territorial have to support the creation, sustainability, and growth of small businesses and support for the workforce needs of small businesses and microenterprises as part of the Territorial's economic strategy?

Our Commission identified a number of industry criteria to target growing industries. In each of the identified industries, a strategy is in place for promoting and supporting the growth of small businesses.

The criteria are:

1. The industry supports the common vision of the Commission and does not work counterproductively against our cultural considerations;
2. The industry yields the greatest desired economic benefits to the greatest number of people;
3. The industry attracts new sources of income into the economy and/or curtails the out flow of capital from the economy;
4. The industry takes advantage of shared resources, existing infrastructure, and functioning entities; and
5. The industry helps to diversify the private sector by providing spin-off opportunities as it matures.

Within the private sector, the Plan identifies and supports the development of four industries: Fisheries and Agriculture; Telecommunication and Information Technology; Manufacturing; and Visitor.

Fisheries and Agriculture:

Traditionally, the ocean and land has served as the islands' main food source. However, contact with western societies and ready access to their conveniences have influenced and changed the people's diet so that American Samoans have become less dependent on native food sources for basic provisions.

The positive economic outcome of this trend is that people have more time to devote to their work, professional development, and families. Also, small businesses that offer a greater variety and selection of foods have emerged such as grocery stores, restaurants, and distributors. The negative impacts are great. The most obvious is that 95% of all food and produce consumed in American Samoa is imported. The result is the outflow of capital from our economy and an increase in health related issues due to poor nutrition.

Given this analysis, the development of small-scale agriculture and aquaculture enterprises would help mitigate these negative impacts as well as encourage the continued growth of new and existing related businesses. Likewise, it would improve the health and overall quality of life of our people.

The primary focus of these small businesses would be to meet the local market demand whenever possible, by encouraging local farmers to commercially grow more produce and raise livestock as well as cultivate food from the ocean. To do so, these businesses must adapt to the western style of farming and cultivating by implementing and applying technology and biology so as to make all products suitable for the local climate and terrain conditions.

Telecommunication and Information Industry:

The development of the Telecommunication and Information Industry will provide an opportunity for a number of spin-off enterprises as well as provide growth opportunities for our existing businesses. While it is difficult to predict which spin-offs will occur, one can safely assume that the industry will see growth in service businesses. Our strategy then is to support businesses efforts through the Small Business Center (at ASCC) by offering assistance and investment in strong business plans that directly correlate with our overall vision of economic growth and self-sustenance. Some areas that we anticipate growth are travel and lodging, leisure, repair and maintenance of equipment, housing, and machinery, accounting, and payroll.

Manufacturing:

In today's global economy, trade has perpetuated the spread of linkage of international production networks. These networks break up sequential production processes and advocate for assembly plants in different areas. The Commission's strategy is to take full advantage of our political advantage offered by our status as a Territory of the United States of America. We are afforded a unique business opportunity because of this status and are able to provide operating network production facilities that not only meet the production needs of employers, but also satisfy their requirement to conduct large portions of their business in America. To accomplish this goal, American Samoa depends on the Federal Government to provide incentives for U.S. businesses to invest in production facilities in American Samoa. We must also prepare and strengthen the operations of our transportation infrastructure so time-sensitive cargo can easily and efficiently be transported in and out of the Territory. We thoroughly support an exemption from or partial relief from cabotage laws.

Visitor:

While the Commission believes that the tourism industry has suffered from a long and erratic period of decline, we believe that it is underdeveloped and therefore has the potential for great growth. Our strategy is to link our natural resources and commitment to preserve our Samoan culture with that of improved infrastructure so as to attract visitors. We recognize that the Independent Territorial of Samoa has a very viable tourism industry and that we offer an entrance to that Territorial. Because there has been an increase in retirees in America, and we've identified a trend in their preference for using

cruise liners, we've formulated a plan to attract tourists to our shores. Our local port is one of the only natural deep-sea ports in the South Pacific. With marketing and beautification efforts, we may be able to increase the number of Cruise liners and tourists who enter our Territory. Such growth would provide opportunities for local small businesses who specialize in arts and crafts and local leisure activities.

V. G. Funds for our Vision

How are the funds reserved for Territorialwide activities used to support and facilitate the achievement of the Governor's vision and address the national strategic direction identified in Part I of this guidance?

A portion of WIA funding is designated as incentive funds for service providers who provide our customers with services that demonstrate performance excellence and coordination with other partners within the system. The Commission has targeted 15% of funds for this purpose.

We believe by providing incentive funds that we are providing the capital needed to bring about a change in our overall system and the conception built in the minds of our partners that there is a lack of support by our System for innovative and dynamic workforce development opportunities. We also realize that by providing tangible investments, our partners will view our support as a positive step towards building long lasting relationships and a commitment to a systematic overhaul of our current workforce initiatives.

V. H. Strategy for Improved Services for our Youth

Describe the Territorial's strategies to promote collaboration between the public workforce system, education, human services, juvenile justice, and others to better serve youth that are most in need and have significant barriers to employment, and to successfully connect them to education and training opportunities that lead to successful employment.

Our strategy for improved youth services is to promote collaboration amongst our partners who deal with the Youth of American Samoa. To do so, we encourage the following strategies and principals as essential for our systems goal of providing service to all youth:

1. Encourage procedures, which ensure inclusion and participation from service providers who work with youth with disabilities;
2. Provide access to a broad array of career, employment, and labor market information available both at our One-Stop Centers and on line at our ASCPWIS website;
3. Provide and encourage activities whereby adult mentors and role models actively participate in shaping career paths and guide youth through hands on training experiences;

4. Provide incentives for at risk youth to stay in school such as young entrepreneur programs and increased training opportunities for those who choose to drop back in to school;
5. Delegate a large portion of youth funding for activities targeted at the out-of-school or at-risk youth population;
6. Increase informational conferences to address financial training and college preparation needs;
7. Encourage, monitor and report collaboration efforts as demonstrated in the Youth Sub-Council.

V. I. Identifying Territorial Policies That Impede Successful Achievement of Goals and Strategies

Describe the Territorial's strategies to identify Territorial laws, regulations, policies that impede successful achievement of workforce development goals and strategies to change or modify them.

As explained in numerous sections of this Plan, the Commission has conducted a thorough review of our economic development, workforce development and infrastructure development plans to identify areas of concern. The Commission was designed to host leaders of each respective partner so as to communicate and plan according to the intentions laid forth by the WIA of 1998. By accepting this plan, all partners, agencies, and organizations are committed to the elimination of barriers to implementation and the Commission takes an active role in addressing these issues on an on-going and very proactive basis.

V. J. Waivers:

If appropriate, describe how the Territorial will take advantage of the flexibility provisions in WIA for waivers.

In the fall of 2005, the Commission will address the need to develop waivers that direct more training funds to the youth and to take advantage of some of the flexibility granted in reporting provisions.

VI. Major Territory Policies and Requirements

VI. Major Territory Policies and Requirements

Describe major Territorial policies and requirements that have been established to direct and support the development of a Territorialwide workforce investment system not described elsewhere in this Plan as outlined below.

VI. A. Information Policies:

What policies and systems are in place to support information management, decision-making, integrated service delivery, and performance management? What policies and systems are in place to support necessary data collection and the appropriate tracking of participants, activities, and outcomes?

ERISS is an internet-based system designed for data collection, reporting, and case management for all labor market information and to meet the reporting requirements of WIA. This system was developed by a number of local and regional specialists and designed to meet the special needs of the Pacific Jurisdictions. During our Pacific Jurisdiction Coalition planning meetings, each WIA director committed to a collaborative effort between all Pacific Jurisdictions to maximize resources in the development of the system. In addition to the value added by ERISS, DHR-EDT identified a need to focus on improving customer satisfaction designed a proprietary system to track customer satisfaction and data used to report WIA performance measures. Data is collected via ERISS and our proprietary system and used for reporting systematic progress to the Commission for evaluation purposes. All reports are reviewed and approved by the Governor and the Commission.

Another invaluable resource for reporting that is tailored directly for the Pacific Jurisdictions is the WIASRD format. This unique reporting system was designed through a collaborative effort between the Pacific Coalition and our Federal Representatives from Region VI. Designed to track participants, program activities, and quantify outcomes for trend analysis, WIASRD has added tremendous value to our Workforce System by simplifying our reporting process, clarifying our process so as to provide quality data that is uncomplicated, straightforward, and simple to collect and review. It is collaborative efforts like this that excites our local partners and builds enthusiasm amongst our staff. All collected WIASRD data is reported to the Commission who, upon approval, then reports all outcomes to our Federal Representatives at Region VI.

VI.B. Efficient use of Administrative Resources:

What Territorial policies are in place that promote efficient use of administrative resources to, eliminate duplicate facility and operational costs?

American Samoa does practice efficient use of administrative resources because the Commission recognizes the need to streamline services and to

maximize the use of all resources. However, due to limited administrative resources available through WIA, in an effort to articulate its commitment, the Department of Human Resources has incurred many of the administrative costs on its local budget. Furthermore, detailed staff training has resulted in empowering the DHR-EDT to recognize the difference and be able to log the difference in time spent on Administrative issues and that of programmatic issues. By differentiating between programmatic and administrative, the Commission is able to maximize and leverage all funding earmarked for Administrative services. Furthermore, by utilizing our One-Stop Centers for a more streamlined approach, we have eliminated many duplicative costs associated with operating separate facilities. All of our programs operate under a single organizational structure whereby Territorial and local interests are considered one and the same. The Governor identified the DHR-EDT as the responsible agency to carry forth the WIA Plan and is responsible for all administrative tasks associated with doing so.

VI. C. Consistency:

What Territorial policies are in place to promote universal access and consistency of service throughout the jurisdiction?

The Commission is overwhelmingly in support of consistent service throughout the Territory. While we acknowledge the fact that needs vary from island to island and from village to village, we also acknowledge the need to build consistency into our service providers. By doing so, our customers (employers and job seekers alike) will acknowledge the dependability of the system and our credibility will be enhanced.

To build consistency the Commission is committed to:

1. Standardizing the evaluation process for service providers.
2. Providing higher quality assessment of our services
3. Reporting our findings to both the Commission and our Federal Representatives as well as members in our community who will find the value of such information.
4. Monitoring training courses, opportunities, and centers to be sure that there is consistency between service centers.

VI. D. Demand Driven:

What policies support a demand-driven approach, as described in Part I. "Demand-driven Workforce Investment System", to workforce development – such as training on the economy and labor market data for the workforce system at large?

The Commission identified that the key to the success of our Workforce Investment System is two-fold. First it is dependent on our ability to collaborate and work together to implement our Workforce Investment Plan. The second key for success is implementing a system that is Employer-Driven. All of our policies are not only support of this approach but are

designed to build an environment that is conducive to employer participation such as:

1. The Commission is comprised of a majority of the members representing businesses.
2. Incentives for employers to participate in our System is our ability to demonstrate progress in the acceptance of employer participants as well as showing our employer community all of the wonderful activities and services that we provide and how they are tailored to meet their needs.
3. The Commission also acknowledges the need to provide employers with data that substantiates our claims about workforce needs. We are committed to collecting, analyzing, and reporting such data on an on-going basis at each of our quarterly meetings.
4. The Commission also supports all Territorial initiatives to collect and analyze data that promotes economic development in the Territory.
5. Lastly, the Commission is committed to an economic and workforce system that maintains a balance between the pulls and pushes of our demand for and supply of workers and industries.

VI. E. Apprenticeship Programs:

What policies are in place or planned to ensure that the resources available through the Federal and/or Territorial apprenticeship programs are utilized effectively and integrated within the larger workforce investment system?

American Samoa has long conducted trade preparation programs and these types of activities through secondary and postsecondary vocational education programs. Tech Prep, cooperative education and apprenticeship programs predate the School-to-Work initiative. WIA provides a structure by which all trade-based programs are organized and planned so that our schools, college, training providers and employers gain an understanding of the resources that are available through our Workforce Development System. Such organization leads to:

1. Better utilization of limited resources;
2. A more structured apprentice program that is clearly understood by both the recipients of the training as well as the employers who are in need of staff with these special skills;
3. The focus needed to hone in on specific trade preparation programs that lead to gainful employment and their integration into our workforce investment system;
4. The ability of service providers to solicit investment by employers in the apprentice programs.

VII. Integration of One-Stop Delivery

VII. Integration of One-Stop Delivery:

Describe the actions the Territorial has taken to ensure that partner agency programs are collaborating at the operational level.

VII.A. Quality of Service:

What Territorial policies and procedures are in place to ensure the quality of service delivery?

Because American Samoa operates as a single service delivery area, the Sub-Councils of the WDCAS serve as advisory boards to the Commission and are directly responsible for reviewing and recommending service providers. Members of these Sub-Councils are selected according to their expertise and ability to commit to supporting the Workforce Development System of American Samoa. The DHR-EDT and Commission will assist the Sub-Councils as they develop strategies to address issues through a variety of methods:

1. Self-assessment tools are distributed to Sub-Councils to assist them in evaluating the strengths and weaknesses of their program management and delivery;
2. Local Commission members, Commission youth advisory committee members, Commission staff contracted service providers and partners are offered workshops, seminars and forums throughout the year to train on best practices;
3. Departmental Office program specialists focus on collecting and disseminating information on best practices and encourage feedback to ensure continuous improvement of our local service delivery system;
4. A training coordinator serves as liaison between Sub-Councils, Employers, and participants. Because of this constant reevaluation system, DHR-EDT and the Commission ensure workforce development and training providers are providing training relevant to meet the Sub-Councils specific planning, management and service delivery needs.

VII.B. Maximum integration of service delivery:

What policies or guidance has the Territorial issued to support maximum integration of service delivery for both business customers and individual customers?

Due to the differences of needs between islands and even within different villages, the Commission has allowed maximum flexibility to its Sub-Councils in designing our service delivery systems.

1. All levels of our services (Core-Intensive services) are provided to meet the needs of both our business customers and our job-seeking customers.
2. Our One-Stop Centers offer services and information on training opportunities available for both types of customers.

3. Our Commission and its Sub-Councils host a myriad of informational conferences, town hall meetings, village meetings in an effort to maximize service delivery.
4. Job fairs are hosted both at schools, ASCC, and at the Commissions annual workforce investment conference. These have been one of our most successful strategies.
5. Lastly, a major effort has been made to provide up-to-date labor market information that is teamed with service delivery information as well.

VII.C. Strategies for integration:

What actions has the Territorial taken to develop and promote models and strategies for local use that support integration?

Because American Samoa is relatively smaller as compared to our Territorial Neighbors, our system is designed to have a unified Territorial and local Plan. Therefore, all of the Commissions actions are taken to benefit all participants. We implement actions that ensure collaboration, resource sharing, coordination, and strategic direction, which organize all activities in a logical, well-thought, system.

VIII. Administration and Oversight of the Workforce System Including Service Providers

VIII. Administration and Oversight:

VIII. A. Provider Selection Policies:

VIII. A. 1. Process to award grants and contracts

Describe the competitive and non-competitive processes that have been and will be used at the Territorial level to award grants and contracts for activities under title I of WIA, including how potential bidders are being made aware of the availability of grants and contracts.

Grants and contracts awarded by the Commission and the DHR-EDT must comply with the Territorial law for the purchase of services. Under this law, grants and contracts are exempt from competitive procurement only if the funds are provided to a government agency or if federal law specifies the recipient of the funds. Otherwise, the Territory is committed to conducting a Request for Proposals (RFP). The Territorial RFP process consists of the following steps:

1. Public notice;
2. Orientation of RFP applicants;
3. Receipt and registration of proposals;
4. Evaluation of proposals;
5. Notice of findings and decisions; and
6. Award of contracts.

Provisions for awarding grants and contracts from funds that are not formula allocated are in the adopted rules governing all government agencies. Those rules adopted by the territorial government which are consistent with related OMB Circulars, to award competitive and non-competitive grants and contracts using any federal or territorial funds, which will include those available under the WIA.

Prior to release of a Request for Proposals or Request for Bids, a cost-price analysis is conducted to gauge the current market costs of the goods or services being purchased. Potential bidders are made aware that available funding is competitively awarded by publishing notice in the Samoa News and local radio stations and by issuing a Workforce Development Letter on the matter. The Workforce Development Letter announces funds availability and proposal instructions. All proposals are objectively evaluated first for responsiveness, and then for quality and reasonableness of costs. The highest scoring proposals may then be contacted for possible negotiation of a contract based on information provided in the proposal.

VIII. A. 2. Eligibility requirements:

Identify the policies and procedures for determining eligibility of training providers, including how historical and current performance information will be collected and used to determine continuing eligibility, and discuss any plans for improvement.

To be eligible to receive adult or dislocated worker training funds through individual training accounts a training provider must follow the procedure established by the Governor for use by Sub-Councils, pursuant to the requirements of Section 122. The policy is provided in Attachment D. The following is a general summary of elements of the Eligible Training Provider system.

Initial Eligibility Determination

WIA automatically grants initial eligibility to all public educational institutions and to all entities that carry out programs under the any Apprenticeship Acts. Thus, all postsecondary educational institutions certified under the Higher Education Act of 1965 and providing programs that lead to two- or four-year degrees or certificates qualify for initial eligibility. Also, any articulated program provider at the secondary level in partnership with American Samoa Community College will be eligible. For those providers not granted automatic initial eligibility under the Act, DHR-EDT will determine status of a local Commission-recommended provider within 30 days of submission.

For subsequent eligibility, providers must submit performance and cost information for trainees in each applicable program of training services to the appropriate Commission/s in such time and manner as required by the Governor's policy. To remain eligible, training providers must achieve specific performance criteria.

Finally, under the Rehabilitation Act, eligibility is determined by our local Vocational Rehabilitation Division and approved of by the Community & Disability Sub-Council of the WDCAS.

VIII. A. 3. Appeal Process:

Describe the procedures the Governor has established for providers of training services to appeal a denial of eligibility, a termination of eligibility, or other action by the Board or workforce agency. Such procedures must include the opportunity for a hearing and time limits to ensure prompt resolution.

The local Commission assures that the grievance procedure established by DHR-EDT for providers of training services to appeal a denial of eligibility or termination of eligibility is available. During the appellate process, all claims are guaranteed processing and review in a timely manner (within 180 business days) and resolution will be prompt so as not to bog down our system.

VIII. A. 4. Criteria for Award of Youth Activities Contracts

Identify the criteria used to assess the type and availability of youth services and activities, including the criteria used to identify effective and ineffective services and providers of such services.

The Commission recognizes that more than one provider will be needed to create a comprehensive youth strategy. Therefore, all Youth activity provider contracts are procured by the Sub-Councils and utilize the competitive process provided for in procurement laws and consistent with related OMB Circulars. The local Commission selection process will be based on criteria including, but not limited to:

1. Accreditation;
2. Fiscal controls;
3. Experience with youth and with coordinating youth services;
4. Admissions/cancellations/refund information;
5. Demonstrated effectiveness;
6. Success rate based on enrollment and completion;
7. Curriculum (course) outlines for training activities;
8. Qualifications of staff;
9. Description of facilities;
10. Certifications/licensure associated with training completion;
11. Debarment and Suspension status; and
12. ADA compliance.

Furthermore, the criteria detailed above must also meet the program elements provided to the Youth of American Samoa:

1. Tutoring, study skills, instruction that leads to completion of secondary school, including drop out prevention strategies;
2. Alternative secondary school services;
3. Summer employment opportunities that are directly linked to academic and occupational learning
4. Paid and unpaid work experiences, including internships and job-shadowing;
5. Occupational skill training
6. Leadership development opportunities, community service, and extracurricular activities that promote positive social behaviors and athletic interests;
7. Supportive services;
8. Adult mentoring and family training sessions;
9. Preventative trainings to curtail substance abuse; and
10. Career guidance and planning services.

The Youth Sub-Council and DHR-EDT prior to Implementing WIA will compile the approved provider list of youth activity contractors on July 1, 2005. To remain eligible as a youth activity provider, the contractor must meet

local youth performance goals and demonstrate the ability to provide services that utilize the following practices:

1. Consistent track record of achieving desired outcomes in the past;
2. Capacity to measure WIA youth outcomes;
3. Commitment to continuous improvement;
4. Clear and consistent mission;
5. Utilizes staff with appropriate qualifications and experience;
6. Maintains ongoing staff development and training;
7. Participates in community services;
8. Maintains and provides access to financial Territorialments;
9. Attracts Diverse funding; and
10. Complies with all American Samoa laws:
 - a. Child labor wage and hour laws;
 - b. Laws ensuring nondiscrimination and equal opportunity;
 - c. Laws governing the treatment of persons with disabilities; and
 - d. Has all licenses, certificates, and permits required to conduct business in American Samoa.

Ineffective contractors, those failing to meet local performance goals, will not be eligible for the subsequent year's Territory list.

VIII. A. 5. Primary service providers

Identify the jurisdiction's primary service providers and contractors, including those utilized repeatedly and consistently and those with contracts of a significant dollar amount.

The workforce centers employ many service providers who have multiple-language skills, who assist with verbal and written translation as needed. The Commission developed two documents describing the Equal Opportunity and Methods of Administration for programs under the Commission. Further, DHR and the Commission are closely working with the Centers in developing an updated copy of the Equal Opportunity Methods of Administration for the WIA. All services shall be provided in a manner that assures compliance with the Nondiscrimination and Equal Opportunity provisions under WIA, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act, the Age Discrimination Act, Title IX of the Education Act, the Nontraditional Employment for Women Act, and the American's With Disabilities Act.

Our primary service providers are agencies and organizations providing:

1. Training and educational services (DOE, ASCC, Private Schools, DHR-EDT);
2. Counseling services (DHR, DOE, Public Heath, DHSS)
3. Economic planning and consulting (local vendors are given priority to encourage self-sustenance)

4. Contractors and infrastructure specialists (Federal partners such as Army Corp of Engineers, DPW, ASPA, and local contractors)

The following entities are pre-approved as providers:

1. Public schools;
2. DHR-EDT;
3. Accredited institutions of higher education including ASCC;
4. Professional education membership associations that have offered professional development in American Samoa for at least five years and have tax exempt status, or a Territorial association affiliated with the national association with tax exempt status;
5. Accredited non-public schools; and
6. DOE

The service provider list will be reviewed in June 2005 and a new list will be published on July 1, 2005. All questions regarding the Provider Registration Process should be directed to the Department of Human Resources Employee Development and Training Division via email at asg.wia@samoatelco.com or by telephone at (684) 633-4485.

VIII. B. Encouraging Higher Outcomes by Service Providers:

How will the jurisdiction build the capacity of service providers to achieve higher outcomes and to support performance excellence and continuous improvement of the workforce system? Discuss any strategies that are or will be used to assess and improve the capacity of service providers and contractors, including the development of appropriate policies and procedures.

All partners in the system, especially those who work directly with customers, are encouraged by the Commission to strive for performance excellence at all times. Because of this, the Commission has established a number of key strategies used to assess and improve the capacity of service providers. These are:

1. Set High Standards for Service Providers:

The Commission is committed to building and supporting performance excellence by utilizing qualified and cooperative service providers. Through detailed labor market data, the Commission believes that these service providers will better understand their target markets, clients, and responsibility in the overall Workforce Investment System. Through our service providers, job seekers must have access to data and information on the availability of job opportunities, the skill requirements of these opportunities, and the services available to help guide them in the job search, career planning, and education/training decisions.

2. Collect and Distribute High-Quality Labor Market Information:

Other important services are those targeted to meet the needs of our business and industry clients. Our service providers offer detailed labor market and workforce

information to our employers so as to support their development of recruitment strategies, compensation plans, and human resource planning which renders them competitive in our global economy. This information is also used to facilitate the planning and development of curriculum for our educators and trainers. All together, through the commitment of the Commission towards improving the quality and quantity of labor market data, our service providers will be empowered with the information that they need to improve the services that they provide.

Labor Market Information (LMI) available in multiple formats for use by all Center customers maximizes choice by providing the most current picture of the local and territorial economy and occupational information. Using the LMI and the eligible training provider certification system, customers can make sound, data-driven career decisions and select the most appropriate training program to meet their needs whether they qualify for an Individual Training Account or pay for training with other resources, public or personal. The focus at Centers is to provide all the tools and resources necessary for individuals to take personal responsibility for their career development throughout their lifetime.

3. **Articulate Established Standards:**
To ensure that best practices are used, the Commission has designed a set of standards that is required for all service providers to follow. These qualifications provide for a mutual understanding of expectations between the Commission, its Sub-Councils and the service providers. Such an understanding is important so that potential service providers understand what the qualifications are for becoming a service provider, customers understand what qualifications each of their service providers have, and service providers understand the level of service qualifications they must maintain to remain in the System.
4. **Provide Best Practices and Performance Training Services for Providers:**
Lastly, the Commission hosts a number of training and information conferences for training providers to improve upon their services. A thorough analysis is completed quarterly by DHR-EDT on all service providers and reports all findings to the Commission for review.

DHR-EDT and the Commission are committed to identifying and benchmarking continuous improvement models across the Territory. DHR-EDT staff received team and partnering training along with leadership training during the past year. DHR-EDT has also adopted the DOL's Simply Better tools based on the Malcolm Baldrige National Quality Award criteria and recommends these tools to Sub-Councils. DHR-EDT is updating to issue a handbook on Centers.

It is required that each Commission have at least one Center meeting minimum criteria within 180 days of Commission certification by the Governor. DHR-EDT will develop specific quantitative criteria, which the Center must meet or exceed and requires Centers that meet the 180-day criteria be reviewed one year later for

Full Service quality indicators. The degree of integration is measured through on-site review, focus groups and supporting documentation during this Full Service review. During the next year, DHR-EDT will migrate the responsibility for maintenance of Center standards to the Sub-Councils.

DHR-EDT will continuously analyze performance reports and compare actual performance with contract benchmarks. The system platform for gathering categorical program data and generating relevant reports by Commission area organizes a Commission Profiling System on DHR-EDT's Intranet site. A snapshot of each Commission's performance data and other key indicators are accessible to territorial and local staff. Since other data, such as labor market information, is also made available in the Commission Profiling System, this rich data source may be used to develop strategies for system and performance improvement.

5. Provide Funding for Performance Enhancement Initiatives:

Territorial funding is to be made available for special initiatives to enhance performance of the Workforce System and to develop partnerships with the WIA program partners considered optional under territorial law/policy and this plan. Our aim is to revitalize center services for employers and job seekers and to broaden accessibility to those services. DHR-EDT commits to a system-wide continuous improvement based on data gathered on customer satisfaction and quality process measurements.

Technical assistance can focus on specific program areas or address general service integration issues. Teams of program specialists conduct reviews and site visits so that expertise for all Commission programs is represented. This approach reduces inconvenience by minimizing the number of territorial visits in a year.

Technical assistance may include:

- X Program overviews where Sub-Councils have limited experience in program services;
- X Facilitated planning sessions with a specific focus resulting in a specific local action plan;
- X Observation and feedback to assist Sub-Councils refine service delivery techniques;
- X General reviews, including desk reviews, of overall service activity;
- X Provision of up-to-date guidance on policy and best practices;
- X On request response to specific programmatic questions;
- X Assistance in accessing, organizing and interpreting data; and
- X Promotion of integration methods in the Center environment.

To promote the development of the system in alignment with the vision and strategic goals of the Territory, DHR-EDT organizes and sponsors conferences and training workshops for Commission members and/or staff, Center operators and service delivery staff, and service providers.

6. Preventative Measures:

The Territory's preventive maintenance to ensure accountability includes desk review, monitoring, technical assistance, and quality initiative review. Quality initiative assistance includes evaluation of essential indicators and certification systems, enhanced with timely and relevant professional training to build the knowledge and skills required of professionals in workforce development.

VIII. C. Regional Planning:

Describe any projects or strategies planned or carried out in concert with other Pacific jurisdictions to improve service delivery, increase access to needed services, and otherwise improve administrative and operational functioning of the workforce investment system.

The Pacific Coalition was established in recognition of a stronger and more collaborative effort between Pacific Jurisdictions to advocate for policies special to the interests of our Jurisdictions and their citizenry--Pacific Islanders.

Quarterly meetings are held to discuss issues of concerns, offer training on best practices, and to review and analyze the impacts of implementing a workforce investment system. We have found that collectively, the group has identified and reported to our Regional Representatives inconsistencies with and barriers to implementing WIA initiatives. We have found as a result of such collaboration, better service is provided to the group by means of technical assistance from our Regional Representatives and PREL (Pacific Resources Education Laboratory) in recognition of the special circumstances involved with implementing WIA in our region.

The Coalition also utilizes scales of economy to improve service and costs of services provided to our region. One example of our collaborative efforts was the development of our Labor Market Information System through ERISS. Because the Coalition recognizes that there is a natural flow between Pacific Islanders, we committed to funding the project so as to network our systems. Now, any job seeker, employer, or prospective service provider can access labor market information for the region and compare trends between Jurisdictions.

VIII. D. One-Stop Policies:

1. Who are the key players and partners in the jurisdiction's workforce investment system insofar as the actual provision of services to individual and employer customers?

Our key partners who provide services to our customers are:

- a. Governor's Office
- b. DOE
- c. DOC
- d. DHR-EDT
- e. ASCC
- f. Adult Education
- g. Vocational Education
- h. DHSS
- i. DPS

-
- j. DPW
 - k. DWY
 - l. LBJ
 - m. ASPA
 - n. ASNOCC
 - o. Chamber of Commerce
 - p. Individual Employers
 - q. Churches and Faith Based Organizations
 - r. Village Councils and Organizations
 - s. Community Youth Groups (Autalavou)
 - t. Regional Jurisdictions and Federal Representatives

2. Coordination efforts:

Describe how the services provided by partners in the workforce investment system are and will be coordinated and made available to customers. Include how the jurisdiction ensures “seamless” service provision such that the services provided to customers flow clearly from one to the next without the customer having to overcome administrative hurdles during the transition from a service provided by one partner or entity, to a service provided by another.

The Director of DHR-EDT is a member of WDCAS, which involves key stakeholders, agencies, employers, and labor representatives in system-wide coordination strategies. WDCAS provides leadership across programmatic and agency boundaries by establishing the goals and objectives for guiding decision-making by all those involved in workforce development.

DHR provides leadership to improve coordination of the workforce investment activities and related activities and programs outlined in section 112 (b)(8)(A). The department took the lead in the engagement of other territorial agencies for developing MOUs to articulate general agreements and specific commitments among partners for coordination of activities. During the implementation of WIA, if/when barriers to coordination are identified, the MOUs will be renegotiated and modified to achieve improvements.

The five-year strategic plans developed by the Sub-Councils with diverse input and feedback from the community are meant to provide the local framework for all services that impact employment in the area. Therefore, the Sub-Councils must provide leadership to foster improved coordination of services for adults, dislocated workers and youth.

The DHR and WDCAS promotes regional planning efforts, information sharing and coordination activities to help improve the performance of all Sub-Councils. Coordination activities include sharing labor market information, coordinating support services across the boundaries of local areas, and the coordinating of services for employers and youth.

The Territory's strategy to build the capacity of Sub-Councils centers on interaction among the Department's monitoring, performance evaluation, and technical assistance functions. The Department's technical assistance system is

both reactive to requests for assistance from the Sub-Councils and pro-active to input from the monitoring and performance evaluation.

The Department and Commission will assist Sub-Councils develop strategies to address issues through a variety of methods:

- X Self-assessment tools are distributed to Sub-Councils to assist them in evaluating the strengths and weaknesses of their program management and delivery;
- X Local Commission members, Commission youth advisory committee members, Commission staff contracted service providers and partners are offered workshops, seminars and forums throughout the year;
- X Departmental Office program specialists focus on collecting and disseminating information on ABest Practices@ and the design, development and delivery of technical assistance for continuous improvement of local service delivery; and
- X A training coordinator serves as liaison with the training department to ensure development and delivery of training relevant to their specific planning, management and service delivery needs.

As described previously to carry out required and allowable Territory-wide employment and training activities prescribed in Section 134 (a) (2) (B) and (3) (A), DHR-EDT reserved PY05 WIA funds for the following activities:

Territory-wide Activities provided by DHR-EDT:

- X Dissemination of list of eligible training providers
- X Conducting evaluations and developing reports
- X Adapting fiscal and program management for improved accountability
- X Providing technical assistance to local areas
- X Building staff and technological capacity
- X Territorial administration

Territory-wide Activities provided by Local Grants:

- X Incentive grants for cooperation, coordination and exemplary performance
- X Enhancement/development grants for the local center delivery system
- X Incumbent Worker Project grants for Sub-Councils
- X Training provider system implementation grants
- X Building youth strategy and programming capacity grants.

3. Wagner-Peyser Funding- NOT APPLICABLE TO AMERICAN SAMOA

4. Technical Assistance:

What strategies exist to identify issues or obstacles within the workforce system at large that either need or would benefit from technical assistance?

The Commission identifies areas in need of improvement through on-site monitoring, evaluation of quarterly reporting by partner agencies and service providers, review of Sub-Council meetings, and through detailed review of

quarterly reports on expenditures, program data, and performance measures/outcome.

The strategy for providing training and technical assistance depends on the need identified, the complexity of the issue, and the availability of funds to support assistance needs. The DHR and WDCAS promotes regional planning efforts, information sharing and coordination activities to help improve the performance of all Sub-Councils. Coordination activities include sharing labor market information, coordinating support services across the boundaries of local areas, and the coordinating of services for employers and youth. Through this strategy, the Sub-Councils are responsible for reviewing, commenting, and analyzing data shared in meetings. This evaluation process is an integral part in determining how well the interaction is between partners. Furthermore, DHR-EDT is responsible for monitoring, performance evaluation, and facilitating technical assistance functions. The Department's technical assistance system is both reactive to requests for assistance from the Sub-Councils and pro-active to input from the monitoring and performance evaluation.

The Department and Commission will assist Sub-Councils develop strategies to address issues through a variety of methods:

- X Self-assessment tools are distributed to Sub-Councils to assist them in evaluating the strengths and weaknesses of their program management and delivery;
- X Local Commission members, Commission youth advisory committee members, Commission staff contracted service providers and partners are offered workshops, seminars and forums throughout the year;
- X Departmental Office program specialists focus on collecting and disseminating information on Best Practices and the design, development and delivery of technical assistance for continuous improvement of local service delivery; and
- X A training coordinator serves as liaison with the training department to ensure development and delivery of training relevant to their specific planning, management and service delivery needs.

In each circumstance of granted technical assistance, the Commission and DHR-EDT specify indicators of success and terms of measurement. Three and six months after assistance was granted, the Commission assesses whether the assistance was useful and met the terms of performance determined on the on-set. The Commission tracks all positive and negative technical assistance experiences so as to acknowledge best practices in technical assistance.

5. Memoranda of Agreement or Understanding:

The WIA statute requires partners in the workforce investment system to collaborate in the development of Memoranda of Agreement (or Memoranda of Understanding), which would specify partner roles, responsibilities, and relationships. A required element in these agreements is a description of the *methods* of referral that will be used to coordinate partner services.

a. Identification and Description of MOA's

American Samoa built its current workforce development system on the principles of limited and efficient territorial government, local control, personal responsibility and support strong families discussed in detail earlier in this document. The alignment of the system with this vision began with consolidation of programs into a single territorial agency, formation of Sub-Councils and development of the territorial-wide network of centers focused on employer needs and customer choice.

Fostering and maintaining coordination with partners represented the first step in aligning our system with the vision of the leadership for an integrated, effective workforce system. The Governor, WDCAS, and DHR-EDT are committed to these partnerships. Cooperative arrangements, articulated in MOUs, were established with DHR-EDT and:

1. Vocational Rehabilitation;
2. The Department of Education;
3. American Samoa Community College;
4. The Department of Commerce-Economic Development Division;
5. Adult Education; and
6. The Department of Human Services and Health

b. Identification and Description of Procedures to Adhere to MOA's

Identify and describe procedures to resolve impasse situations (or bottlenecks) in developing and/or adhering to written Memoranda of Agreement

All partners must enter into a new two-year implementation Memorandum of Understanding effective July 1, 2005. The MOU must delineate:

1. The role of each partner in the newly revised Workforce Investment System (such as services, implementation responsibilities, administrative costs);
2. How the services will be funded;
3. How operating costs of the One-Stop Centers will be funded;
4. Referral procedures;
5. Coordinated employer and job development;
6. Centralized and networked job orders and applications;
7. Procedures for compliance with ADA (Americans Disabilities Act); and
8. Strategies to increase efficiency such as:
 - i. Reduction of duplicative efforts;
 - ii. Networking capabilities and connectivity;
 - iii. Resources for innovative strategies;
 - iv. Skill training for business partners and job seekers;
 - v. Utilization of industry experts for cross training.

If a partner documents to the satisfaction of the Commission that it has made every effort to resolve an impasse in the development of an MOU, the partner may request an arbitration procedure to the Commission and the Governor.

With 30 days of the request, the Commission will use an ad hoc committee, with authority to arbitrate, to seek resolution amongst the partners and move the matter to a resolution. This committee has a range of options to do so:

- a. The committee may return the impasse to the Commission with instructions regarding 'next steps' to be followed within a 30-day time frame. If this resolution fails within 5 days, the committee will select an alternative dispute resolution process and/or begin intervention.
- b. The committee may select an alternative dispute resolution process provided by a community agency, to be completed within 30 days of selection.
- c. The committee may arbitrate using as its basis the WIA, its regulations, and the Territorial Plan. The arbitration must be completed within 30 days.

c. Customer Referral

Describe current methods of referring customers to activities and services provided by partner entities, including the jurisdiction's plan for improving the current process.

The referral process is an integral part of the Workforce Investment Plan and is used to ensure that customers receive the best service by the most qualified service provider. Through in-take, counselors are trained to conduct a thorough needs assessment of each customer. Once this occurs and the different levels of service are conducted, the counselors are able to identify key training needs and make positive referrals, which match the immediate needs of the customers.

All counselors are trained to identify special needs and to facilitate in the process of customers determining from which types of services they will most benefit. Once an individual plan is in place, referrals occur. Finally, the process undergoes constant evaluation to identify better ways to handle referral needs.

VIII. E. Oversight/Monitoring Process:

Describe the current monitoring and oversight process utilized by the jurisdiction. Include any formalized, written policies and procedures created to guide and otherwise support the process, as well as the following:

1. Monitoring process:

Describe how service providers and contractors are monitored. Specific information could include staff responsible, frequency of monitoring, areas of focus (e.g., financial, training quality), how results are communicated to the provider, how the information is utilized by the agency and what type of follow-up is provided. If the current process is not specified, how does the jurisdiction carry out its oversight role?

In accordance with American Samoa's Workforce Commission Policies and Procedures Guide all Sub-Councils shall cooperate with the Commission to improve accountability. To do so monitoring activities have been developed to:

- a. Ensure programs achieve intended results;
- b. Ensure resources are efficiently and effectively used for authorized purposes and are protected from waste, fraud, and abuse; and
- c. Ensure reliability and timely information is captured, reported, and used to improve decision-making.

The Commission has set forth monitoring provisions and respective responsibilities of its Sub-Councils, sub-recipients, and contract service providers. All rules contained in the subchapter of the Commission's rules and regulations apply in addition to any program-specific rules except to the extent of any conflict whereby the Commission will assess the conflict and determine appropriate action.

Comprehensive monitoring activities are conducted by the Commission to assess Sub-Council, sub-recipient and contractor progress in achieving program goals and maintaining fiscal accountability. Program and fiscal monitoring activities include site visits, desk reviews, and analysis of both financial and program outcomes to help identify potential weaknesses before such weaknesses result in substandard performance or questioned costs. Monitoring activities shall assess a contractor's compliance with applicable laws, regulations, authoritative pronouncements, and contract provisions. These activities shall encompass both financial and programmatic monitoring and shall be evaluated on a periodic basis. Monitoring reviews result in recommendations that provide practical solutions used to take immediate corrective action.

The DHR and WDCAS promotes regional planning efforts, information sharing and coordination activities to help improve the performance of all Sub-Councils. Coordination activities include sharing labor market information, coordinating support services across the boundaries of local areas, and the coordinating of services for employers and youth.

The Territory's strategy to build the capacity of Sub-Councils centers on interaction among the Department's monitoring, performance evaluation, and technical assistance functions. The Department's technical assistance system is both reactive to requests for assistance from the Sub-Councils and pro-active to input from the monitoring and performance evaluation.

The Department and Commission will assist Sub-Councils develop strategies to address issues through a variety of methods:

- X Self-assessment tools are distributed to Sub-Councils to assist them in evaluating the strengths and weaknesses of their program management and delivery;
- X Local Commission members, Commission youth advisory committee members, Commission staff contracted service providers and partners are

offered workshops, seminars and forums throughout the year;

- X Departmental Office program specialists focus on collecting and disseminating information on 'Best Practices' and the design, development and delivery of technical assistance for continuous improvement of local service delivery; and
- X A training coordinator serves as liaison with the training department to ensure development and delivery of training relevant to their specific planning, management and service delivery needs.
- X All service providers are monitored for consistency and ensuring that their service requirements and contracts terms are met.

2. Modification plans:

Given the increased emphasis on accountability, what plans are there to modify and otherwise improve policies and procedures related to monitoring and oversight?

As the Commission recognizes the need for effective monitoring and evaluation of our system, risk assessment is conducted on a quarterly basis. The Commission plans to use the information collected from this analysis to improve policies and procedures of the Workforce Investment System. The following measures are in place to ensure a comprehensive and effective monitoring system is in place:

- a. The Commission requires periodic reports outlining monitoring reviews, noncompliance issues, and the status of corrective actions;
- b. The Commission requires briefing Sub-Councils on progress made and challenges encountered;
- c. The Commission requires an annual evaluation of the monitoring functions to determine its effectiveness; and
- d. The Commission subscribes to an annual independent audit to review all programmatic, systematic, and monitoring measures of our Workforce Investment System.

Through this system of checks and balances, the Commission is able to proactively monitor its System and to make appropriate changes in a timely and effective manner. The Commission must approve all changes to the monitoring of the System.

VIII. F. Grievance Procedures:

Attach a copy of the Territorial's grievance procedures for participants and other affected parties (including service providers).

The local Commission assures that the grievance procedure established by DHR-EDT for providers of training services to appeal a denial of eligibility or termination of eligibility is available. Furthermore, under the Rehabilitation Act, eligibility of service providers with disabilities or special needs is determined by our local Vocational Rehabilitation Division and approved of by the Community & Disability Sub-Council of the WDCAS. Our process for removing providers from the list is as follows:

- a. A training provider must deliver results and provide verifiable program performance and cost information to retain its status as an eligible training provider.
- b. If the provider does not meet required performance levels, it is subject to removal from the Territory list.
- c. The Commission may recommend to DHR-EDT the removal of a provider based on performance at any time. In addition, removal may occur for the following reasons:
 - i. provider goes out of business;
 - ii. provider discontinues a given program offering for which currently certified;
 - iii. provider opts to discontinue certification while currently certified as eligible or by not seeking subsequent eligibility;
 - iv. eligible provider's application for renewal is denied due to low performance or change in the local area's demand occupation listing; or
 - v. provider's eligibility is terminated by DHR-EDT under the provisions of section as provided..

Sub-Councils have developed a written process for appeals requested by providers determined by the local Commission to be ineligible. The procedures include an opportunity for a hearing, with a final written decision to be provided within 60 days of the local Commission's receipt of the request for the appeal. While in appeal status, the provider's designation of WIA-eligibility will be removed from the territorial listing. A provider claiming that it was denied a hearing shall have the right to file a grievance. Providers who are denied eligibility certification must wait six months before re-applying to the given local Commission.

VIII. G. Facilitating Effective Systems:

1. Performance-related information and selection criteria:

What performance-related information and other criteria will be used to select on-the-job and customized training providers? What performance-related information and other criteria will be used to select providers of work experience?

The Commission takes very seriously the need to use performance indicators as guides during the implementation of the WIA in American Samoa. Therefore performance indicators are used in the selection process of all training providers. The following is a list of criteria used to determine eligibility (each factor requires performance data and information to support a claim for eligibility):

- X Accreditation;
- X Fiscal controls;
- X Experience with youth and with coordinating youth services;
- X Admissions/cancellations/refund information;
- X Demonstrated effectiveness;

- X Success rate based on enrollment and completion;
- X Curriculum (course) outlines for training activities;
- X Qualifications of staff;
- X Description of facilities;
- X Certifications/licensure associated with training completion;
- X Debarment and Suspension status; and
- X ADA compliance.

Territorial Maintenance of the Provider List

DHR-EDT will manage the eligible training provider certification process. The Commission submits its list of training providers with performance and cost information to DHR-EDT for validation and placement on the territorial-wide list. The Commission is responsible for accepting applications and recommending whether to retain a provider on the list. The list compiles all eligible providers identified by the Commission. The list provides identifying information and specific performance and cost information on each provider.

Information Availability

Identifying information for eligible training providers and associated performance and cost information will be available in print and via the Internet to be accessible to all customers of Centers. Additional information to maximize informed customer choice in selecting a training provider will be made available in Satellite Centers by Center operators. DHR-EDT will develop a plan of action to put all the WIA information requirements practicable into an accessible automated system through the internet/intranet, and will develop an alternate mechanism as well.

For subsequent eligibility, providers must submit performance and cost information for trainees in each applicable program of training services to the appropriate Commission/s in such time and manner as required by the Governor's policy. To remain eligible, training providers must achieve specific performance criteria. Such criteria is:

- a. Adult Entered Employment Rate
- b. Adult Retention Rate
- c. Adult Earnings Gain
- d. Youth 19-21 Entered Employment Rate
- e. Youth 19-21 Retention Rate
- f. Youth 19-21 Earnings Gain
- g. Dislocated Worker Entered Employment Rate
- h. Dislocated Worker Retention Rate
- i. Dislocated Worker Earnings Replacement Rate
- j. Youth Diplomas or Equivalent Attainment Rate
- k. Participant Customer Satisfaction
- l. Employer Customer Satisfaction

(Please see Attachment B for more information)

The performance data reports are used to establish benchmarks for the service providers in an effort to ensure continuous improvement. DHR joined DOL's Enterprise Council and adopted its continuous improvement process. The performance reports from FORMER JTPA, and in the future from WIA, are used by the Performance & Evaluation Section of DHR to prepare each service provider for the Commission's reporting requirements. The Commission asks each provider to submit performance improvement plans in response to the reports that generate sub-par results.

DHR will provide more detailed benchmark data later concerning Sub-Councils and Centers performance, to serve as the foundation for data-driven continuous improvement. In addition, customer satisfaction data will be gathered quarterly by a Territory-wide random survey. The survey will provide for a representative sample for each Commission and the data will be linked to specific performance measures to benchmark continuous improvement.

2. Utilization of limited resources:

To what extent does the jurisdiction use its authority to transfer up to 20% of funds between the Adult and Dislocated Worker funding streams to further support workforce system goals and to otherwise utilize limited resources efficiently and effectively?

As one of the key principals in implementing the Workforce Investment System, the Commission implements strategies to maximize its limited resources. Thorough analysis helps to identify areas of focus that are in need of additional resources. The Commission is dedicated to use its authority to transfer funds between funding streams so as to optimize performance and to meet the needs of its customers.

3. Keeping current:

What strategies or practices are planned or utilized to remain "current" regarding available community resources so that customers are provided with complete, accurate, and up-to-date information on a variety of social services and related resources while at the same time providing the Territorial workforce agency with additional sources of referral that could improve and increase the range of services offered? If the jurisdiction has not engaged in any kind of formal "resource mapping," how are possible opportunities to leverage limited resources identified?

As detailed earlier in the Plan, the Commission utilizes resource mapping to identify and target common needs amongst workforce investment partners. Quarterly Commission meetings are designed to gather and discuss information shared in Sub-Council meetings held periodically throughout the quarter. These meetings add great value in our goal of opening communication channels between workforce partners. These meetings inform all partners of activities, programs, and upcoming events so that communication is free flowing and all partners are aware of opportunities to collaborate.

4. Target Groups:

Identify any specific target groups that are or will be considered when designing and delivering services within the context of limited federal dollars, national strategic priorities, and Territorial workforce goals. Include any policies or strategies related to displaced homemakers, low-income individuals, older workers, those with disabilities, and others with multiple barriers to employment and training.

DHR-EDT charges Sub-Councils with developing written policies and procedures on targeting of services to groups characterized as having poor work history and/or deficient skills. Rather than characteristics of groups driving the provision of services, individual need drives services in the American Samoa system. The objective is to find all customers jobs as soon as possible. Individuals who test the labor market and find that they lack the skills and/or experience to successfully find employment, are candidates for more intensive assistance. The stream of multiple funds and multiple partners in Centers provides the broadest possible menu for access to everyone.

The stream of multiple funds and multiple partners in Centers provides the broadest possible menu for access to all job-seekers including those with special needs, such as displaced homemakers; migrant and seasonal workers; public assistance recipients; women and minorities; individuals training for non-traditional employment, veterans; individuals with multiple barriers to employment, older individuals, individuals with limited English-speaking ability, and people with disabilities. Sub-Councils and service providers also will ensure that veterans are provided extensive services at Centers throughout the area.

The WDCAS and the Sub-Councils are responsible for low-income employment activities delivered in their area. As with WIA, Work First is the strategy to assist these customers in the transition from dependency to self-sufficiency. DHR also partners with the Department of Health Services in various interagency initiatives to coordinate reform efforts.

To ensure that training and placement services are provided to those job-seekers with special needs, such as displaced homemakers; migrant and seasonal workers; public assistance recipients; women and minorities; individuals training for non-traditional employment, veterans; individuals with multiple barriers to employment, older individuals, individuals with limited English-speaking ability, and people with disabilities, Sub-Councils provide a description of their policies and procedures to:

- X Identify and address barriers to participation
- X Inform customers of nontraditional career options;
- X Identify and refer individuals to supportive services depending on individual need; and
- X Assess aptitude for the required skills to compete for in-demand jobs.

The DHR-EDT also encourages Sub-Councils to conduct comprehensive assessment and other intensive services in meeting the needs of specialized populations. Individualized counseling, job development, coordination with partners, and customized referral and placement services are all used in meeting the needs of the

older individual, those with limited English-speaking ability, and other multiple barrier job-seekers.

The workforce centers employ many service providers who have multiple-language skills, who assist with verbal and written translation as needed. The Commission developed two documents describing the Equal Opportunity and Methods of Administration for programs under the Commission. Further, the DHR-EDT and the Commission are closely working with the Centers in developing an updated copy of the Equal Opportunity Methods of Administration for the WIA. All services shall be provided in a manner that assures compliance with the Nondiscrimination and Equal Opportunity provisions under WIA, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act, the Age Discrimination Act, Title IX of the Education Act, the Nontraditional Employment for Women Act, and the American's With Disabilities Act.

In the development of its new priorities, when dealing with limited resources, the Commission has identified the need to provide services to those in the greatest need--first. While the Commission recognizes the need to treat all individuals equally, in an environment of limited resources, the Commission is committed to providing service to the following target groups first:

1. Youth-at-risk;
2. Families in need (especially displaced, single mothers);
3. Workers/job seekers with special needs;
4. Veterans;
5. Current labor market information; and
6. Low-skilled job seekers.

Our strategy is one that prioritizes and provides structure for times when funding constraints occur. While we don't anticipate having to 'choose' between customers, we recognize the importance to be prepared. If faced with this decision, the Commission will make every effort to secure additional funding from other private and public sources so as to reestablish its original scope of work.

IX. Service Delivery**IX. Service Delivery**

Describe the approaches the Territorial will use to provide direction and support to the workforce system, including service providers and contractors, on the strategic priorities to guide investments, structure business engagement, and inform service delivery approaches for all customers. Activities could include:

IX. A. Service Delivery Approaches and Strategies:**1. Workflow:**

Describe the process by which an individual customer flows through the workforce system (i.e., client or participant flow), beginning with the intake process and through exit and subsequent follow-up. Include in the description of the process those services routinely provided and considered key or primary services.

When a customer enters our facilities they do so either on their own or by referral. In either case the routine by which the customer flows through our system is very similar and is as follows:

- a. Intake- Center staff determine whether an individual is eligible to participate in a program (if referred, they usually bring our standardized form which already specifies which services the customer is qualified to receive)
 - b. Skills/Needs Assessment- Once the staff has determined eligibility; they work with the customer to determine their current level of skills, preparation needs as well as family needs.
 - c. Orientation- Once the counselor has determined the level of needs for the customer they receive an orientation to our workforce system. This includes a tour of our facility, a demonstration on our labor market information system, a career placement examination, and a detailed and thorough explanation (brochure included) of all services available, lists of service providers, and determination of a workforce preparation plan. The customer is also provided with a customer satisfaction survey to assess initial levels of service.
 - d. Training Placement- Depending on their skill level, the customer is placed in one of 3 levels of service (core, intense, and training).
 - e. Periodic evaluation- Our counselors meet with service providers, customers, and partners to determine the success of and fit of the training experience. During this evaluation, the customer is offered an anonymous customer service survey to gauge satisfaction during the training program so as to work on areas of concern during the program.
 - f. Completion and Exit- Once a customer completes all training services available to them, a follow-up is scheduled to check on progress 3 months after exiting our program. Upon completion of the program, the customer is given a final customer service survey to track levels of satisfaction at the completion of the program.
 - g. Reporting- All customers are reported in our WIASRD format and performance information as well as satisfaction information is compiled on our quarterly reports which are reviewed and discussed by the Commission.
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2. Description of Coordinated Efforts:

How will the services provided by each of the partners and entities involved in the workforce investment system be coordinated and made available? Include a description of the referral process in general and, in particular, the policies or provisions that direct providers of workforce and related services when their services are not available, appropriate, or they are otherwise unable to meet a customer's needs.

Please see description of coordination efforts in other sections of the plan. Also please see section VIII. D. 5. c for a more detailed explanation of our referral process.

3. Youth Programs:

How are WIA youth formula programs integrated into the larger workforce investment system?

American Samoa is committed to an integrated system of education, training, skill development and employment services for all citizens. This commitment is based upon a belief that career and personal growth requires a commitment to lifelong learning and continuous expansion of one's skills and abilities. While learning and development of workplace knowledge, skills and abilities start early in life, we recognize that it is important to offer opportunities for all ages of Youth. Services to youth address the Territory's goal of all youth working at grade level, demonstrating exemplary performance in foundation subjects and acquiring the knowledge and skills needed to be responsible and independent citizens.

Service Providers awarded youth opportunity grants will fold those activities into their program design for youth services. Coordination between the various providers of youth services and youth advocacy groups such as Job Corps, youth opportunity grants, local education agencies, School-to-Work, and others will occur through their input and representation on a local Commission's advisory committee for youth strategies or similar body. The Commission strongly suggests that the Youth Sub-Council develop a Memorandum of Understanding with service providers and other youth services organizations for inclusion as optional partners in the center system and at the DHR-EDT Center.

An integrated system of services to youth is imperative to reach this goal. The Commission recognizes that the system must involve youth, parents, educators, and employers as well as local entities focused on youth services such as, the Sub-Councils, schools, villages and towns, community-based and faith-based organizations. Specific youth programs must also be engaged as partners including teen-parent programs, migrant and seasonal worker programs, Job Corps, School-to-Work, and the variety of other locally funded programs.

Youth activities under WIA Title I will be part of a systematic approach to offer youth coordinated and comprehensive services. Rather than continuing separate,

categorical programs and activities, Sub-Councils will facilitate the provision of a menu of services specific to a youth's individual needs. Services can be provided in a combination during a youth's development. For example, a 14-year-old may be provided summer employment activities and follow-up services for 12 months. That same youth could again be served as a 16-year-old being prepared for postsecondary education or by receiving vocational training, work experience and job placement. The static system of enrolling a youth in an activity and attaining one result is replaced by a dynamic system where a young person's education and workforce needs are addressed throughout his/her youth years.

Concurrent enrollment is also available for those youth between the ages of 18-21 who may be served with youth and adult services. An assessment may determine that adult services alone are the most appropriate for individuals between the ages of 18-21 who are out of school.

Commission Strategic Plans will address the overall, comprehensive strategies for youth. These strategies guide the development of local partner's plans for specific youth services resulting in coordinated services and maximization of local resources to address identified needs. Sub-Councils may establish a youth committee to provide recommendations to the full Commission for the local plan of services to youth. This committee not only includes Commission members, but also representatives of the entities and programs listed in the previous paragraph.

Youth who are no longer in the public school system and seeking to enter the labor market are inexperienced. Sub-Councils must design services at their Centers that:

- X Acknowledge the problems and characteristics of inexperienced job seekers;
- X Obtain and utilize information concerning the conditions of employment affecting youth and labor laws restricting their employment;
- X Develop and maintain effective relationships with schools, college and other training providers; and
- X Develop employment opportunities with career potential for youth.

In addition to the funds allocated to the Sub-Councils for youth services, DHR-EDT administers other programs targeted for youth. These programs are designed and implemented at the local level and youth participation is voluntary. The most comprehensive of these is the School-to-Work system, which aims to create the vital link between learning and earning. School-to-Work services will be developed through a cooperative effort between the local School-to-Work Partnership Council and the Commission. Under this initiative, the Partnership provides services, materials and funding to participating educational institutions, and encourages the active involvement of local employers in schools and other youth services.

The School-to-Work System in American Samoa assists interested, participating students in preparing for well-paid future careers by giving them timely and accurate career information, the opportunity to obtain high levels of academic and technical skills in high school, to see applications of skills in work place settings, and to continue their education at postsecondary colleges and universities.

Activities of School-to-Work include:

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- X Expanding and improving career guidance and counseling at all grade levels;
 - X Providing work-based learning opportunities, including shadowing and rotations through business, industry and labor settings;
 - X Recruiting employers into schools, and educators into business settings;
 - X Encouraging the involvement of low-achieving students; and
 - X Developing model curricula and innovative instructional methods.

American Samoa has long conducted these types of activities through secondary and postsecondary vocational education programs. Tech Prep, cooperative education and apprenticeship programs predate the School-to-Work initiative. However, the initiative provides schools, the college, training providers and employers the ability to focus their efforts to achieve broad life preparation goals for youth.

Within DHR-EDT, a special staff member focuses on youth issues. The staff leader coordinates WIA Title I youth activities with the efforts of School-to-Work, Job Corps, Youth Opportunity Grants, SOICC, CSBG, and other youth programs and organizations, and develops Territory-wide strategies for improving outcomes for youth served by the workforce development system.

DHR works with both the Rehabilitation Unit and the Special Education Division of the Department of Education to ensure that youth with disabilities receive equitable employment and placement services. At the local level, the Commission collaborates with the local rehabilitation office and education entities to develop a plan that addresses the needs of all youth in the area. Assisting students with disabilities transition to life-after-school is the focus of a Memorandum of Understanding involving several governmental agencies, including DHR. Students are and will be referred to local offices and/or Centers where labor market information and placement services are or will be provided.

Youth Program Design Provisions

Commission Planning Guidelines requires the Commission to implement a comprehensive strategic plan for youth services and to prepare an operational youth activities plan component for those activities provided for under WIA. The Commission conducts an analysis of the needs of youth, collects available local responses, identifies resources available for youth services, and then determines the most appropriate activities to undertake with the WIA funds to fill in the gaps in youth services. DHR-EDT staff will review the Plans for adequate analysis and coordination of activities with other youth services. Once a thorough evaluation is completed and the Commission Strategic and Operational Plan, including the plan for WIA youth activities, is reviewed and found to sufficiently meet local demands, it will be recommended for approval to the WDCAS and the Governor. DHR-EDT provides technical assistance to the Commission and the Youth Sub-Council for implementation of the approved plan.

The local planning guidelines require that the Sub-Council follow the WIA definition of eligible youth. The definition of an eligible youth in American Samoa is as follows;

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- A youth must meet certain barriers to employment such as being deficient in basic literacy skills;
 - A school dropout;
 - Homeless;
 - A runaway or a foster child;
 - Pregnant or a parent;
 - An offender; or
 - An individual who requires additional assistance to complete an educational program, or to secure and hold employment.

Sub-Councils must also expend at least 30% of its WIA Title I allocated funds on out-of-school youth. Most of the out-of-school youth would be school dropouts, which can be a significant barrier to employment. Even those youth who are not income-eligible but who are served through the 5% Window must also have at least one barrier to employment.

DHR-EDT staff addresses youth issues in a several ways. For instance, the department conducted a WIA Youth Planning Conference in April for the Sub-Councils, established workgroups to develop a WIA Implementation Seminar in May and will host the Annual Commission Conference scheduled in June. Furthermore, DHR-EDT conducts on-going seminars and offers Technical Assistance through numerous guides, pamphlets, and workshops.

The local planning guidelines requires the Youth Sub-Council to design youth programs that provide comprehensive services to include the following elements:

- X Preparation for postsecondary educational opportunities such as basic skills upgrading, counseling and assistance in applying for financial aid,
 - X Strong linkages between academic/occupational learning such as vocational education and School-to-Work,
 - X Preparation for unsubsidized employment such as participation in another activity such as work experience, Pre Employment/Work Maturity, summer employment opportunities, or school Job Clubs,
 - X Effective linkages with intermediaries with strong job market and employer connections such as Junior Achievement, Chambers of Commerce, employer associations etc.,
 - X Programs leading to completion of secondary school such as basic skills training, preparation for the required high school graduation tests such as the 8th test on assessment of academic skills, work experience, and others that serve as "incentives" that will help youth complete secondary school,
 - X Alternative secondary school services such as case management, and supportive services such as child care and others necessary to continue and progress in such settings,
 - X Summer employment opportunities that link academic and occupational learning either in a work setting or projects,
 - X Work experience in the private-for-profit or non-profit sector.
 - X Occupational skills training in demand occupations which will result in unsubsidized employment,
 - X Leadership development opportunities such as community and service
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- learning projects, mentoring, tutoring, citizenship training, and others,
- X Comprehensive guidance and counseling, including drug and alcohol abuse counseling, and referrals to such counseling;
 - X Supportive services such as transportation assistance, child care, and other such services that will permit a youth to participate successfully in a training program,
 - X Adult mentoring for a duration of at least twelve months that may occur both during and after program participation, and
 - X Follow-up services such as the adult mentoring, regular contact with a youth's employer including assistance with work-related issues, assistance in securing better paying jobs, career development, and further education are some of the services that may be provided for a minimum of twelve months.

The majority of the above services can be provided to in- and out-of-school youth. Continuous performance review and evaluation, technical assistance, and monitoring ensure that local programs comply with the provision that youth are provided at least one of the above services, and that the design framework of local youth programs address the items of the Interim Final Regulations.

4. Marketing Approach:

Describe the jurisdiction's approach to marketing and outreach to potential partners and consumers of workforce services. Include outreach efforts and approaches targeted to the following:

- a) New businesses or industry sectors;
- b) community colleges not currently involved or formally involved in the delivery of workforce services;
- c) populations that may be specifically targeted by the jurisdiction;
- d) out-of-school and at-risk youth, consistent with the Administration's national strategic direction; and
- e) other populations (e.g., dislocated workers)

The Commission is committed to promoting all endeavors to all partners in a similar manner. This is because it believes in the system that it developed and is currently implementing. Our approach is to use data to show how successful our endeavors are, thus building credibility (an issue of concern and one of our main barriers to entry) and improving morale amongst partners. Part of our approach also stems from an honest pride in our work and our ability to let the results speak for themselves.

In one of our last reports that featured the customer service data, the Commission recognized the superior efforts of the DHR-EDT staff in improving the satisfaction of all of its customers including those specified above. While not required to report such data, the Commission is committed systematically to continue collecting satisfaction data. Our promotional efforts often highlight the satisfaction of each of our partners, providing key facts and information important

in solidifying relationships with the above partners, whether employers, educators or youth.

We also strive for appreciation of the opportunities available. Because the Commission identified a number of programs with poor results, it was determined to improve the overall mentality of our customers, calling on the grace and appreciation so often found in our culture. By demonstrating that we care about our performance and inviting all partners to share in their experiences with us, we believe that the System is gaining trust and appreciation by its key partners.

IX. B. Workforce Information:

A fundamental component of a demand-driven workforce investment system is the integration and application of the best available Territorial, local, and regional workforce information including, but not limited to, economic data, labor market information, census data, private sources of workforce information produced by trade associations and others, educational data, job vacancy surveys, and information obtained directly from businesses.

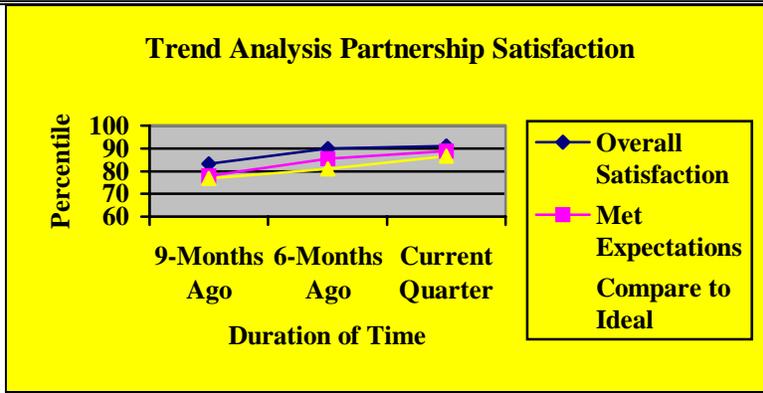
1. Information collected:

What workforce information is routinely collected by the Territorial to inform and improve the workforce development system, including the design and delivery of program services?

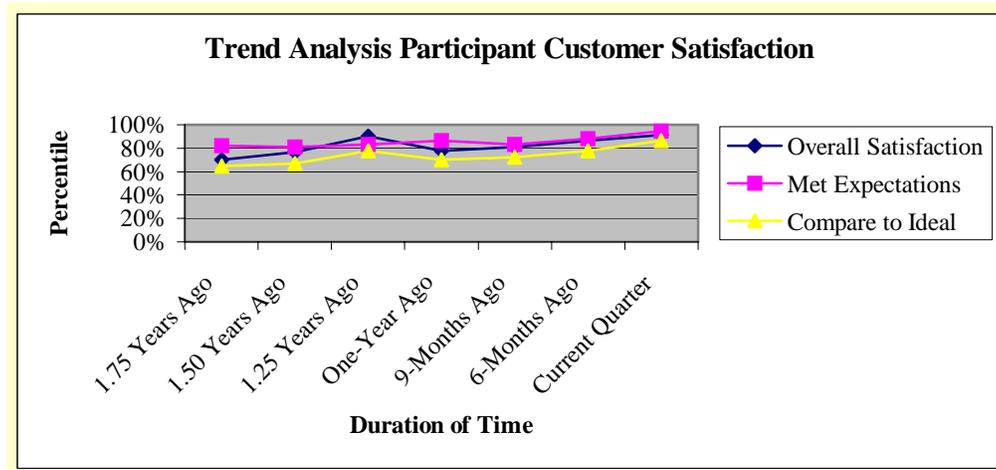
To improve our workforce development system, the Commission believes that quality data must be collected, our customers must be sampled, and our Sub-Councils must review their respective areas and analyze any trends in the design and delivery of program services that may adversely or advantageously affect the System as a whole. While a lot of data is collected, the most beneficial for informing and improving our System is the customer satisfaction data collected. We often share this data in a promotional event to add clarity to our programs by any prospective or current customer or service provider.

An example of this data is shown here (from a May 2004 report):

<i>Measurement</i>	<i>Current Quarter</i>	<i>6-months Ago</i>	<i>9-Months Ago</i>
<i>Overall Satisfaction</i>	9.2 or 91.11%	9.1 or 90%	8.5 or 83.33%
<i>Met Expectations</i>	9.0 or 88.88%	8.7 or 85.55%	8.0 or 77.79%
<i>Compare to Ideal</i>	8.8 or 86.66%	8.3 or 81.11%	7.9 or 76.7%



Measurement	Current Quarter	6-months Ago	9-months Ago	One-Year Ago	1.25 Years Ago	1.50 Years Ago	1.75 Years Ago
Overall Satisfaction	9.2 or 91.11%	8.8 or 86.67%	8.3 or 81.1%	8.0 or 77.79%	8.1 or 90%	7.9 or 76.7%	7.1 or 70%
Met Expectations	9.5 or 94.44%	8.9 or 87.78%	8.5 or 83.33%	8.8 or 86.67%	8.5 or 83.33%	8.3 or 81.1%	8.4 or 82.22%
Compare to Ideal	8.8 or 86.67%	8.0 or 77.79%	7.5 or 72.22%	7.3 or 70%	8.0 or 77.79%	7.0 or 66.7%	6.8 or 64.44%



Measurement	Current Quarter	6-Months Ago	9-Months Ago	One-Year Ago	1.25 Years Ago	1.50 Years Ago	1.75 Years Ago
Overall Satisfaction	9.3 or 92.22%	9.1 or 90%	8.6 or 84.44%	8.9 or 87.77%	8.2 or 80%	7.5 or 72.22%	7.6 or 73.33%
Met Expectations	9.5 or 94.44%	9.1 or 90%	8.8 or 86.67%	8.7 or 85.56%	8.3 or 81.11%	8.1 or 78.88%	7.7 or 74.44%
Compare to Ideal	9.0 or 88.88%	8.6 or 84.44%	8.1 or 80%	8.0 or 77.78%	7.6 or 74.04%	6.8 or 64.44%	5.7 or 52.22%



2. Utilizing Data for Strategic Planning:

Describe how the Territorial currently and plans to utilize and integrate workforce information into its strategic planning and decision-making. Include a description of how the information is used for strategic goal-setting.

The Commission requires current information for all strategic planning sessions. The information gathered by Sub-Councils provides a viable look at the progress (or lack of progress) of our System and offers a common and agreed upon value associated with the evaluation of our System. As described numerous times in this plan, data is collected on an on-going basis and an ongoing performance evaluation system ensures a results-driven focus for the Commission in its goal-setting. DHR will collect data from each Sub-Council and prepare the data for review by the Commission on a quarterly basis. The Commission analyzes its progress towards meeting its goals and discusses any changes to the current plan as a result of the information at hand. The automated data collection system tracks status on specific measures, and DHR-EDT assists the Sub-Councils in adjusting their strategies and/or operations to meet their agreed upon performance. DHR-EDT staff members attend all Sub-Council meetings and are available to answer questions related to performance data/reports. The Sub-Councils have access to DHR-EDT's Intranet web site, which will provide performance data by area. This may be used to track/monitor performance and compare their performance to other areas in the Territory.

3. Utilizing Data for Service Design:

Describe how the Territorial currently and plans to utilize and integrate workforce information into service design and delivery.

- a. What policy direction or guidance is given to providers and contractors?
- b. How is workforce information used to enlighten and improve career guidance?
- c. How is information used to inform and direct case management, job development and related program functions, whether those activities are contracted out or provided in-house?

Please see previous responses. The Commission uses the information to guide all programmatic decisions in all aspects of service provision.

4. Information Dissemination:

Describe the approach the Territorial will use to disseminate accurate and timely workforce information to businesses, job seekers, and employment counselors, in easy to use formats that are readily accessible and at remote locations such as libraries, schools, worksites, and at home.

DHR-EDT's Labor Market Information System will continuously develop innovative methods of data dissemination to better serve its customers. An Internet web page providing labor market data from ERISS is in an efficient and user-friendly format. The new web site, designed with the end user in mind, expands the types and sources of data available, thus allowing for greater flexibility and access to more services. The new site will have every published industry, level of entry qualifications, pay scales, benefits and offers a range of data tailored to specific local and regional areas. By selecting an area, one may view unemployment data, its associated statistical areas, counties, and major towns, cities, and villages, and an array of other data.

Data will be accessible through a recorded voice line, where current labor market statistics can be heard on a recorded message. If specific information is not available on the recording, an LMI analyst will answer questions, fills data requests and researches labor market trends and data. Labor market information will accessible by automated e-mail list. The lists will transmit the most currently available data on schedule. Data will also be disseminated by regular mailing lists. The mailing list for the newsletter will address non-agricultural wage and salary employment data for the Territory and all local area unemployment statistics by county, analysis of labor market data, and other articles and information of interest to our readership.

5. Not Applicable

6. Not Applicable

IX. C. Adults and Dislocated Workers:

1. Core Services:

a. Describe Core Services for Adult and Dislocated Workers:

WIA provides for progressive levels of intervention for job seekers. Core Services are available to anyone entering a Center. Customers use Core Services in a largely self-directed manner, with limited assistance. Services and activities may include:

- X Provision of employment information, including job vacancy listings, skills necessary to obtain employment in specific jobs, demand occupations, and the earnings and skill requirements for those in the local, regional, and national labor markets;
- X Provision of information regarding filing claims for unemployment compensation;
- X Determinations of eligibility for services requiring criteria-tested eligibility;
- X Outreach and orientation to Center services;

-
- X Provision of performance and cost information on eligible providers of training services;
 - X Provision of information on the availability of supportive services, including child care and transportation, and referral to such services, as appropriate;
 - X Assistance in establishing eligibility for welfare-to-work activities and other financial aid for training and education not funded under WIA; and
 - X Other self-service and informational services that are no cost or low cost.

All areas have access to at least one full-service One-Stop Center where core services are rendered and where participants are encouraged to use self-service methods to meet their needs. If additional service is needed, facilitated self-help is available in the resource room of each center. DHR-EDT's staff regularly assists adults and dislocated workers through job-fairs and specialized recruitment efforts.

Each center partner must make available all core services through the center delivery system and use a portion of their program funds to create and maintain the center delivery system. Each partner must enter into an MOU with the local Commission specifying their commitments to the system. The agreement must include a description of services, contributions to funding the costs of providing core services at the center and contributions to funding costs of the system, and methods for referrals.

An MOU is required between the Local Commission and the partner organization that provides the following programs: adult education, literacy programs, non-certificate Post-secondary vocational training, apprenticeship, and community services programs. An MOU is also required for programs working with the incarcerated and with senior citizens. If the MOU is not executed, both of these programs may be added to the Territorial Center or Commission's master contract.

The following territorial-required programs: WIA Adult, Dislocated Worker and Youth Programs; Food Stamp Employment and Training Program; Subsidized Child Care Services; and WIC are included in the local Commission's master contract and for these programs, the Commission contract with the Territorial Center Operator serves as the MOU. The MOU specifics for DHR-EDT operated programs will be a module or attachment to the Commission master contract with the DHR.

Partners required under WIA that the Territory, where applicable, identifies as optional partners, as provided for in Section 121(e): Vocational Rehabilitation under WIA Title IV, Postsecondary Vocational Education, Community Services Block Grant Programs, HUD-Administered Employment and Training Programs, and Job Corps. MOUs are required for outh Opportunity Grants, if these programs are present in the Commission area. When these programs are not present, the Territory and the Sub-Councils must ensure access to these programs and services through the center workforce system. Sub-Councils are encouraged to voluntarily develop partnerships with all

optional partners through MOUs, and include these partners in the system. Incentive funding to support these voluntary relationships will be available to Sub-Councils from funds reserved for Territory-wide activities.

If American Samoa, after careful assessment, determines that a Commission has a few or no optional partners present in its delivery system, the Territory may impose stronger measures and work closely with the local Commission to increase the participation of these partners in the area.

Employment services are directly linked to all the other programs and services available at the Centers. The government and the Commission through the operators must ensure that all the funds made available to carry out different programs are used in accordance with WIA requirements and ensure that these services are not duplicated.

- b. Describe Territorial strategies and policies to ensure adults and dislocated workers have universal access to the minimum required core services as outlined in the WIA statute.

Core Services requiring staff assistance are available to those who demonstrate or are identified as needing additional assistance in their job search. Examples of these policies are facilitation of:

- X Job search and placement assistance and, where appropriate, career counseling;
- X Initial assessment, of skill levels, aptitudes, abilities, and supportive services needs;
- X Follow-up services for WIA-funded customers placed in employment for not less than 6 months, as appropriate, after the first day of employment; and
- X Other staff-assisted services.

To ensure that training and placement services are provided to those job-seekers with special needs, such as displaced homemakers; migrant and seasonal workers; public assistance recipients; women and minorities; individuals training for non-traditional employment, veterans; individuals with multiple barriers to employment, older individuals, individuals with limited English-speaking ability, and people with disabilities, the Commission provides a description of its policies and procedures to:

- X Identify and address barriers to participation
- X Inform customers of nontraditional career options;
- X Identify and refer individuals to supportive services depending on individual need; and
- X Assess aptitude for the required skills to compete for in-demand jobs.

The DHR-EDT also encourages the Commission to review thorough assessment on service providers and their ability to conduct a comprehensive

assessment and provide other intensive services in meeting the needs of specialized populations. Individualized counseling, job development, coordination with partners, and customized referral and placement services are all used in meeting the needs of the older individual, those with limited English-speaking ability, and other multiple barrier job-seekers.

The workforce centers employ many service providers who have multiple-language skills, who assist with verbal and written translation as needed. The leadership has developed two documents describing the Equal Opportunity and Methods of Administration for programs under the Commission. Further, DHR-EDT and the Commission is closely working with the Centers in developing an updated copy of the Equal Opportunity Methods of Administration for the WIA. All services shall be provided in a manner that assures compliance with the Nondiscrimination and Equal Opportunity provisions under WIA, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act, the Age Discrimination Act, Title IX of the Education Act, the Nontraditional Employment for Women Act, and the American's With Disabilities Act.

- c. Not Applicable
- d. Not Applicable
- e. Describe the process of moving from core to intensive services, including any criteria utilized for decision-making.

When a customer is not able to realize his/her personal training goals and has exhausted all core services, his/her counselor will recommend intensive services. With the help of a counselor the customer is able to choose a service provider and a type of service available in the intensive services.

Counselors and Sub-Councils may make intensive services available to customers whose initial assessment documents that the individual being provided such services is one or more of the following:

- X Eligible in accordance with the Commission's priority for services policy and procedures;
- X An unemployed or dislocated worker who is determined to be in need of more intensive services to obtain suitable employment; or
- X An employed adult or dislocated worker who accepted temporary employment following layoff, is determined to be in need of intensive services to obtain or retain employment that allows for self-sufficiency.

2. Intensive Services:

- a. Identify and describe the intensive services available for adult and dislocated worker customers.

Eligible individuals who need assistance beyond that provided by core services are referred to staff providing intensive services under WIA or the services provided by partner agencies. To receive intensive services:

1. An individual must receive at least one core service; and

-
2. It must be determined that he or she is unable to obtain employment.

Once referred for intensive services another needs and skills assessment is conducted and career planning and the development of an employment plan are conducted.

- b. Describe Territorial strategies and policies to ensure adults and dislocated workers who meet the criteria in §134(d)(3)(A) receive intensive services as defined.

See section 1 above detailing our position on ensuring individuals with special needs receive service.

- c. Describe the process of moving from intensive to training services, including any criteria utilized for decision-making.

As long as an individual is actively participating in an intensive service, training services may be conducted simultaneously.

3. Training Services:

- a. Identify and describe the training services available for adult and dislocated worker customers.

Training Services are provided in a manner that maximizes customers' choice in the selection of training providers. A consumer report system built upon the list of eligible training providers developed through prescribed procedures is available at every Center. Information on the options available to a customer in choosing a specific institution or training program is also provided at each Center. In addition to the Territory-wide list of eligible training providers, customers may access other information and resources so that they can manage their own careers. The customer develops a comprehensive and realistic individual employment plan in consultation with Center counselors or case managers.

Once a customer develops the individual employment plan, a training provider is selected and presented an Individual Training Account (ITA) to pay for the costs of training. ITAs are the only form of training payment except where:

- X On-the-job or customized training is provided by an employer;
- X The local Commission determines that an insufficient number of eligible providers of training services exists in the local area; or
- X The Commission determines training services of demonstrated effectiveness are offered in the area by a community-based, faith-based, or other private organization to serve special populations that face multiple barriers to employment.

Training Services may include:

- X Occupational skills training, including training for nontraditional employment;
- X On-the-job training (may be provided for employed workers who are

employed in jobs which do not meet the locally defined self-sufficiency criteria);

- X Training that combine workplace training with related classroom instruction, which may include cooperative education programs;
- X Training provided by the private sector;
- X Skill upgrading and retraining;
- X Entrepreneurial training;
- X Job readiness training;
- X Adult education and literacy activities provided in combination with the occupational skill training services described above; and
- X Customized training conducted with a commitment by an employer or group of employers to employ successful completers of the training.

- b. Describe the Governor's vision for increasing training availability, access and opportunities for individuals including the investment of WIA Title I funds and the leveraging of other funds and resources.

- i. Describe innovative training strategies used by the Territorial to fill skill gaps.

The commission utilizes Territorial of the art labor market information to identify and address current and potential future skill gaps. Once identified, the Commission then prepares a target strategy to address the resources needed to close the gap between the skill level of our job seekers and that required in the industry. Specific training opportunities are then established to offer precise training to meet these needs through the use of reputable service providers.

The Commission has identified skill gaps in a number of industries and fields. Some of these are information technology, construction, health care workers, mechanics (engineers), and carpentry.

To address the workforce shortage in these skilled trades, the Commission hosts an annual Career Expo in August to promote awareness of the opportunities available in these careers and to inform all interested parties of the training opportunities available through our Workforce Investment System.

- ii. Describe strategies and approaches used by the Territorial to focus training resources on high-growth, high-demand occupations. (Include the jurisdiction's plan for committing all or part of WIA Title I funds to training opportunities in high-growth, high-demand, and economically vital occupations.)

Growth Industries

The five industries employing the most workers in 2002 were:

Industry Name	NAICS Industry Code	Number of Jobs
Manufacturing	31-33	5550
Retail Trade	44-45	1628
Health Care and Social Assistance	62	734
Transportation and Warehousing	48-49	608
Professional, scientific, and technical services	54	591

American Samoa Export Base and Service Employment
Distribution, 1996

Basic Sector	Employment	Percent Distribution
Canneries	4542	55.1
Federal Revenues	2705	32.8
Tourism, Apparel, etc.	1000	12.1
Total Basic	8247	100.0
Secondary Activities	4151	72.8
Local Revenues	1551	27.2
Total Service	5702	100.0
	13,949	

It has become increasingly clear that education is the single most important factor in American Samoa's future development. The value of artificial advantages (tax incentives, duty free access to the US, etc.) is diminishing. American Samoa's future development will depend more on the education, training, skills, and diligence of American Samoa workers and business people particularly their ability to compete in the world market. Artificial advantages can be taken away. Education cannot.

Educational Attainment by Age Group in American Samoa, 1995
(Percent)

<i>Age</i>	25-34	35-44	45-54	55-64	65+	Total
No High School Diploma	29.5	32.1	41.0	55.5	69.7	38.6
High School Graduate	47.0	40.5	33.2	26.5	18.4	38.0
Some College	12.5	10.4	8.2	6.6	4.1	9.7

Associate Degree	7.3	9.4	7.9	7.0	4.1	7.7
Bachelor’s Degree	3.1	5.2	5.5	2.5	2.2	4.0
Graduate or Professional Degree	0.7	2.3	4.2	1.9	1.4	2.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Implications

Although the table above demonstrates remarkable gains made by American Samoa’s education system in the past few decades, comparing our local advancement in education to the US States averages, American Samoans are at a major competitive disadvantage. The current trend in local Education reform is to increase our local skill standards and benchmarks to meet the demand for highly skilled workers. In so doing, we will effectively increase wages and the average income level for the Territory. We believe that these opportunities will be more predominant in the four highest growth industries:

1. Fisheries and Agriculture;
2. Telecommunication and Information Technology;
3. Manufacturing; and
4. Visitor.

iii. Describe the Territorial’s current or planned use of WIA Title I funds for the provision of training through apprenticeship.

WIA automatically grants initial eligibility to all public educational institutions and to all entities that carry out programs under the any Apprenticeship Acts. Thus, all postsecondary educational institutions certified under the Higher Education Act of 1965 and providing programs that lead to two- or four-year degrees or certificates qualify for initial eligibility. Also, any articulated program provider at the secondary level in partnership with American Samoa Community College will be eligible. For those providers not granted automatic initial eligibility under the Act, DHR-EDT will determine status of a local Commission-recommended provider within 30 days of submission.

Through collaboration with our tradesmen board, a few targeted skills areas are viable options under our apprenticeship program. The selection of service providers for our apprenticeship program is selected together by the Commission with the facilitation of the Tradesmen Board. All participants of the apprenticeship program must be a participant at level 3 status (training services) and must select a trade of their choice from any number of available trades.

- iv. Describe any strategies to engage faith-based and community-based organizations, including any planned use of WIA Title I funds to support the incorporation of such entities into the Territorial's overall training strategy.

One of the major changes in our Plan deals with services provided by faith-based and community-based organizations. As Stated numerous times in the plan, American Samoa is a very spiritual place. For a number of years now, we have provided services and utilized service of our faith-based partners but limits on Federal allowances have caused us to fund these efforts with local funding. Because of the changes in our Federal regulations, we are now able to use a portion of our funding for collaboration efforts with faith-based organizations.

The Commission is adamant about equality and plans to treat the services provided by faith-based organizations equally with all other service providers during the service provider selection process.

- v. Describe how adult and dislocated worker customers obtain access to training services, including any criteria used for decision-making.

Much of the structure of individualizing training services and the manner in which participants access information useful for decision-making is articulated well in section IX. C. 3.

- c. On-the-Job (OJT) and Customized Training. Based on the outline below, describe the Territorial's major directions, policies and requirements related to OJT and customized training.
 - i. Describe the Governor's vision for increasing training opportunities to individuals through the specific delivery vehicles of OJT and customized training.

The Commission established training services guidelines. Within those guidelines are the details for increasing training opportunities to individuals through specific delivery vehicles such as On-the-Job Training and Customized training. Together with the Commission, the Governor is committed to providing improved direct training services to participants demonstrating the greatest need. These services should always be carefully scrutinized to ensure that participants have every opportunity to experience, first hand, on-the-job training so as to provide invaluable experience and to make inroads into the workforce via networking capabilities that only occur during experience. It is the vision of the Commission that the

customized training opportunities it supports and provides for job seekers will build workforce experience through direct contact and experience within a specified field and with a specified employer.

ii. Describe how the Territorial:

- Identifies OJT and customized training opportunities;

The Commission identifies OJT and customized training opportunities through its generated list of service providers. As part of our requirements, participants are required to reflect upon their OJT and customized training experiences and to provide details of their experience so as to build a history on service providers. This history will set a valuable precedence for future OJT and customized training services recipients.

- Markets OJT and customized training as an incentive to untapped employer pools including new business to the Territorial, employer groups;

The Commission utilizes OJT as an incentive for increasing employer participation. Part of our strategic marketing plan recognizes that a large portion of business expenditures are related to placement and training costs. Our strategy is to highlight the services we provide and to sell our ability to facilitate in these expensive processes. We've found this strategy to work very well with newer and smaller businesses whose operating margins are thinner than their more senior and established competitors.

- Partners with high-growth, high-demand industries and economically vital industries to develop potential OJT and customized training strategies;

As detailed in numerous sections of this Plan, we envision a demand-driven Workforce Investment System. Therefore, all employers are encouraged to participate in the creation of all of our services. For more information please see previous sections detailing employer-driven initiatives.

- Taps business partners to help drive the demand-driven strategy through joint planning, competency and curriculum development; and determining appropriate lengths of training, and

The Commission continually works at creating a conducive and efficient business climate and to assist businesses desiring to conduct business in American Samoa in their efforts of maximizing profits. In order to do so, the Commission relies on its employer partners to help drive development and implementation strategy. The Commission utilizes vital information provided by the Economic Advisory Commission to facilitate joint planning efforts and enforces MOU's and MOA's when necessary.

All workforce preparation efforts rely on business member participation. The Commission focuses its efforts on solidifying relationships with business representatives through its Sub-Councils. Competencies and the appropriate lengths of training are negotiated on a case by case basis with each employer participant during the establishment of the OJT or customized training arrangement.

- Leverages other resources through education, economic development and industry associations to support OJT and customized training ventures.

As with our other discussions of maximizing and leveraging investment funding, all funding is managed through the use of a resource map. Other funds available for training services and OJT experiences through other programs are coordinated through the Sub-Councils and Commission to ensure that service is available for all interested parties.

d. Work Experience

Based on the outline below, describe the Territorial's major directions, policies and requirements related to Work Experience.

- i. Describe the Governor's vision for increasing training opportunities to individuals through the specific delivery vehicle of Work Experience.

The Governor and the Commission are committed to providing as many work experience training opportunities as possible. As described in the previous section on OJT, part of our strategy is to offer opportunities that not only build first-hand experience but also put them into contact with a strong referral base to build their network of employer contacts.

- ii. Describe how the Territorial:

- Identifies Work Experience opportunities;

-
- Markets Work Experience as an incentive to untapped employer pools including new business to the Territorial, employer groups;
 - Partners with high-growth, high-demand industries and economically vital industries to develop potential Work Experience strategies;
 - Taps business partners to help drive the demand-driven strategy through joint planning, competency and curriculum development; and determining appropriate lengths of Work Experience activities, and
 - Leverages other resources through education, economic development and industry associations to support Work Experience.

The Commission uses the same strategy for building support, collaboration, and increasing performance in its work experience initiatives as it does in its OJT initiatives. Please see the OJT section above for more details.

4. Service to Specific Populations

a. Describe the Territorial's strategies to ensure that the full range of employment and training programs and services delivered through the Territorial's workforce investment system are accessible to and will meet the needs of dislocated workers, displaced homemakers, women, minorities, individuals training for nontraditional employment, veterans, public assistance recipients and individuals with multiple barriers to employment (including older individuals and people with disabilities.)

Because the Commission is dedicated to improving workforce development services for those in the greatest need and in recognition of our Commission's commitment to providing high-quality workforce development services to participants with special needs, the Commission voted to fill our Chairperson's position (while our Chairman is away at war in Iraq) with Pete Poumele, our representative from Vocational Rehabilitation. Mr. Poumele is a strong advocate for individuals with special needs and has done an exemplary job in educating, informing, advising, and instructing the Commission on the realities of skill development, job placement, and workforce preparation for our special needs population.

Our Centers were created to provide universal access to all job seekers and employers who want information, counseling, and help in finding education, jobs, and job training. Our System is also designed to meet the needs of a diverse range of individuals including those with disabilities.

To ensure that job-seekers with special needs, such as displaced homemakers; migrant and seasonal workers; public assistance recipients;

women and minorities; individuals training for non-traditional employment, veterans; individuals with multiple barriers to employment, older individuals, individuals with limited English-speaking ability, and people with disabilities have access to all of the core, intensive, and training services provided by our System. Staff members stationed in our Centers are trained and knowledgeable of programs operated by all agencies involved in the system.

As an individual's special needs, barriers, or circumstances are identified, staff will be better equipped to guide them to programs that will provide the assistance required. Referral procedures have been developed to expedite the process of connecting the individual with the appropriate program. It is also expected that better program coordination and the proximity of center enhances the ability of the staff to consult with each other to better tailor services to meet the needs of these special customers. Members of the Vocational Rehabilitation and Special Education Staff are available through the Centers and often conduct staff awareness training and public awareness campaigns to increase exposure of our programs and how customers with special needs can access the programs. In addition to all of this, the Commission provides policy and procedures to:

- X Identify and address barriers to participation for all participants with special needs;
- X Ensure that reasonable accommodations are made for all participants with disabilities;
- X Inform customers of nontraditional career options;
- X Identify and refer individuals to supportive services depending on individual need; and
- X Assess aptitude for the required skills to compete for in-demand jobs.

The DHR-EDT also encourages Sub-Councils to conduct comprehensive assessment and other intensive services in meeting the needs of specialized populations. Individualized counseling, job development, coordination with partners, and customized referral and placement services are all used in meeting the needs of the older individual, those with limited English-speaking ability, and other multiple barrier job-seekers.

The workforce centers employ many service providers who have multiple-language skills, who assist with verbal and written translation as needed. The leadership has developed two documents describing the Equal Opportunity and Methods of Administration for programs under the Commission. Further, the DHR-EDT and the Commission are closely working with the Centers in developing an updated copy of the Equal Opportunity Methods of Administration for the WIA. All services shall be provided in a manner that assures compliance with the Nondiscrimination and Equal Opportunity provisions under WIA, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act, the Age

Discrimination Act, Title IX of the Education Act, the Nontraditional Employment for Women Act, and the American's With Disabilities Act.

b. Describe the Territorial's strategy for integrating and aligning services to dislocated workers provided through the WIA rapid response, WIA dislocated worker, National Emergency Grants (NEG's) and Trade Adjustment Assistance (TAA) programs. Does the Territorial have a policy supporting co-enrollment for WIA and TAA? Does the Territorial have a policy supporting co-enrollment for WIA and NEG participants? If co-enrollment is not a specific strategy utilized to leverage minimal resources, how does the Territorial assure the full range of possible services to dislocated workers?

The Commission's strategy for integrating and aligning services to dislocated workers provided through the WIA rapid response, dislocated worker, emergency grants, and trade adjusted assistance programs is as follows:

All DHR-EDT and Center staff are trained on the programs and services available through our Centers, such as WIA rapid response, WIA dislocated worker and TAA programs. Customers are provided information about our program benefits according to their level of interest and our counselor's determination of applicability. Each individual will be assessed to determine eligibility for the various programs and to ascertain the mix of services needed to enable the participant to obtain suitable employment. While this is distinguished during consultation, the Commission is committed to ensuring that information on all programs is available for all participants and has made all information available through our centers. Dislocated workers are then co-enrolled in programs for which they qualify and is determined to meet their needs best. The program responsible for providing the specific services is responsible for the programmatic costs.

We do not have a policy supporting co-enrollment for WIA and TAA beyond that, which is required by law.

c. How is the Territorial's workforce investment system working collaboratively with business and industry and the education community to develop strategies to overcome barriers to skill achievement and employment experienced by the populations listed in paragraph (a.) above and to ensure they are being identified as a critical pipeline of workers? (Include specifically how the jurisdiction is working collaboratively with community colleges.)

Our Commission works closely with all educators and employers in a collaborative manner by encouraging thoughtful and productive Sub-Councils who drive policy. One of these Sub-Councils focuses on the community and the population with special needs. This group establishes policies that ensure that all participants regardless of skills, barriers to entry, or disabilities are provided training experiences to prepare them for

work. ASCC facilitates in our efforts by offering adult education training geared to meet the needs of adults or older youth (18-21). ASCC also provides valuable certification and training for teachers, counselors, and specialists in special needs areas.

d. Describe how the Territorial will ensure that the full array of One-Stop services are available to individuals with disabilities and that the services are fully accessible.

Please see section (a).

e. How will the Territorial ensure that the remediation services and activities are sufficient in terms of preparing citizens for further training or jobs in demand occupations?

All services are planned, developed, and coordinated through the Commission and its Sub-Councils. By doing so, we ensure that remediation services and activities are sufficient and meet the needs of our participants and employers.

5. Priority of Service

a. What procedures and criteria are in place for the workforce system to give priority of service to public assistance recipients and other low-income individuals for intensive and training services if funds for adult employment and training activities are determined to be limited?

The Commission's policy is that unless the funds allocated are sufficient to provide adequate services to at least 50% of the poverty population, the funds will be considered limited. Currently the funds available are all considered limited. This is due to the fact that a large percentage of our population is in the poverty or low-income bracket. When funds are limited, it is our policy to give priority to low-income individuals and public assistance recipients.

The Territory requires Sub-Councils to assure the development of written policies and procedures on priority of service for adult assisted core, intensive and training services. The policy shall be based on analysis of employer and job seeker needs and an analysis of adequacy of resources, from all local funds, to provide services to recipients of public assistance and other low-income persons. In general, the criteria that may be used in determining if funds are limited may include:

- X The availability of other funds for providing WIA type services in the local area;
- X The needs of the specific groups within the local area; and
- X Other appropriate factors.

The territorial government and Commission encourages Sub-Councils to develop a flexible process that gives priority for adult services to the

recipients of public assistance and other low income individuals while also serving the needs other individuals who meet eligibility requirements.

b. What policies and strategies does the Territorial have in place to ensure that, pursuant to the Jobs for Veterans Act (Public Law.107-288), that priority of service is provided to veterans (and certain spouses) who otherwise meet the eligibility requirements for all employment and training programs funded by the U.S. Department of Labor?

In compliance with Title 38, chapters 41 and 42, United States Code, Jobs for Veterans Act, and LVER/DVOP Grant Special/General Provisions, and the Governor's agreement with the US Department of Labor, DHR-EDT and the Staff of each workforce center ensure that veteran applicants receive the full array of services through our Development Centers and the DHR-EDT office. To do so, DHR-EDT conducts workshops for staff and partner agencies to include information on the importance of priority of service to veterans. Program managers in American Samoa ensure that citizens who are also veterans receive priority in the Center system for labor exchange services in several ways. Commission and Territorial Plans include assurances that veterans will receive priority for assisted services in Centers and all service delivery points. Each Center is measured against DOL-VETS established, and territorially negotiated, Veterans performance criteria. Centers submit a Quarterly Report on the status of services to veterans.

The primary role of the staff is provision of service according to grants, law, regulations, and agreements with DOL to those veterans most in need via a case management approach.

The Commission provides opportunities for DHR-EDT to train and provide, where feasible, direct services to all Centers so as to prepare the center's staff on the provision of priority services to veterans. Furthermore, DHR-EDT's staff provides technical assistance and staff training to our Workforce Centers on programs, resources and the priority of services to veterans. As knowledgeable members on Veteran's rights, upon completion of all DHR-EDT Veteran support training programs, all Workforce Center Staff are able to function as supervisors for veteran services, analyze the status of veteran services within the Center, and make recommendations to management for improvement. The Center staff members also provide outreach services specific to veterans.

Planning guidance to the Sub-Councils includes the language in the proposed MOU with the Territory. Where needed, amendments based on approved MOU changes will be codified in guidance at the Territory and local levels. The foundation of veteran services at the local and territorial levels will be based upon legislative requirements, grants and existing or newly established MOUs between the Territory and the Secretary of Labor.

c. What policies and strategies does the Territorial have in place to ensure that WIA Title I youth funds are utilized efficiently and effectively throughout the program year (and not dedicated exclusively or primarily for summer programs)?

The Youth Sub-Council of the Commission is dedicated to planning effective programs and opportunities for Youth on a consistent basis for the duration of the year. Upon approval of programs, the Sub-Council members who also serve on the Commission report to the Commission the progress of and plans for all Youth activities.

Part of the Commission's goal is to review all programmatic reporting so as to ensure an on-going provision of services targeted to meet the needs of our Youth participants. Furthermore, it is the strategy of the Commission to work with educators to insert Workforce Development criteria into curriculum so as to ensure that throughout the school year, the youth of American Samoa are provided with key skills training that will increase their competitive advantage once they are able to enter our workforce. All programs are designed with the input of our employer partners to coordinate a seamless system that strategically joins our education sector with our employment sector.

D. Rapid Response

Describe how Rapid Response services are provided with the funds reserved under section 133(a)(2).

1. Identify the entity responsible for providing Rapid Response services, including contracted relationships. Describe the services provided and how Rapid Response activities involve Chief Elected Officials. If Rapid Response activities are shared or contracted out, describe the functions of the Territorial workforce agency relative to contractors and other entities.

The Department of Human Resources-EDT Division serves as the Territorial Dislocated Worker Unit. Any warnings (WARN ACT notices) are sent to the Chief of the EDT Division and forwarded to the Commission and the research and statistics office of the Department of Commerce. As required, companies must also transmit a WARN notice directly to their faipule (congressperson) and the Department of Commerce, notifying them of a company closing.

Rapid Response (RR) activities will be provided as a part of a comprehensive workforce development system designed to respond quickly to employer, employee and community needs when a mass layoff and/or plant closure appears imminent. The rapid response system seeks first to avert layoffs when possible, while maintaining the capacity to return workers to productive employment as quickly as possible, if the layoff is unavoidable. The objective of RR is the transition of dislocated workers from notification of layoff to participation in appropriate Core,

Intensive or Training Services to facilitate return to employment as soon as possible.

2. Describe the process involved in carrying out Rapid Response activities.
- a. What methods are involved in receiving notice of impending layoffs (include WARN Act notice as well as other sources)?

Any warnings (WARN ACT notices) are sent to the Chief of the EDT Division and forwarded to the Commission and the research and statistics office of the Department of Commerce. As required, companies must also transmit a WARN notice directly to their faipule (congressperson) and the Department of Commerce, notifying them of a company closing.

- b. What efforts are made to ensure that rapid response services are provided, whenever possible, prior to layoff date, onsite at the company, and on company time?

DHR-EDT is responsible for RR. Staff designated as RR Specialists will coordinate with the Economic Affairs staffing to monitor economic activity in the Territory in order to respond when signs of layoffs or plant closings are indicated. These Specialists will provide territorial resources to augment local Commission resources to quickly address employer, employee and community needs in a proactive manner so as to prevent closures. DHR-EDT will maintain a database to track mass layoffs and plant closings beginning when the announcement is made through service provision and to completion. The database will capture data such as number impacted, reason for layoff, presence of a labor union and services provided to the employer and affected workers.

- c. How is the business community engaged in Rapid Response services? What is the jurisdiction's strategy for ensuring that the business community communicates with the Territorial workforce agency prior to business closures and/or layoffs?

The business community is very active in all Rapid Response services. As an integral part of the economic advisory committee, business members work with Sub-Councils to identify challenges in our economy and areas of weakness so as to address potential closures and layoffs and their impact on the economy as a whole.

DHR-EDT works very closely with the business community to gather economic and labor market data so as to provide Commission and Sub-Council members with accurate information needed to proactively plan for changes in our workforce.

- d. What services are included in Rapid Response activities? Does the Rapid Response team provide workshops or other activities in addition

to general informational services to affected workers? How do you determine what services will be provided for a particular layoff (including layoffs that may be trade-affected)?

Upon receipt of a notice of layoff or a public announcement, DHR-EDT Center staff will contact the Commission to initiate the coordination of activities. Contact with the employer will be made as soon as possible, usually within 48 hours. A plan of action to address the situation will be jointly developed. This plan may include aversion strategies and initial service strategies as well as transition activities between governmentally provided services and Center-based services.

The plan establishes dates and times for employee information conference sessions. At these sessions, affected workers will receive an overview of services and instruction on accessing them. Attendees will also complete a survey that collects data to identify the most appropriate services and activities for the specific group of dislocated workers. The Territory's responsibility will be to insure that a rapid response to a notification of a substantial layoff or closure occurs. At the on-site meeting the staff and the local Commission representative will insure that all parties understand the scope of available Rapid Response assistance and the availability of other program assistance including subsequent services potentially available. Where the employer agrees, Rapid Response assistance will be provided at the work-site. Where such service provision is not possible, assistance will be provided as close to the work-site as possible, including the nearest service center or other local Commission facility. In consultation with the employer, the local Commission representative will schedule employee orientations and subsequent rapid response activity. Such activities consist of job search workshops, stress management and financial management counseling, a suitability assessment, labor market information, and services which may enable a worker to promptly return to employment or transition to the local Commission's dislocated worker program. Where an employer has contracted with an outplacement firm, the DHR-EDT Center staff and the local Commission assess the services offered by the private firm and insure that Rapid Response services do not duplicate those. Rapid Response assistance is provided in group settings except for individual interpretations of assessment results and emergency intervention for stress management.

Where a situation warrants, the DHR-EDT and Center staff, in consultation with the employer, the affected workforce, and the local Commission, will establish a Worker Transition Committee (WTC). It is expected that the local Commission will support the WTC, which will be composed of affected workers and management or supervisory personnel. The WTC will assist in the review of Rapid Response assistance to the affected workforce and provides consultation and

advice to the government, the local service provider and the Commission.

DHR-EDT funds Rapid Response assistance at the local level by contracting with the Sub-Councils. The Commission chooses between contracting on an event-by-event basis or contracting under an 'umbrella' instrument which allows the government to release funds on an event-budgeted basis. In the latter contracting situation, DHR-EDT staff will review expenditures for each event and for the total contract. DHR will continually review alternate ways to fund Rapid Response assistance at the local level to streamline event planning, the release of funds and the onset of services.

DHR will procure a 'Territorial Vendors List' of service providers with the capacity to provide Rapid Response services where no local vendors are available or are unable to respond to a layoff or closure.

DHR-EDT will provide technical assistance and training to Workforce Centers individually or on a territorial basis. DHR-EDT will advise these Centers to ensure their capacity to provide Rapid Response services by procuring local lists of vendors or requiring such capacity in their general service provider contracts.

3. How does the Territorial ensure a seamless transition between Rapid Response services and One-Stop activities for affected workers?

The Commission ensures a seamless transition between Rapid Response services and One-Stop activities by controlling its group dynamics. The strategy of the Commission is to select active Sub-Council members who represent key members of an equation-in this case RR. Therefore, it is the strategy of the Commission to select Rapid Response staff members, Workforce Center Staff members, and Research and Data collection Staff to sit on its Sub-Councils as a group of professionals working towards a common goal and common issues such as preparedness, information gathering, and transition.

4. Describe how Rapid Response functions as a business service? Include whether Rapid Response partners with economic development agencies to connect employees from companies undergoing layoffs to similar companies that are growing and need skilled workers. How does Rapid Response promote the full range of services available to help companies in all stages of the economic cycle, not just those available during layoffs? How does the Territorial promote Rapid Response as a positive, proactive, business-friendly service, not only a negative, reactive service?

Rapid Response functions as a business service by allowing employers to express concern for the welfare of the affected workers and to mitigate the negative effects of the layoff. Services provided enable workers to seek training for other jobs and careers. Part of the success of Rapid Response is

its proactive nature in curtailing massive layoffs through its layoff aversion strategies to help identify challenges in a timely manner so as to help keep the business viable and competitive. Such business friendly techniques help to build credibility and a positive reputation in the design of our economic development system.

5. What other partnerships does Rapid Response engage in to expand the range and quality of services available to companies and affected workers and to develop an effective early layoff warning network?

DHR-EDT will attempt to get the earliest possible indication that a company is laying off workers or closing a facility so that strategies to avert layoffs can be developed and proposed to the appropriate officers of the company. Aversion strategies may include incumbent worker training, debt restructuring, federally guaranteed loans, city or county tax abatement, and so on.

Even when working with an employer to avert or minimize the layoff, early intervention services will be made available to workers. Initially, services will be provided as a group activity. Individual services are limited to extraordinary circumstances or emergency situations such as crisis counseling. Individualized counseling when determining a worker need for immediate referral to intensive or training services. RR core services consist of workshops or seminars on topics such as, the psychology of job loss/stress management, debt/financial management to include negotiation of payment arrangements, job search skills, and Labor Market Information.

The immediate nature of RR prohibits formal procurement of vendors at the time of the layoff. So, to expedite the procurement of services, DHR-EDT will conduct a Request for Information (RFI) to identify service providers capable of responding to a layoff event in the three areas of the Territory. An updated list will be issued every two years.

When appropriate the employer, labor union and Commission will establish a local Worker Transition Committee (WTC) composed of equal representation of workers, unions (where appropriate) and management to advise on intervention activities. The DHR-EDT Center is the communication link among the company, the employees, the community, other service agencies and the Commission. The WTC's mission will be to identify jobs and training opportunities for laid-off employees and to inform the service provider of changing needs of the affected workers.

Participation in RR services is significantly less when workers must go off-site. Therefore, when amicable to company management and labor representatives, an on-site career center will be advised. Convenience, including distance from the employer to the closest Center, work schedules of the workers and time off allowed by the employer to attend activities must also be considered.

The duration of RR services will be up to ninety (90) days after the individual's date of layoff. In staggered layoffs, the 90-day limitation will be applied to each person's separation date. Throughout the 90-day period the worker's progress towards successful attainment of employment will be evaluated. When documented as useful to an individual, services may continue for an additional thirty days. An individual may be referred to Intensive or Training Services and the referral may occur any time during the individual's 90-day period of RR activities.

6. What systems does the Rapid Response team or apparatus use to track its activities? How does this system inter-relate with the system used to track WIA participants, NEG participants, and Trade program participants?

All data tracking systems are coordinated by the DHR-EDT through its labor market information system (ERISS and ASOICC). The system is dynamic and able to track participants, customer satisfaction, labor market trends and economic trends.

7. Are Rapid Response funds used for other activities not described above?

Rapid Response funds are used for other activities if budget portions are not utilized. Unused RR funding is used for labor market information gathering, economic development and assessment, as well as increasing program participants.

E. Youth.

ETA's strategic vision identifies youth most in need, such as out of school youth and those at risk, youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, and homeless youth as those most in need of service. Territorial programs and services should take a comprehensive approach to serving these youth, including basic skills remediation, helping youth stay in or return to school, employment, internships, help with attaining a high school diploma or GED, post-secondary vocational training, apprenticeships, non-traditional training, and enrollment in community and four-year colleges.

1. Describe the general flow of WIA youth program participants beginning with intake through and including exit and follow-up. Pay particular attention to those program design components not included in the previous description of customer flow offered in Section IX.A.I. of the strategic plan.

When a customer enters our facilities they do so either on their own or by referral. In either case the routine by which the customer flows through our system is very similar and is as follows:

- a. Intake- Center staff determine whether an individual is eligible to participate in a program (if referred, they usually bring our standardized form which already specifies which services the customer is qualified to receive)

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- b. Skills/Needs Assessment- Once the staff has determined eligibility; they work with the customer to determine their current level of skills, preparation needs as well as family needs.
 - c. Orientation- Once the counselor has determined the level of needs for the customer they receive an orientation to our workforce system. This includes a tour of our facility, a demonstration on our labor market information system, a career placement examination, and a detailed and thorough explanation (brochure included) of all services available, lists of service providers, and determination of a workforce preparation plan. The customer is also provided with a customer satisfaction survey to assess initial levels of service.
 - d. Training Placement- Depending on their skill level, the customer is placed in one of 3 levels of service (core, intense, and training).
 - e. Educational services- All youth participants are required to attend educational training seminars to address the needs for improvement of basic skills.
 - f. Periodic evaluation- Our counselors meet with service providers, customers, and partners to determine the success of and fit of the training experience. During this evaluation, the customer is offered an anonymous customer service survey to gauge satisfaction during the training program so as to work on areas of concern during the program.
 - g. Completion and Exit- Once a customer completes all training services available to them, a follow-up is scheduled to check on progress 3 months after exiting our program. Upon completion of the program, the customer is given a final customer service survey to track levels of satisfaction at the completion of the program.
 - h. Reporting- All customers are reported in our WIASRD format and performance information as well as satisfaction information is compiled on our quarterly reports which are reviewed and discussed by the Commission.
2. Describe the jurisdiction's youth program design framework, including approaches and related policies regarding assessment, remediation and any minimum requirements or criteria to access all or specific youth services.

Within DHR-EDT, a special staff group focuses on youth issues. The program manager coordinates WIA Title I youth activities with the efforts of School-to-Work, Job Corps, Youth Opportunity Grants, and other youth programs and organizations, and reports new strategies for improving outcomes for youth served by the workforce development system directly to the Youth Sub-Council.

DHR-EDT works with both the Rehabilitation Unit and the Department of Education to ensure that youth with disabilities receive equitable employment and placement services. At the local level, the Commission will coordinate with the local rehabilitation and education entities to implement a plan that addresses the needs of all youth in the area. Assisting students with disabilities transition to life-after-school is the focus of a Memorandum of Understanding involving several governmental agencies, including DHR. Students are and

will be referred to local offices and/or Centers where labor market information and placement services are or will be provided.

Youth Program Design Provisions

Commission Planning Guidelines will require the Sub-Council to develop a comprehensive strategic plan for youth services and to prepare an operational youth activities plan component for those activities provided for under WIA. The Youth Sub-Council conducts an analysis of the needs of youth, available local responses and resources available for youth, and then determine the most appropriate activities to undertake with the WIA funds to 'fill in the local gaps' in youth services.

DHR-EDT staff reviews the Plan for adequate analysis and coordination of activities with other youth services. When the complete Commission Strategic and Operational Plan, including the plan for WIA youth activities, is reviewed and found to sufficiently meet local demands, it will be recommended for approval to the WDCAS and the Governor. DHR-EDT will provide technical assistance to the Workforce Centers for implementation of the approved plan.

The local planning guidelines will require that Sub-Councils follow the WIA definition of eligible youth. By definition, priority must be given to any youth who meets certain barriers to employment such as being deficient in basic literacy skills, a school dropout, homeless, a runaway, or a foster child, pregnant or a parent, an offender, or a locally-defined individual who requires additional assistance to complete an educational program, or to secure and hold employment. Sub-Councils must also expend at least 30% of its WIA Title I allocated funds on out-of-school youth. Most of the out-of-school youth are school dropouts, which can be a significant barrier to employment. Even those youth who are not income-eligible must also have at least one barrier to employment to be eligible for priority status.

DHR-EDT staff will address youth issues in a several ways. For instance, the department conducted a WIA Planning Conference in April for the Sub-Councils, established workgroups to develop a WIA Implementation Seminar in May and the Annual Youth Conference is scheduled for June and is held for Sub-Councils and center partners as a Technical Assistance Guide on WIA Title I with a specific section on youth issues.

The local planning guidelines require Sub-Councils to design youth programs that provide comprehensive services to include the following elements:

- X Preparation for postsecondary educational opportunities such as basic skills upgrading, counseling and assistance in applying for financial aid,
- X Strong linkages between academic/occupational learning such as vocational education and School-to-Work,
- X Preparation for unsubsidized employment such as participation in another activity such as work experience, Pre Employment/Work Maturity, summer employment opportunities, or school Job Clubs,
- X Effective linkages with intermediaries with strong job market and employer

connections such as Junior Achievement, Chambers of Commerce, employer associations etc.,

- X Programs leading to completion of secondary school such as basic skills training, preparation for the required high school graduation tests such as the 8th test on assessment of academic skills, work experience, and others that serve as "incentives" that will help youth complete secondary school,
- X Alternative secondary school services such as case management, and supportive services such as child care and others necessary to continue and progress in such settings,
- X Summer employment opportunities that link academic and occupational learning either in a work setting or projects,
- X Work experience in the private-for-profit or non-profit sector.
- X Occupational skills training in demand occupations which will result in unsubsidized employment,
- X Leadership development opportunities such as community and service learning projects, mentoring, tutoring, citizenship training, and others,
- X Comprehensive guidance and counseling, including drug and alcohol abuse counseling, and referrals to such counseling;
- X Supportive services such as transportation assistance, child care, and other such services that will permit a youth to participate successfully in a training program,
- X Adult mentoring for a duration of at least twelve months that may occur both during and after program participation, and
- X Follow-up services such as the adult mentoring, regular contact with a youth's employer including assistance with work-related issues, assistance in securing better paying jobs, career development, and further education are some of the services that may be provided for a minimum of twelve months.

The majority of the above services can be provided to in- and out-of-school youth. Continuous performance review and evaluation, technical assistance, and monitoring ensure that local programs comply with the provision that youth are provided at least one of the above services, and that the design framework of local youth programs address the items of the Interim Final Regulations.

3. Describe the jurisdiction's strategy for providing comprehensive, integrated services to eligible youth, including those most in need as described above. Include any Territorial requirements and activities to assist youth who have special needs or barriers to employment, including those who are pregnant, parenting, have limited English proficiency, or have disabilities. Include how the Territorial will coordinate across entities responsible for workforce investment, foster care, education, human services, juvenile justice, and other relevant resources as part of the strategy such as faith-based and community-based organizations.

See above description.

4. To what extent, if at all, has the jurisdiction referred youth program participants to the Job Corps facility located in Hilo, Hawaii? Discuss any

plans to incorporate Job Corps into the jurisdiction's overall strategy for serving youth.

We refer numerous youth participants to Job Corps facilities in Hawaii. While Hilo offers a great program, more participants are interested in the program located in Waimanalo Hawaii. Youth who participate in these programs gain first hand experience and trades licensing in a number of trades identified as high in demand by employers. A few examples are house painting, carpentry, electrical, and plumbing. We are fortunate enough to have joined a great partnership with our regional partners in Hawaii who are sensitive to the needs of our local youth.

5. Describe how the jurisdiction plans to utilize WIA Title I youth funds, including those reserved for Territorialwide activities, to support the vision for serving youth both efficiently and effectively so that limited WIA resources are maximized. Examples of activities include:

- a. How funds will be used to promote cross agency collaboration
Interagency collaboration and cooperation is always a must in a system where funding is limited. The commission has formalized its Youth Sub-Council to address cooperation, leveraging of resources and reducing overlapping services by achieving the following:
 - Partners' outreach efforts towards contacting out-of-school youth where they are: e.g. church youth programs, athletic events, entry-level jobs, and retail stores;
 - Delivery of appropriate services to improve risks;
 - Employment preparation;
 - Post-Secondary education preparation; and
 - Follow-up with mentoring and course correction.
- b. How funds will be used to develop new models of alternative education leading to employment?

Alternative education opportunities have resulted from an increase in the need to address the large drop-out rate of American Samoa's Youth. The Youth Sub-Council has identified the following as viable alternatives:

- Guidance and counseling targeted through faith-based organizations to meet the needs of youth-at-risk. While traditional in nature for those youth who attend school, counseling and guidance has not been traditionally available for out-of-school youth.
 - Tutoring
 - Practical learning opportunities through adult education whereby youth who dropped out of school can gain educational credit for workplace experience in their career path of choice.
- c. How funds will be used for the remediation of basic skills, including efforts to engage the K-12 education system so the workforce system

is perceived as a resource for understanding the skills youth need in the workplace.

Earning recognized credentials is a valuable outcome of each youth's education and training experiences. Minimum goals for all youth are the acquisition of SCANS competencies and job readiness skills. Basic skills remediation training will be reinforced through articulated opportunities stressed by the Education Sub-Council and provided by educators, the DHR-EDT staff, and workforce center staff members. Basic skills training opportunities are offered to family members as well to provide a supportive learning environment in the home. Tutoring, reading, writing, math and science opportunities are all addressed in our workplace readiness certificate now available through adult education at ASCC.

- d. How funds will be used to develop demand-driven models with business and industry working collaboratively with the workforce investment system and education partners to develop strategies for bringing these youth successfully into the workforce pipeline with the right skills.

See answers provided in section IX. C. 5.

- e. How funds will be utilized to ensure that youth programs are year-round and not limited to summer programs only.

For all answers, please see section IX. C. 5. c.

- F. Business Services. (§§112 (a) and 112(b)(2).) Provide a description of the Territorial's strategies to improve the availability and quality of services to employers, including a description of how the jurisdiction intends to:

1. Determine employer needs.

The Commission, DHR-EDT, DOC, and Workforce Centers use a variety of means such as surveys, conferences, conventions, questionnaires, and discussions on Sub-Councils to identify workforce expectations and needs, potential economic development, projected employment numbers, and needed skill sets.

The information gathered by these techniques are used to continually improve services and strategies in an effort to meet all American Samoa employers needs. Employers are encouraged to participate in design teams and work groups so as to voice their opinions and drive the planning and development process of our Workforce Development System.

2. Integrate business services to employers with the One-Stop system. (For Guam, include how Wagner-Peyser services are integrated with business services.)

Business services will be integrated by coordinating the efforts of staff members from the various agencies and programs that engage in employer relations and job development activities at our Workforce Centers. Labor market information will be detailed and current so as to provide information about trends in our economy and to prepare for workforce needs in a proactive manner.

3. Identify and take advantage of applicable federal tax credit programs. (Include a brief discussion of federal tax credit programs the jurisdiction has or is currently utilizing.) How will the current or planned use of federal tax credit programs be incorporated into the Territorial's overall strategy and approach?

Because American Samoa does not have a welfare system, a number of the Federal tax credit programs do not apply. However, the Commission and the Government recognize the need to provide incentives for employers to hire individuals from eligible targeted programs. Therefore, there are some tax incentives for employers who hire food stamp, veterans, SSI recipients, vocational rehabilitation, and disadvantaged ex-felon participants. All center staff members will advise clients on tax incentives as well as other cost-effective incentives so as to encourage business support.

American Samoa has the best tax exemption system in the Pacific, primarily because of its simplicity. There are no special eligibility provisions or prohibitions placed on income or expenditures to take advantage of the tax exemption benefits. Qualified companies, as a matter of policy, receive up to 10 years of tax exemption based on the amount of investment, employment creation, export earnings, import substitution, and social or environmental enhancement.

Tax Exemptions: Tax exemptions may be extended for additional periods to encourage new types of business or for significant expansion of an existing business.

There are no restrictions on the repatriation of funds, earnings, profits, or dividends. Dividends paid by several wholly owned subsidiaries of U.S. parent companies, operating in American Samoa, are not taxed. American Samoa has no sales or gross receipt, property, export or value added taxes. Tax-exempt operations are usually given immunity from any new taxes that the government may impose.

Investment Tax Credit: Approved industries are granted the option for a tax holiday or an investment tax credit on taxable income for the value of capital investment made in the operation.

Business Losses: Income tax laws allow business losses to be carried forward, for tax purposes, for up to seven (7) years. This factor is crucial for internal financial planning

4. Describe how the Territorial includes Rapid Response as a viable business service in its overall workforce investment strategy.

Please see R.R. section.

G. Innovative Service Delivery Strategies

1. Describe any innovative service delivery strategies the Territorial has or is planning to undertake to maximize resources, increase service levels, improve service quality, achieve better integration or meet other key Territorial goals. Include in the description the initiative's general design, anticipated outcomes, partners involved and funds leveraged (e.g., Title I formula, Territorialwide reserve, employer contributions, education funds, non-WIA Territorial funds).

Throughout our plan, we identify innovative service delivery strategies targeted at meeting our Workforce Investment Priorities. We utilize innovative labor market collection and data systems, new and improved training opportunities such as those offered through faith based organizations, and implementation of proactive business strategies to forecast and prepare now—for our future. An example of our innovative strategies is our commitment to entrepreneurship:

Mission Territorialment: To enhance ASG's role in stimulating, fostering and promoting local entrepreneurship.

Overall Goal: Promote and advance objectives pertinent to the development of small businesses by providing access to venture capital, technical assistance in every business through regulations, and advance business-friendly policies.

Objectives and Tasks:

Small Business Management and Technical Assistance Program.

- a) Provide business proposals and loan packaging assistance.
- b) Provide business management consulting.
- c) Provide assistance for start-up businesses.

Small Business Information Assistance Service Program

- a) Disseminate information on business licensing and business incentive packages to local business clients.
- b) Provide Notary Public service to local residents applying for business renewal applications, zoning, variances and other related documents.

- c) Prepare partnership agreements and lease agreements

Provide staff support and technical assistance to the Zoning Board of American Samoa

- a) Assist the local business community on how to apply for and obtain zoning variance from the Zoning Board.
- b) Advise the business community on how to apply for and obtain a zoning variance in order to receive a favorable ruling.
- c) Direct the business community through the business process in relation to zoning.

Provide gap financing to the local business community.

- a) Guide the business community in obtaining financial assistance through the Revolving Loan Fund (RLF) Program.
- b) Assist in the preparation of loan packages and all documents associated with the RLF Program.
- c) Receive, review, screen and approve or disapprove loan packages under the RLF Program
- d) Review and make recommendations on business proposals and loan packages.

Finally, in an effort to eliminate redundancy, please review section V for details on our innovative strategies.

H. Strategies for Faith-based and Community Organizations

Enhancing outreach opportunities to those most in need is a fundamental element of the demand-driven system's goal to increase the pipeline of needed workers while meeting the training and employment needs of those most at risk. Faith-based and community organizations provide unique opportunities for the workforce investment system to access this pool of workers and meet the needs of business and industry.

1. Provide an overall description of the faith-based and community organizations within the jurisdiction and the possible range of services, including supportive services, they can or may be able to provide.
2. Describe how the jurisdiction will increase the opportunities for participation of faith-based and community organizations as committed and active partners in the workforce delivery system.

3. Describe how the jurisdiction will expand the access of faith-based and community-based organizations' clients and customers to the services offered by the workforce investment system.
4. Describe the jurisdiction's strategy and approach for educating faith-based and community organizations about the attributes and objectives of the demand-driven workforce investment system.
5. Describe how the faith-based and community-based resources offered and available can be strategically and effectively used to leverage limited WIA program funds and help meet the objectives of the Workforce Investment Act.

The Commission is committed to reaching members of our Territory who are in the greatest need. This is the cornerstone of our demand-driven system. We intend to provide a high-quality pipeline of workers who meet the needs of our local employers now and in the future. We believe that it is our duty and obligation to prepare those the most at risk for participation in our System. As Stated in our plan, American Samoa is a Territory filled with spirituality. For years we have implemented services with faith-based organizations, even when it wasn't allowed under the Federal guidelines and regulations. We did so by utilizing local funding and community/private funding. We are excited about the ability to tap into the unique opportunities that faith based and community organizations provide for the workforce investment system.

Our community and special needs Sub-Council is responsible for planning, developing, and coordinating all activities that relate to faith-based and community organizations. DHR-EDT hosts a series of informational forums to teach these organizations of our RFP process, incentives for participating, and opportunities available. Overwhelmingly, the allowance of faith-based initiatives in the WIA system has solidified many of our partnerships by addressing our cultural and spiritual needs.

X. Territorial Administration

X. Territorial Administration:

A. What technology infrastructure and/or management information systems does the jurisdiction have in place to support workforce investment activities such as a system to facilitate case management and service delivery across programs, web-based self service and other tools for customers, fiscal management systems, etc.? Describe any plans and strategies to develop new program and administrative systems to improve overall system performance.

DHR-EDT is actively engaged in a project to improve access to labor exchange systems and services via the development of internet services. This project accesses a labor exchange system that allows for self-entry of job search applications and employer job orders, and for employer-oriented and applicant-oriented searches of the appropriate databases. Usage of the system is measured electronically, as are placement results. DHR-EDT effectively compares services with wage records to determine trends in income driving industries. Data capture is automated to the greatest extent possible and staff members are available to provide improved service to employers and job seekers in the tiered system of service delivery. Analysis of the data is critical and left to the Sub-Councils and the Commission.

The Internet-based labor exchange system provides for target populations preference by receipt of .5 points in addition to points generated by other matching criteria. The system scores applicants and provides a rank-order list of qualified matches to the employer. Qualified applicants receive top ranking due to the bonus points awarded for their identified status.

Widespread availability of Internet access points expands multi-tiered service delivery, and increases convenience for job seekers and employers. This allows for access to labor exchange services through multiple self-assisted access points, and through sites where there is assisted service from local organizations such as community-based and faith-based.

Funded staff can devote their energy to building a collaborative arrangement with employers and volunteer staff in these alternate intake sites and providing employer support, as efficiencies are derived from the self-service system. The objective is to improve the quality of both the pools of available applicants and available job orders.

The Territory is currently exploring the use of the National Federation of the Blind Jobline and alternative strategies to improve access to its electronic labor exchange systems for individuals with visual impairments. Sub-Councils may incorporate swipe card technology, community voice mail or other related systems to improve access to electronic labor exchange.

As implemented in 2000, the ability for employers to enter a job order directly into the TWC electronic labor exchange, search for qualified applicants, return matching results and contact information and has made job orders available for browsing by non-registrants as desired by the employer.

Employers are also able to immediately upload their job order information into the Job Bank, if they choose. This gives the employer access to the labor pool and provides for expansion of the pool of available applicants if deemed necessary.

Improving Employment Statistics

DHR-EDT's Labor Market Information (LMI) Department is responsible for continuously developing innovative methods of data dissemination to better serve its customers. An Internet web page providing labor market data in an efficient, user-friendly format, was developed in the first 2 years of WIA implementation and has been useful in our evaluation and second planning phase. The new web site, designed with the end user in mind, expands the types and sources of data available. Our site publishes industry information for levels of entry for our region and offers a range of data tailored to specific areas. By selecting an area, one may view unemployment data, its associated statistical areas, counties, and major towns, cities, and villages, and an array of other data.

Data is accessible through a recorded voice line, where current labor market statistics can be heard on a recorded message. If specific information is not available on the recording, an LMI analyst is available to answer any questions, fills data requests and researches labor market trends and data essential for the Commission and the Sub-Councils in their evaluation policies. Labor market information is accessible by automated e-mail list. The lists transmit the most current available data on a regularly scheduled quarterly release. Data is also disseminated by regular mailing lists. The mailing list for the newsletter will highlight nonagricultural wage and salary employment data for the Territory and all local area unemployment statistics by county, analysis of labor market data, and other articles and information of interest to our readership.

- B. Describe the jurisdiction's plan for use of the funds reserved for Territorialwide activities to improve the current infrastructure or develop new supportive infrastructure and related systems.

American Samoa will use funds provided by WIA to support Territory-wide and to carry out required and allowable Territory-wide employment and training activities prescribed in Section §134(a)(2)(B) and (3)(A). Because Territory-wide funding levels are decreasing as a percentage of total needs, DHR-EDT and the Commission have earmarked the following activities as priorities for the next two years:

Territory-wide Activities provided by DHR-EDT:

- X Capacity Building for American Samoa;
- X Marketing efforts aimed at building awareness of the services available through our System;
- X Dissemination of list of eligible training providers;
- X Conducting evaluations and developing reports;
- X Adapting fiscal and program management for improved accountability;
- X Providing technical assistance and innovative demonstration projects that support the Commission and Governor's vision for economic and workforce

development;

- X Conducting research and other demonstration activities;
- X Building staff and technological capacity; and
- X Territorial administration

Territory-wide Activities provided by Sub-Councils:

- X Incentive grants for cooperation, coordination and exemplary performance;
- X Enhancement/development grants for the local center delivery system;
- X Incumbent Worker Project grants for Service Providers;
- X Training provider system implementation grants; and
- X Building youth strategy and programming capacity grants.

The Commission has committed territorial funding for special initiatives to enhance the Workforce System and to develop partnerships with the WIA program partners considered optional under territorial law/policy and this plan. The Territory's aim is to revitalize center services for employers and job seekers and to broaden accessibility to those services. DHR-EDT commits to a system-wide continuous improvement based on data gathered on customer satisfaction and quality process measurements.

Labor Market Information (LMI) available in multiple formats for use by all Center customers maximizes choice by providing the most current picture of the local and territorial economy and occupational information. Using the LMI and the eligible training provider certification system, customers can make sound, data-driven career decisions and select the most appropriate training program to meet their needs whether they qualify for an Individual Training Account or pay for training with other resources, public or personal. The focus at Centers is to provide all the tools and resources necessary for individuals to take personal responsibility for their career development throughout their lifetime.

DHR-EDT and the Commission are committed to identifying and benchmarking continuous improvement models across the Territory. DHR-EDT staff received team and partnering training along with leadership training during the past year. DHR-EDT has also adopted the DOL's Simply Better tools based on the Malcolm Baldrige National Quality Award criteria and recommends these tools to Sub-Councils. DHR-EDT is updating to issue a handbook on Centers.

It is required that each Commission have at least one Center meeting minimum criteria within 180 days of Commission certification by the Governor. DHR-EDT will develop specific quantitative criteria, which the Center must meet or exceed and requires Centers that meet the 180-day criteria be reviewed one year later for Full Service quality indicators. The degree of integration is measured through on-site review, focus groups and supporting documentation during this Full Service review. During the next year, DHR-EDT will migrate the responsibility for maintenance of Center standards to the Sub-Councils.

DHR-EDT will continuously analyze performance reports and compare actual performance with contract benchmarks. The system platform for gathering categorical program data and generating relevant reports by Commission area organizes a Commission Profiling System on DHR-EDT's Intranet site. A snapshot of each Commission's performance data and other key indicators are accessible to territorial and local staff. Since other data, such as labor market information, is also made available in the Commission Profiling System, this rich data source may be used to develop strategies for system and performance improvement.

The Territory's preventive maintenance to ensure accountability includes desk review, monitoring, technical assistance, and quality initiative review. Quality initiative assistance includes evaluation of essential indicators and certification systems, enhanced with timely and relevant professional training to build the knowledge and skills required of professionals in workforce development.

Technical assistance can focus on specific program areas or address general service integration issues. Teams of program specialists conduct reviews and site visits so that expertise for all Commission programs is represented. This approach reduces inconvenience by minimizing the number of territorial visits in a year.

Technical assistance may include:

- X Program overviews where Sub-Councils have limited experience in program services;
- X Facilitated planning sessions with a specific focus resulting in a specific local action plan;

- X Observation and feedback to assist Sub-Councils refine service delivery techniques;
- X General reviews, including desk reviews, of overall service activity;
- X Provision of up-to-date guidance on policy and best practices;
- X On request response to specific programmatic questions;.
- X Assistance in accessing, organizing and interpreting data; and
- X Promotion of integration methods in the Center environment.

To promote the development of the system in alignment with the vision and strategic goals of the Territory, DHR-EDT organizes and sponsors conferences and training workshops for Commission members and/or staff, Center operators and service delivery staff, and service providers.

The center system is designed to directly deliver core employment services and provides access to intensive and training services funded under WIA and other federal programs. Center operators make the key decisions concerning the appropriate levels of service to individual adults and dislocated workers.

Individuals eligible to receive training services select a training provider from the territorial list of eligible training providers. Agreements may be entered into on a reciprocal basis to permit eligible training providers to accept others. The Center Manager utilizes procedures set by the Sub-Councils and the Commission to:

1. Prioritize participants eligible for services;
2. Identify how services are utilized and tracked; and
3. Develop mechanisms for the required Consumer Report on each training service

C. Performance Management, Measurement and Accountability.

Improved performance and accountability for customer-focused results are central features of WIA. To improve, States need not only systems in place to collect data and track performance, but also systems to analyze the information and modify strategies to improve performance. In this section, describe how the Territorial determines the success of its strategies in achieving its goals, and how the Territorial uses this data to continuously improve the system.

1. Identify any goals or objectives for the workforce system at large that are established to track the jurisdiction's progress toward meeting its own strategic goals and implementing its vision for the workforce investment system, including:

The commission recognizes the importance of tracking performance, however, prior to revealing our performance goals, we'd like to highlight an important fact about American Samoa's workforce-self-sustenance. Our performance indicators are designed to give us insight on the success of our System as a whole. These indicators and benchmarks should not be used to determine strategy irrespective of

our ultimate goal of providing high-quality experiences, which meet the needs of our local economy. Therefore, it is our intent for performance to be used as a guide for evaluation, not as an inflexible policy-maker.

- a. Broad goals or system measures for the workforce investment system;

The Commission proposes performance goals to encourage Sub-Councils and service providers to maintain their focus on the priorities established by the Territory and in conformance with national guidance. For this year, emphasis is placed on:

- i. Youth initiatives and improving Youth outcomes;
- ii. Providing consistent services; and
- iii. Ensuring better collaboration between WD partners.

Because American Samoa is disadvantaged by insufficient funding levels due to dated population data and improper classification of populations who contribute to the vitality of our Territory, it is imperative that the Commission utilize strategic goals to address the conditions that adversely affect our workforce and economy. Some of the more proliferate types of adverse conditions we address are:

- Difficulty to place job seekers currently unemployed;
- Lack of resources to adequately deal with underrepresented groups in the workforce, such as needy family clients, out-of-school youth, older workers and retirees, and ex-offenders. To prepare these individuals calls for intensive training opportunities which are often more costly to provide;
- WIA does not provide assistance for incumbent workers;
- There is a disconnect between our strategy to build opportunities in high growth industries such as technology and the level of skills of our current workforce. While we believe that the strategy is solid, the gap between the supply side of the workforce system and the demand side of the workforce system is so great. Additional funding must be acquired to enhance our current efforts of narrowing this gap; and
- Lastly, the commission does not want to set goals that will compel partners to select services and set procedures that will solely benefit performance

outcomes while ignoring logical services and policies trends that should be targeted to meet the needs of our customers and our Territory as a whole.

With all of this said, the Commission has set forth the following performance goals for the next two program years:

	PY 2005	A.S. Proposal
Adult	Entered Employment Rate	50%
	Employment Retention Rate	60%
	Earnings Change	\$110
	Credentialing Rate	75%
Dislocated Workers	Entered Employment Rate	70%
	Employment Retention Rate	75%
	Earnings Change	60%
	Credentialing Rate	75%
Older Youth	Entered Employment Rate	50%
	Employment Retention Rate	60%
	Earnings Change	\$110
	Credentialing Rate	85%
Younger Youth	Skill Attainment Rate	70%
	Diploma Attainment Rate	80%
	Retention Rate	75%
Satisfaction	Participant Customer Satisfaction	90%
	Employer Customer Satisfaction	80%
	Staff Satisfaction	75%

- b. Goals for target groups or special populations, including youth; Please see chart above in section (a)
- c. Goals related to economic development and engagement of the private sector;
 - Increase number of business applications and licenses.
 - Increase the number of businesses owned by local and native American Samoans.
 - Increase the number of training opportunities for business development and business preparation.

- Improve the coordination and collaboration between all agencies gearing towards workforce development.
 - Increase the number of viable industries available in American Samoa.
 - Increase the number of trade incentives for American Samoa.
 - Increase the rate of American Samoa's GDP.
 - Increase the per capita income level.
 - Increase the number of small businesses.
 - Decrease the unemployment rate.
 - Increase the tourism rate.
 - Increase the improvement rate of our wetlands and coastal regions.
 - Decrease Territorial taxes as a percentage of personal income so as to provide incentive to earn more.
 - Increase the median household income
 - Increase the number of new non-government jobs created
- d. Goals established for service providers and whether or not those goals include all providers or specific providers (e.g., specific goals for youth program providers);
- i. Describe how service providers are held accountable for outcomes and results consistent with the jurisdiction's overall strategic direction and vision. Include specific performance measures and, if established, performance levels or targets.

The intention of our performance system is to foster accountability and cost-effectiveness amongst all partners and to build credibility with our local employers and our Federal Representatives. The government's role in this performance system is to set territorial performance standards at levels that convey overall performance expectations in all established parameters to all partners and to set benchmarks which are attainable and will ultimately drive growth. Lastly, the Commission is committed to providing high-quality reports of our System Implementation to all interested parties. A major requirement in reporting is the analysis needed on performance.

Because the level of performance that can be expected from WIA services depends on the characteristics of clients served, DHR developed Models to 'level the playing field' and to tailor performance targets for each local Commission.

The U.S.Department of Labor developed adjusted standards based on wage records for SDA characteristics, including client characteristics and local economic conditions. American Samoa’s plans are similar to the adjustment models developed for the Secretary's core standards, except that they use 2000 and 2002 American Samoa census data for population data and quarterly collected labor market information for comparisons.

- ii. If no performance measures are established for providers and contractors, how can the jurisdiction ensure a consistent level and quality of service? If no measures are established, describe the jurisdiction’s process or approach for holding providers accountable for specific results.

Please see previous section for discussion on consistency.

- iii. If performance measures are established for providers and contractors, identify the measures and any target levels set or expected. Also include a description of how the specific measures were identified and associated goal-setting (e.g., level of provider involvement in establishing measures and levels).

Again, please see section (i).

2. Describe the jurisdiction’s data collection and reporting guidelines and processes that are currently or planned to be in place to track progress against measures and goals.

- a. Tracking System Performance.

Describe what data will be collected from the various One-Stop partners and how the Territorialwide system will have access to the information needed to continuously improve.

Initially, in April 2005, the Commission evaluated methods of data collection and assessed whether partners had access to the data conducted a Territory-wide system analysis. All programs managers were required to attend this informative session and to provide insight on the information collection efforts of their respective agencies and the Centers. Collectively, the following information was determined as areas of Strength and Weakness for the System as a whole.

<u>Strengths</u>	<u>Weaknesses</u>
Compassionate	Slow to initiate services
Abundant information	Lack of funding

Good coordination of efforts	Lack of skilled trainers
Kind and respectful	Slow to place in workplace
Hard Working	Poor follow-up
Centers are easier to attend	Poor staffing in centers
Willing to Improve	Lacks focus

Once these were established, the commission committed to analyzing the data at hand in an effort to establish trends. The Commission collects satisfaction data, WIASRD data (retention rates, numbers served, income levels, initial pay, and many more), and through collaboration with the Economic Advisory Council of American Samoa-the collection of economic data and trends. Of all the data collected, the Commission has found that the economic data and the continuous improvement data provide the most significant information for planning purposes.

For details on the collection of Economic Data please see the Territorial Economic Data Survey conducted by the American Samoa Community College.

Continuous Improvement Data:

Initially designed for implementation during Q1 of PY 2001, American Samoa's customer satisfaction survey did not begin implementation until mid-Q2. The delay was attributed to both departmental/management changes and insufficient training for DHR-EDT's staff on the established methodology.

Furthermore, once initiated, we found the need to restructure the original methodology. Instrumental in the change from the original procedure was the fact that very few of our customers felt comfortable with providing answers to our phone surveys. It was the determination of the staff that data could be skewed positively due to the lack of anonymity from the original phone survey. Due to cultural issues (not polite to tell a supervisor or person senior in age that you are displeased with anything), the staff determined that customers gave biased information that depicted superior service on the part of DHR-EDT and its partners. Furthermore, we found that many of our customers did not have phones and we were unable to receive the required 50% response rate. Therefore, given the poor results to initial customer satisfaction surveys and in an effort to improve our customer satisfaction data collection, DHR-EDT and the WDCAS created a new exit procedure to accommodate the needs of collecting customer satisfaction as well as provide a more personal touch to the exiting process.

In accordance with WIA regulations and American Samoa's Workforce Development Plan, the Department of Human Resources and the Workforce Development Commission of American Samoa submit the following methodology used for collecting customer feedback information:

Our new exit procedure allows the counselors to provide key follow-up service (i.e. provide resume templates to update their original resumes created in core services) as well as administer an anonymous survey to gauge customer satisfaction on the final day of service rather than waiting 60 days (as done initially) to conduct the survey. One might question the anonymity of the survey...our response is that currently we have the need to provide the best service to our customers. We have very little historical data to which we may compare our current data. Therefore, we need realistic and very honest input to establish a basis by which we may compare all future customer satisfaction. Given the respectful nature of our customers and the uncomfortable responses provided on the initial phone surveys, an automated anonymous survey is given to each exiting customer as well as employer customers.

The following questions are presented to all customers (see attached sample of our customer satisfaction survey):

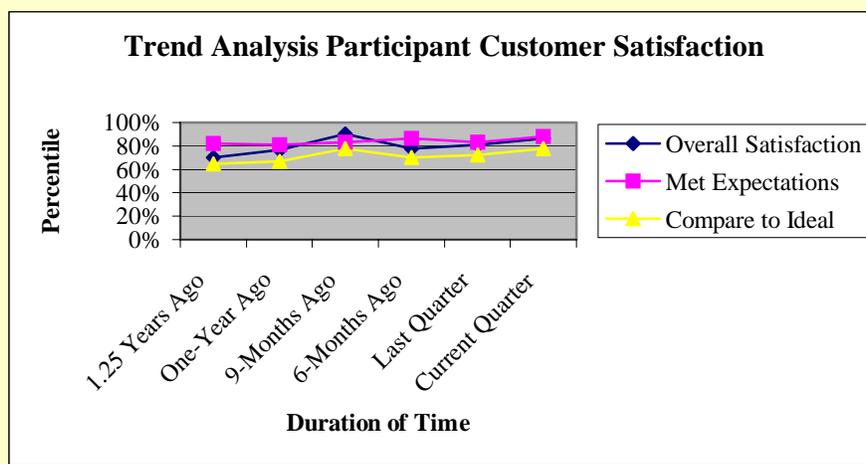
Customer Satisfaction Questions

- 1. Overall Service- What is your overall satisfaction with the services provided from DHR-EDT?*
- 2. Meeting Expectations- Considering all of the expectations you may have had about the services available through DHR-EDT, to what extent have the services you have received so far met your expectations?*
- 3. Ideal Program- How well do you think the services you have received so far compare with your 'ideal' set of services?*

To calculate the results for the data collected, the mean values were calculated. We then subtracted 1 from the mean, divided by 9 and multiplied by 100 to calculate the percentage satisfaction. Because we don't use weighting in American Samoa and have no historical data to compare these results, we feel the sample of results below represents the Commissions commitment to collecting data so as to analyze trends in customer satisfaction for addressing concerns and determining additional services. Finally, we use these trend analyses to report programmatic successes to our Federal Representatives on a quarterly basis.

<i>Measurement</i>	<i>Current Quarter</i>	<i>Last Quarter</i>
Overall Satisfaction	9.1 or 90%	8.5 or 83.33%
Met Expectations	8.7 or 85.55%	8.0 or 77.79%
Compare to Ideal	8.3 or 81.11%	7.9 or 76.7%

<i>Measurement</i>	<i>Current Quarter</i>	<i>Last Quarter</i>	<i>6-months Ago</i>	<i>9-months Ago</i>	<i>One-Year Ago</i>	<i>1.25 Years Ago</i>
Overall Satisfaction	8.8 or 86.67%	8.3 or 81.1%	8.0 or 77.79%	8.1 or 90%	7.9 or 76.7%	7.1 or 70%
Met Expectations	8.9 or 87.78%	8.5 or 83.33%	8.8 or 86.67%	8.5 or 83.33%	8.3 or 81.1%	8.4 or 82.22%
Compare to Ideal	8.0 or 77.79%	7.5 or 72.22%	7.3 or 70%	8.0 or 77.79%	7.0 or 66.7%	6.8 or 64.44%



<i>Measurement</i>	<i>Current Quarter</i>	<i>Last Quarter</i>	<i>6-Months Ago</i>	<i>9-Months Ago</i>	<i>One-Year Ago</i>	<i>1.25 Year's Ago</i>
Overall Satisfaction	9.1 or 90%	8.6 or 84.44%	8.9 or 87.77%	8.2 or 80%	7.5 or 72.22%	7.6 or 73.33%
Met Expectations	9.1 or 90%	8.8 or 86.67%	8.7 or 85.56%	8.3 or 81.11%	8.1 or 78.88%	7.7 or 74.44%
Compare to Ideal	8.6 or 84.44%	8.1 or 80%	8.0 or 77.78%	7.6 or 74.04%	6.8 or 64.44%	5.7 or 52.22%



b. Tracking Program Performance.

Describe how the jurisdiction is using and plans to utilize information from the Pacific WIASRD to inform program design and delivery.

The Commission is committed to empowering DHR-EDT to collect WIASRD information. Once collected, the Commission reviews the data and utilizes it to effect program design and delivery by addressing areas of weakness and improving on the challenges reported by partnership agencies that can be attributed to the problematic areas of system or program implementation.

c. Tracking Provider Performance.

Describe the reporting process for service providers and contractors, including frequency of required reports, how the information is transmitted, required data elements and formats. Also include a description of how the jurisdiction will ensure that the data contained in provider reports is accurate and complete and how provider reports “feed into” the jurisdiction’s program reports provided to ETA (i.e., the Pacific WIASRD).

As part of the contracts with service providers, the Commission establishes specific benchmarks for each provider. The Commission recognizes the need to customize these for each provider because they all involve very different work scopes. All service providers however are required to implement the staff satisfaction survey designed and implemented by DHR-EDT. This survey is designed to track staff satisfaction in an

effort to pinpoint reasons for poor performance and to improve communication between lower-level or support staff members and managers who are required to analyze performance and report these figures to the Sub-Councils and the Commission. As a best practice, DHR-EDT has provided technical assistance to all service providers and interested partner agencies on the need to provide the best quality customer service possible. We have found as a result, better performance indicators by all of our partners and service providers and feel that we've identified a unique procedure that works at curtailing poor customer service.

The sample of questions for determining staff satisfaction is provided here:

Staff Satisfaction Questions

- 1. Overall Satisfaction- What is your overall satisfaction of your work experience at DHR-EDT?***
- 2. Career Expectations- Considering all of the expectations you may have had about your career at DHR-EDT, to what extent have the opportunities you have received so far met your expectations?***
- 3. Ideal Career- How well do you think your career at DHR-EDT compares with your 'ideal' career?***
- 4. What would you improve? (This is narrative and gives our staff an option for feedback)***

3. Describe how the data will be shared and expectations for its use
 - a. How will the workforce system at large, including the public, have access to performance information?

All workforce performance information is available at the DHR-EDT and is reported to our partners at all Commission, Sub-Council meetings, and community review sessions.

- b. What corrective actions (including sanctions and technical assistance) will the jurisdiction take if performance of service providers falls short of expectations? How will the jurisdiction use the review process to reinforce the strategic direction of the system?

An ongoing performance evaluation system ensures year-end system results. DHR will collect data from each Commission regularly to analyze each Commission's progress towards meeting the annual goals. The automated data collection system will track status on specific measures, and DHR-EDT will assist Sub-Councils and service provider to adjust their

strategies and/or operations to meet its required performance. DHR-EDT will maintain communications with Sub-Councils to answer questions related to performance data/reports. The Sub-Councils will be able to access DHR's Intranet web site at www.usworks.com/americansamoa/, which will provide performance data by area. This may be used to track/monitor performance and compare their performance to other areas in the Territory.

All preventive maintenance measures developed and implemented by DHR-EDT will be to assist Sub-Councils in their efforts to meet performance requirements and to ensure fiscal accountability. Performance Review and Evaluation staff members identify quality indicators to combine with training initiatives to develop and maintain high performance. There will be a focus on sharing information with Technical Assistance staff and compiling best practices to assist Sub-Councils with program and fiscal issues. Ongoing program and fiscal monitoring will provide analyses of strengths and weaknesses for continued progress or immediate solutions to operational problems. All these measures are ongoing and available to meet the specific needs of each Commission.

If preventive maintenance is unsuccessful and performance falls short of expectations, DHR will conform to the sanctions provision under the Workforce Investment Act, Section 136 (h) and to the related territorial statutes and regulations established for nonperformance by a local Commission.

The sanction level will be determined by the seriousness of the violation/s. Level 1 is activated by failure to attain and maintain performance within 90 percent of established contracted standards. At this level, sanctions may result in such things as requiring Commission participation in technical training and quality assurance workshops and or submission of additional financial or performance reports. Level 2 occurs by a violation such as failure to rectify a level one sanction or to maintain performance within 75 percent of established contracted standards. Level 2 may result in restrictions on a Commission's draw down of funds or prohibition of continued use of particular contracted service providers. Level 3 occurs when a violation such as failure to return annual performance to 75 percent of established contracted standards within two years, and may result in de-obligation of funds or Commission reorganization.

Monthly performance reviews on each Commission's status ensures that timely corrective actions are taken. Sanctions are to ensure:

- X Commission accountability to employers and job seekers;
 - X achievement of performance measures;
 - X adequate returns on Territory investment; and
 - X to support the Territory in achieving its goals..
- c. Describe the steps taken to support implementation of the new program reporting system (Pacific WIASRD and related database application). Include new policies, procedures and/or processes established.

Please see previous sections discussing WIASRD

D. Administrative Provisions

1. Describe the steps taken by the jurisdiction to ensure compliance with the nondiscrimination requirements outlined in Section 188 of the Workforce Investment Act.

All services shall be provided in a manner that assures compliance with the Nondiscrimination and Equal Opportunity provisions under WIA, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act, the Age Discrimination Act, Title IX of the Education Act, the Nontraditional Employment for Women Act, and the American's With Disabilities Act.

b. Waivers and Wagner-Peyser Act

American Samoa has been granted the authority to accept the Pacific Areas version of WIA which will now incorporate FORMER JTPA and has been exempted from the Wagner-Peyser Act requirements. Preparing separate plans, operating separate reporting systems and using separate performance measures work against integrating the delivery of services and work to solidify the bureaucratic processes that focus on meeting programmatic needs rather than customer needs.

Specifically, American Samoa wishes to maintain the current waiver granted by USDOL through Region IX that authorizes the Territory to provide funds to the local areas for use in facility alterations, to the extent necessary, to meet the requirements of WIA. Expecting to identify unforeseen barriers during the first year of WIA implementation, American Samoa will address such obstacles by governmental policy or rule, and where necessary, by utilizing the authority for local areas

Territory Policies and Requirements

The American Samoa Policies described below are crafted to support the key principles of limited and efficient government, local control, personal responsibility and strong families.

Policy on Procuring Workforce Development Center Operators - In lieu of designating or certifying Center operators as described, the Commission is required to conduct a competitive procurement for operator/s of Satellite Centers as provided. Procurement must be conducted with full and open competition and fair and equal treatment. Furthermore, the Commission's staff must be employed separately and independently of any organization that provides workforce services. Commission staff may not be employed by, or provide services to any entity in conflict with the Commission's duties and functions. Under exceptional circumstances, the leadership may consider a written petition by a Commission to waive this separation requirement for a period not to extend beyond the end date of an approved plan.

XI. Assurances

1. The Territorial assures that it will establish, in accordance with section 184 of the Workforce Investment Act, fiscal control and fund accounting procedures (including the timely reporting of accrued expenditures) that may be necessary to ensure the proper disbursement of, and accounting for, funds allotted to the jurisdiction.
2. The Territorial assures that it will comply with section 184(a)(6), which requires the Governor to, every two years, certify to the Secretary, that –
 - a. The Territorial has implemented the uniform administrative requirements referred to in section 184(a)(3) regarding compliance with uniform administrative requirements for grants and agreements;
 - b. The Territorial has at least annually monitored workforce entities, including service providers, to ensure compliance with the uniform administrative requirements as required under section 184(a)(4); and
 - c. The Territorial has taken appropriate action to secure compliance with section 184 (a)(3) pursuant to section 184(a)(5).
3. The Territorial assures that veterans will be afforded employment and training activities authorized in section 134 of the Workforce Investment Act, and the activities authorized in chapters 41 and 42 of Title 38 US code. The Territorial assures that it will comply with the veterans priority established in the Jobs for Veterans Act.
4. The Territorial assures that no funds received under the Workforce Investment Act will be used to assist, promote, or deter union organizing.
5. The Territorial assures that it will comply with the grant procedures prescribed by the Secretary (pursuant to the authority at section 189(c) of the Act) which are necessary to enter into grant agreements for the allocation and payment of funds under the Act. The procedures and agreements will be provided to the Territorial by the ETA Office of Grants and Contract Management and will specify the required terms and conditions and assurances and certifications, including, but not limited to, the following:
 - General Administrative Requirements:
 - 29 CFR part 97 --Uniform Administrative Requirements for Territorial and local Governments (as amended by the Act)
 - 29 CFR part 96 (as amended by OMB Circular A-133) --Single Audit Act
 - OMB Circular A-87 --Cost Principles (as amended by the Act)
 - Assurances and Certifications:
 - SF 424 B --Assurances for Non-construction Programs
 - 29 CFR part 37 --Nondiscrimination and Equal Opportunity Assurance (and regulation) 29 CFR § 37.20
 - CFR part 93 --Certification Regarding Lobbying (and regulation)

-29 CFR part 98 --Drug Free Workplace and Debarment and Suspension Certifications (and regulation)

•Special Clauses/Provisions:

Other special assurances or provisions as may be required under Federal law or policy, including specific appropriations legislation, the Workforce Investment Act, or subsequent Executive or Congressional mandates.

6. Not Applicable
7. Not Applicable
8. Not Applicable
9. The Territorial certifies it has developed this Plan in consultation with local elected officials, the business community, labor organizations and other partners.
10. As a condition to the award of financial assistance from the Department of Labor under Title I of WIA, the grant applicant assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:
 - Section 188 of the Workforce Investment Act of 1998 (WIA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIA Title I--financially assisted program or activity;
 - Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color and national origin;
 - Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;
 - The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and
 - Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.The grant applicant also assures that it will comply with 29 CFR part 37 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the WIA Title I-financially assisted program or activity, and to all agreements the grant applicant makes to carry out the WIA Title I-financially assisted program or activity. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.

11. The Territorial assures that funds will be spent in accordance with the Workforce Investment Act (and, in the case of Guam, the Wagner-Peyser Act) and their regulations, written Department of Labor Guidance implementing these laws, and all other applicable Federal and Territorial laws and regulations.

Name of WIA Title I Grant Recipient Agency:

**ATTACHMENT A
PROGRAM ADMINISTRATION DESIGNEES AND PLAN SIGNATURES**

Name of WIA Title I Grant Recipient Agency: Department of Human Resources-
Employee Development and Training Division
Address: American Samoa Government
Pago Pago, AS 96799

(684) 633-4485

Telephone Number:

(684) 633-5667

Facsimile Number:

wiadir@samoatelco.com

E-mail Address:

Name of Territorial WIA Title I Administrative Agency (if different from Grant Recipient)

Address:

Telephone Number:

Facsimile Number:

E-mail Address:

Name of WIA Title I Signatory Official: Mr. Penei Sewell, Director DHR

Address: American Samoa Government

Department of Human Resources

Pago Pago, AS 96799

Telephone Number:

(684) 633-4485

Facsimile Number:

(684) 633-5667

peneisewelldhr@yahoo.com

E-mail Address:

Name of WIA Title I Liaison: Makerita Enesi, Chief DHR-EDT

Address: same as above

Telephone Number: same as above

Facsimile Number: same as above

E-mail Address: wiadir@samoatelco.com

Name and title of Territorial Employment Security Administrator (Signatory Official):

Address:

Telephone Number:

Facsimile Number:

E-mail Address:

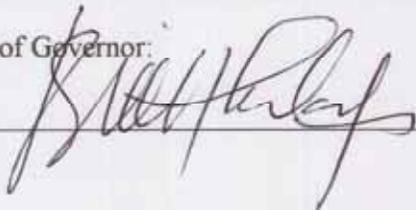
As the Governor, I certify that for the jurisdiction of American Samoa, the agencies and officials designated above have been duly designated to represent the jurisdiction in the capacities indicated for the Workforce Investment Act, Title I. Subsequent changes in the designation of officials will be provided to the U.S. Department of Labor as such changes occur.

I further certify that we will operate our Workforce Investment Act programs in accordance with this Plan and the assurances herein.

Typed Name of Governor:

TULAFONO T.A. TOGIOLA

Signature of Governor:



Date:

5/28/05

ATTACHMENT B**Program Performance Measures for the Pacific Jurisdictions**

For the Pacific Jurisdictions, outcomes are exit-based – in large part, due to the absence of UI wage records. For each of the three funding streams (adults, dislocated workers, youth) there are two types of performance measures: *employment-related outcomes* and *secondary outcomes*. The reason for the latter distinction lies in the uniqueness of the Pacific insofar as what clearly constitutes a positive outcome.

Data are captured on the Pacific WIASRD, the program report format designed specifically for the Pacific. Actual, aggregate performance is reported each quarter in absolute figures (not percentages).

The 16 common performance measures utilized for the Pacific jurisdictions are as follows:

For Adults and Dislocated Workers:

- A. Employment-Related Measures
 - 1. Entry into unsubsidized, non-subsistence employment
 - 2. Entry into subsistence employment
- B. Secondary Outcomes
 - 3. Average hourly wage at exit for those employed (non-subsistence) at exit
 - 4. Secondary school diploma attainment
 - 5. Attainment of credential or skills certificate other than a secondary school diploma or its equivalent
 - 6. Entering or returning to further education or training at exit

For Youth: (Measures don't distinguish youth by school status or younger/older status)

- A. Employment-Related Outcomes
 - 1. Entry into unsubsidized, non-subsistence employment
 - 2. Entry into subsistence employment
- B. Secondary Outcomes
 - 3. Secondary school diploma attainment
 - 4. Attainment of Credential or skills certificate other than a secondary school diploma or its equivalent