

# 2018 DRAFT MODIFICATIONS TO THE WIOA STATE PLAN FOR THE CNMI

DRAFT Commonwealth of the Northern Mariana Islands (CNMI) submission of the Modifications to the Workforce Innovation and Opportunities Act (WIOA) State Plan OMB Control #1205-0522 submitted by the State Workforce Development Board through its participants: CNMI Department of Labor Workforce Investment Agency Workforce Innovation and Opportunities Act Division; the CNMI Office of Vocational Rehabilitation; and the Northern Marianas College Adult Basic Education Program

*Public Comment  
Period February 25  
– March 09 2018;  
Final Product Due  
March 15, 2018*

## **Introduction:**

Under the Workforce Innovation and Opportunity Act (WIOA), the Honorable Governor of the Commonwealth of the Northern Mariana Islands (CNMI), Ralph DLG. Torres, through his designated State Workforce Development Board (SWDB) and CNMI Department of Labor Workforce Investment Agency, must submit an update of the CNMI's Unified State Plan to the Secretary of the U.S. Department of Labor that outlines the remaining two years of the four-year strategy for the CNMI's workforce development system.

The publicly-funded workforce development system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all job-seekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. The CNMI has an approved Unified State Plan that needs modifications to meet today's and the future workforce needs.

WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA's principal areas of reform is to require States to plan across core programs and include this planning process in the Unified State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified State Plans.

The following components are the modifications made by the State Workforce Development Board in conjunction with the CNMI Department of Labor Workforce Investment Agency with the guidance and leadership of Honorable Ralph DLG. Torres, Governor of the CNMI. These modifications use the most updated and relevant workforce and CNMI economic data available at the time of production. Your comments and recommendations are greatly appreciated. To provide electronic comments please contact David Attao, Director of the CNMI Department of Labor Workforce Investment Agency who houses the Workforce Innovation and Opportunity Act Core programs at [cnmidolwia@gmail.com](mailto:cnmidolwia@gmail.com) or via telephone at 670-664-1758. The period for comments runs from Sunday February 25, 2018 to Friday March 09, 2018.

Table of Contents

Action Taken:

i. Overview	Modified
I. WIOA State Plan Type	
a. Unified State Plan	Remains the Same
II. Strategic Planning Elements	Modified
a. Economic, Workforce, and Workforce Development Activities Analysis	Modified
b. State Strategic Vision and Goals	Modified
c. State Strategy	Modified
III. Operational Planning Elements	Modified
a. State Strategy Implementation	
b. State Operating Systems and Policies	
IV. Coordination with Combined State Plan Programs	Pending
V. Common Assurances	Modified
VI. Program-Specific State Plan Requirements for Core Programs	
a. Adult, Dislocated Worker, and Youth Programs and Assurances	
b. Wagner-Peyser Act Program and Agricultural Outreach Plan (AOP)	
c. Adult Education and Family Literacy Program Activities and Assurances	
d. Vocational Rehabilitation Program Activities and Assurances	
e. Appendix 1: Performance Goals for the Core Programs	
VII. Program-Specific Requirements for Combined State Plan Partner Programs	

## i. Overview

The Commonwealth of the Northern Mariana Islands (CNMI) has gone through drastic changes since it first wrote the original State Plan implemented in **FY2016**.

### Population and Workforce Shortages

- Total Population
- Adults in Workforce

### Economic Highlights

- Impact of Casino
- Improved Gross Domestic Product
- Increased Revenues
- Increased Tourism
- Increased Salaries and wages
- Bills being paid
- Decrease in Unemployment Rate

### Impact of PL 110-229

- Increased demand for U.S. Workers
- CW Workers help stabilize growing economy to fill workforce shortage
- Threat of loss of CW workers will affect CNMI economy down by 64% according to GAO
- Birth of Northern Marianas Business Alliance Corporation

### Increased attention to education and training with added funding

- NMC, NMTI, and Latte receiving CW Funds
- NMC and NMTI recognized recipients of the Casino BGRT
- Businesses hiring and training more U.S. workers

### New Secretary of Labor

- Governor appoints and Senate Confirms Vicky I. Benavente as Cabinet Level Secretary of Labor

### New State Workforce Development Board Members

- Governor appoints new State Workforce Development Members led by long-time private sector human resource guru Josephine Mesta. Update list of members.
- Stronger Partnership between Public and Private Sectors

#### New WIOA Director

- CNMI Department of Labor announces WIOA Director Vacancy, Conducts Interviews, and hires David Attao as the new Director.

# I. WIOA State Plan Type

## **Unified State Plan**

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

The CNMI will submit a unified state plan that includes the services of the following:

- WIOA Adult Program (Title I) under CNMI DOL WIA-WIOA;
- WIOA Dislocated Worker Program (Title I) CNMI DOL WIA-WIOA;
- WIOA Youth Program (Title I) CNMI DOL WIA-WIOA;
- Adult Education and Family Literacy Act Program (Title II) NMC ABE; and
- Vocational Rehabilitation Program (Title III) CNMI OVR

The CNMI currently does not have a Wagner-Peyser Act Program and will not submit for a modification.

## II. Strategic Planning Elements

### a. Economic, Workforce, and Workforce Development Activities Analysis

#### 1. Economic Analysis

The Commonwealth of the Northern Mariana Islands (CNMI) is entering into a period of an economic boom and at the same time, faces the pending threat of a potential economic collapse, all revolving around the need for a readily available, qualified, and well-trained workforce.

Data collected from the U.S. Department of Commerce Bureau of Economic Analysis revealed that the CNMI's Gross Domestic Product (GDP) grew by 28.6 percent in 2016 to \$1.24 Billion, in comparison to the previous year (2015), the CNMI's GDP grew by only 3.8 percent to \$933 Million, with further comparison, the real GDP for the United States increased by 1.5% in 2016 after increasing 2.9% in 2015. The exports of services, largely contributed to visitors spending on casino gambling. In addition, the report states that private fixed investments grew by 60% as a result of the Casino Resort in the village of Garapan (Saipan) and other hotel and related construction throughout Saipan. These growths are a significant difference from the hard times the CNMI faced in the years between 2005 and 2009 as the CNMI Garment Industry essentially shut down and drove the GDP to negative standings.

The CNMI also sustained its economic momentum due to some of the following key economic developments in 2016 (and forward).

- Data from the Marianas Visitors Authority (MVA) revealed that over the past 5 years, the CNMI experienced continuous growth in tourism as the number of visitors grew by 30%, including a growth of 10% in 2016, primarily reflecting an increase in visitor arrivals from Korea and China (despite a reduction of visitors from Japan);
- On September 30, 2017, the Federal minimum wage in the CNMI increased to \$7.05/an hour (up from \$4.55 in 2009, with targeted increases upon an approved schedule) and is expected to continue towards the national federal minimum wage of \$7.25 within a year;
- Job growth from the casino industry (and the trickle effects of the Casino in the community) continues;
- Military plans for the island of Tinian to be used as a divert airfield (not including President Trump's plan to infuse \$50 Million dollars to construct these facilities);
- Indications of low or no inflation threats as the 4<sup>th</sup> quarter of 2016 posted a 2.1% inflation rate, down from a high of 13.4% in 2006.

#### a. Existing Demand

The CNMI's primary economic driver has been the Services Industry, more particularly in the Accommodations and Amusement Industry, further broken down into the following:

- Accommodations, Food, and Drinking Services

- Tourism, Hospitality, Casino Gaming and Amusement
- Wholesale and Retail Trade
  - Distributive Services
- Education, Health, and Social Services
  - Government, Public, Private, Non-Government Entities
- Public Administration
  - Government (Federal and Local/Territorial)
- Construction
- Others

Within the above industries, the CNMI 2016 Prevailing Wage and Workforce Assessment Study (PWWAS) released in September of 2017 reveals that there were 2,146 employers (1,124 were surveyed) and 32,061 employees (19,827 were reported in the survey) in the CNMI. The Standard Occupational Classification (SOC) Major Titled 2 Digit Title reveals the following occupations and number of existing employees in such fields:

● Office and Administrative Support Occupations	2,935 employees
● Management Occupations	2,202 employees
● Food Preparation and Serving Related Occupations	1,915 employees
● Sales and Related Occupations	1,402 employees
● Construction and Extraction Occupations	1,329 employees
● Protective Service Occupations	1,109 employees
● Personal Care and Service Occupations	1,054 employees
● Education, Training, and Library Occupations	1,053 employees
● Installation, Maintenance, and Repair Occupations	1,046 employees
● Building and Grounds Cleaning and Maintenance Occupations	1,014 employees

***b. Emerging Industry Sectors***

The impact of the Casino Gaming and Amusement Industry has been significant in the CNMI as the Casino houses over 1,800 employees. A little under half of this is seen in the new SOC categories now published in the 2016 PWWAS (not including non-gaming positions). These include:

● Gaming Dealers	248 employees
● Gaming Supervisors	164 employees
● Gaming Managers	113 employees
● Gaming Change Persons and Booth Cashiers	105 employees
● Gaming Cage Workers	66 employees
● Amusement and Recreation Attendants	33 employees
● Gaming Surveillance Officers and Investigators	17 employees

• Gaming Service Workers, All Others	16 employees
• Costume Attendants	15 employees
• <u>Coin, Vending, and Amusement Machine Repairers</u>	<u>09 employees</u>
Total New Casino SOC Categories for CNMI	786 employees

The other emerging industry revolves around the Construction, Repair, and Maintenance industries. The growth and impact of the Casino Industry has led other investors to the CNMI in hopes of cashing in on the current and anticipated success of the casino once it is in full operation. The CNMI now has four ongoing Construction projects for new hotels, resorts, and other forms of lodging. Prior to 2018, the CNMI had an inventory of over 1,300 skilled construction workers (mostly foreign workers under the Commonwealth Worker (CW) program), due to the impact of U.S. Public Law 110-229, that inventory figure has dropped significantly, and the availability of U.S. workers in this industry is scarce. This reduction and the lack of overall available skilled U.S. workers in the CNMI have started to take its toll on the economic growth of the islands. One example of such potential stunt in growth is the need for one hotel chain to hire an additional 800 construction workers to meet its building needs. However, due to the limited number of qualified U.S. workers in this industry, the project may face delays or be canceled.

***c. Employer’s Employment Needs***

A delicate balance and mix of workers in the CNMI is needed to sustain the economic development and business employment needs in the CNMI. The CNMI is the least populated State or Territory in the United States Family with the 2016 Department of Commerce Household, Income, and Expenditures Survey (HIES) listing its population as 53,890 people living in the inhabitable islands of Saipan, Tinian, Rota and Northern Islands that make up the CNMI. Of the 53,890 people, there are 33,219 U.S. citizens and 20,671 non-U.S. citizens. As mentioned earlier, within the demand industries of the CNMI, according to the CNMI 2016 Prevailing Wage and Workforce Assessment Study (PWWAS) released in September of 2017, the CNMI had 2,146 employers (1,124 were surveyed) and 32,061 employees (19,827 were reported in the survey). Newly permitted projects in the CNMI would grow the demand for employees by an additional 8,000 new workers, bringing the total demand to over 40,000 U.S. workers, spread throughout all industries. As one could see, the demand for qualified U.S. workers outweighs the population and availability of U.S. workers in the CNMI. This has been a long standing issue for the islands and was temporarily resolved by the authorization of the CNMI’s Commonwealth Worker (CW) Program through U.S. Public Law 110-229.

The threat to the CNMI’s growing economy relies heavily on the impending impact of U.S. Public Law 110-229 which is set to end the CNMI’s Commonwealth Worker (CW) Program in December of 2019. To help fill the shortage of U.S. workers in the CNMI, the United States Citizenship and Immigration Services (USCIS) set a cap in Fiscal Years 2015-2017 at 12,999 positions for the CW Program to be used by foreign workers to obtain jobs in the CNMI.

However, a huge surprise for many and a shock to the CNMI, USCIS set the following new caps: FY 2018: 9,998; FY 2019: 4,999; and FY 2020 (until December 21, 2019); 2,499. Although the CNMI has made strides to increase the number of qualified U.S. workers through increase education, training, and work experiences opportunities, the interest and/or lack of interest of U.S. workers to pursue most of the jobs filled by CW workers has been very limited. In addition to the lack of interest, the resources needed to carry out the education and training of U.S. eligible workers are still in the developmental stage in terms of curriculum, equipment, materials, supplies, and qualified instructors.

## **2. Workforce Analysis**

### **a. Employment and Unemployment**

Information obtained from the 2016 Department of Commerce Household, Income, and Expenditures Survey (HIES) revealed that 70% of the reported people living in the CNMI were in the labor force. Of that figure, 81.2% worked in the private sector and 16.6% worked in the CNMI Government. 30.9% worked in service occupations and 23.3% worked in the hotel and food industry. The updated (updated January 2018 and includes and adjustment for U.S. Green Card holders) HIES unemployment rate for U.S. eligible workers is 7.5% or 1,800 unemployed U.S. eligible citizen workers. This reinforces that even if the CNMI provides the 1,800 unemployed U.S. eligible citizen workers a job, the CNMI would still be short by over 6,000 workers to fill the current workforce demand and much more for anticipated workforce needs.

### **b. Labor Market Trends**

Within the above industries, the CNMI 2016 Prevailing Wage and Workforce Assessment Study (PWWAS) released in September of 2017 reveals that there were 2,146 employers (1,124 were surveyed) and 32,061 employees (19,827 were reported in the survey) in the CNMI. The Standard Occupational Classification (SOC) Major Titled 2 Digit Title reveals the following occupations and number of existing employees in such fields:

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In addition, the impact of the Casino Gaming and Amusement Industry has been significant in the CNMI as the Casino houses over 1,800 employees and is expected to grow to over 3,000 employees once the hotel/resort component of the casino opens. A little under half of this is seen in the new SOC categories now published in the 2016 PWWAS (not including non-gaming positions). These include:

• Gaming Dealers	248 employees
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Due to the CNMI's remote location and limited population base, other necessary industries are that of the Health Care and Medical Industry and Government entities. The CNMI often faces shortages for specialized workers in the Health Care and Medical Industry as in some expertise or specialties, the professionals usually prefer in locations with larger populations so that they would be able to service more individuals in need. The CNMI currently refers patients off island to the Philippines, Hawaii, or U.S. mainland institutions to receive specialized care. For Government entities, the noticeable trend in the CNMI has been the individual's choice to work in government jobs. The vast majority of these types of jobs include firefighting and emergency medical services, police, corrections, customs, and other law enforcement types of positions.

*c. Education and Skills Levels of the Workforce*

According to data extracted from the HIES for Fiscal Year 2016, the education and skills level attainment of individuals living in the CNMI are as follows:

- 2,187 had an education of less than the 9<sup>th</sup> grade;
- 3,592 had an education between the 9<sup>th</sup> to 12<sup>th</sup> grade;
- 12,783 obtained a High School Diploma;
- 4,085 had some College courses;
- 2,348 earned an Associate of Arts in Academics;
- 1,064 earned an Associate of Arts in a Specific Occupation;
- 4,642 earned a Bachelor’s Degree;
- 697 earned a Master’s, PhD or Professional Degree

*d. Skill Gaps*

As the economy continues to rebound, there is no surprise that the need for accountants, managers, sales reps, skilled trades and technical workers in the CNMI are in great demand. These close to 7,000 positions listed in the 2016 CNMI Prevailing Wage and Workforce Assessment Study and data collected by the CNMI Department of Commerce W2 Data are those of hard trades, technical trades, and service related industries and reveal the positions with the largest skills gaps outside of positions requiring at least a Bachelor’s or other higher education degree.

1. <i>Culinary Arts:</i>	1,076 (68%) CW Positions	504 US/FAS (32%)
2. <i>Hotel &amp; Restaurant Operations:</i>	870 (55%) CW Positions	713 US/FAS (45%)
3. <i>Maintenance and Repair Workers:</i>	463 (65%) CW Positions	254 US/FAS (35%)
4. <i>Carpenters and Woodworkers:</i>	437 (95%) CW Positions	22 US/FAS (05%)
5. <i>Cement Masons &amp; Concrete Finishers:</i>	328 (94%) CW Positions	19 US/FAS (06%)
6. <i>Automotive Technicians and Mechanics:</i>	268 (73%) CW Positions	100 US/FAS (27%)
7. <i>Electricians, Power Generation:</i>	240 (77%) CW Positions	73 US/FAS (23%)
8. <i>Welders, Cutters, Solders &amp; Braziers:</i>	112 (95%) CW Positions	06 US/FAS (05%)
9. <i>HVAC &amp; Refrigeration:</i>	103 (84%) CW Positions	19 US/FAS (16%)
10. <i>Plumbers, Pipefittings, Plumbing:</i>	100 (63%) CW Positions	59 US/FAS (37%)
11. <i>Painters, Maintenance Painting:</i>	80 (88%) CW Positions	11 US/FAS (12%)
12. <i>Security Guards &amp; Protective Services:</i>	449 (44%) CW Positions	569 US/FAS (56%)

*4,526 (66%) Positions Occupied by CWs / 2,349 (34%) Positions Occupied by US/FAS*

*Total: 6,875 Positions*

**ii. Workforce Development, Education and Training Activities Analysis**

The CNMI relies on the Public School System (PSS), the Northern Marianas College (NMC), the Northern Marianas Trades/Technical Institute (NMTI), Latte Training Academy (LTA), and other education and training providers to fill the businesses and other entities with the needed workforce. However, the numbers of participants exiting these programs are not sufficient enough to meet the current and/or anticipated workforce demand. It is estimated that if we combine all successful completers or graduates from these entities, and placed them in jobs within existing industries, it would take 15 years to meet the current CW demands of business. This again can be attributed to the limited population base and the independent and individualized choices of careers pursued by students.

**1. State's Workforce Development Activities**

The CNMI conducts the following workforce development activities: **(need to expand)**

- Education:
  - PSS
  - NMC
  - NMTI
  - LTA
  - Others
- Trades/Technical Education/Training:
  - PSS
  - NMC
  - NMTI
  - LTA
  - Others
- Specialized Certifications and Industry Assessments
  - PSS
  - NMC
  - NMTI
  - LTA
  - Others
- On-the-Job Training:
  - Private and Public Sector
- Work-Experience Training:
  - Private and Public Sector
- Pre-Apprenticeships - Pending
- Apprenticeships - Pending

## 2. Strengths and Weaknesses of Workforce Development Activities

- Strengths:
  - Smaller Communities
  - Easier Access to Entities
- Weaknesses:
  - Lack of real time workforce related data, training, or dedicated entity such as a bureau of labor and statistics to help generate and/or populate strong data sets, etc.
  - Lack of Physical One-Stop
  - Underdeveloped wage and salary system

## 3. State Workforce Development Capacity

- Capacity of PSS, NMC, NMTI, LTA, Businesses, Government, Others to provide Workforce Development Activities

### **b. State Strategic Visions and Goals**

#### **i. Vision: The CNMI State Workforce Development Board has adopted the following:**

Vision: “To promote a workforce development system that meets the needs of businesses, job seekers and workers to support a strong and vibrant economy in the CNMI.”

Mission: “Empowering, integrating, implementing, and innovating the workforce needs of the CNMI.”

#### **ii. Goals**

Goal 1: Support pathways that lead to livable wage employment and upward mobility of participants.

- Increase support of workforce learning, education, and training so that participants can access, develop, attain and/or demonstrate marketable skills at early stages in their lives to ensure economic security, etc.

Goal 2: Promote and support participants’ efforts to obtain workforce credentials, skill development and training, and/or career or college readiness. Increase the number of participants who pursue and complete technical/trades programs and/or post-secondary education and specific skills necessary to compete in the CNMI’s critical economic sectors.

- Work closely with education, training, and sponsor providers to align and maximize the investments made.

Goal 3: Align, coordinate, and integrate the workforce development system to provide a quality and consistent experience to for all participants.

- Map out and economize limited resources so that participants are receiving the right services, their potential and unique needs are identified and addressed.

Goal 4: Create a data driven workforce environment supported by market forecasts, surveys, evaluations, analysis, and assessment results, etc.

- Improve the availability of and access to workforce and economic data

Goal 5: Inventory and align the workforce skills needs of private sector employers and businesses with the education, service, and training provider offerings, so that participants are able to access the marketable skills to be matched to the private sector employers and businesses.

- Conduct Inventory and Assessments

iii. Performance Goals:

No Modifications. Established by Federal Negotiations to meet the 2<sup>nd</sup> and 4<sup>th</sup> Quarter (6 mos and 1 year of exit)

iv. Assessment:

Surveys, Evaluations gauging the satisfaction levels of services, outcomes, learning, work, etc.

**c. State Strategy**

- i. Describe the strategies the state will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(b), (d). “Career Pathway” is defined at WIOA section 3 (7) and includes registered apprenticeship. “In-demand industry sector or occupation” is defined at WIOA section 3 (23).
- ii. Describe the strategies the state will use to align core programs, any combined state plan partner programs included in this plan, required and optional one stop partner programs, and any other resources available to the state to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section II (a) (2).

The CNMI has chosen to focus on the following Seven Strategies that are evidence based and have been shown to work, helping ensure effective delivery of services, and increasing the likelihood that those who receive services obtain gainful employment

### **Career Pathway Strategy (Career Ladders or Career Lattices):**

- Designed to identify a series of positions, work experiences or educational benchmarks or credentials that offer occupational advancement
- Facilitates incremental and progressive skill attainment over time, in clearly segmented blocks
- Flexible
- Can be module based, staggered learning, or other form of articulated system.

### **Industry Participation Strategy:**

- Work with employers to develop industry based programs to help address the industry's particular skills shortages. Some examples include:
  - AHLEI Certification for Hotel and Restaurant Operations
  - A HANMI recognized curriculum for Culinary Arts
  - CISCO Networking Certifications for the Telecommunications Industry
  - Accounting Credentials
- Identify Resource Gaps inclusive of monetary, institutional, labor, skills, etc.

### **Learn and Earn Strategy**

- Designed to facilitate skills attainment while also providing compensated work experiences.
- Examples are:
  - Apprenticeships
  - Pre-Apprenticeships
  - Incumbent Worker Training
  - On-the-Job Training
  - Work Experience Programs
  - Paid Internships

### **Building Data Capacity Systems**

- Data will guide the design and evaluation of programs
- Diagnostic Data
- Performance Data
- Studies
- Measurement of Skill Attainment
- Inventory

## **Integrating, Mapping, and Aligning Services**

- Integrating service delivery and mapping resources better align services and goals to achieve common outcomes across the CNMI's workforce, education, and employers

### III. Operational Planning Elements (Separate)

#### a. State Strategy Implementation

##### i. State Board Functions

1. By-Laws

**Updated and Revised by SWDB**

2. Policies

**Updated and Revised by SWDB**

##### ii. Implementation of State Strategy

**– Updated Manual**

1. Core Program Activities to Implement the State’s Strategy

2. Alignment with Activities outside the Plan

3. Coordination, Alignment and Provision of Services to Individuals

4. Coordination, Alignment and Provision of Services to Employers

5. Partner Engagement with Educational Institutions

6. Partner Engagement with other education and training providers

7. Leveraging resources to increase educational access

8. Improving postsecondary credentials

9. Coordinating with Economic Development Strategies

#### b. State Operating Systems and Policies - **Updated and Revised by SWDB**

##### i. The state operating systems that will support the implementation of the State’s strategies.

1. Description of State operating systems that support coordinated implementation of state strategies (e.g. labor market information systems, data systems, communications systems, case-management systems, job banks, etc.) – **Virtual Online System (VOS)**

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

##### ii. The State policies that will support the implementation of the State’s strategies (e.g. enrollment policies and universal intake processes where appropriate). In addition, provide the State’s guidelines for State-administered one-stop partner programs’ contribution to a one-stop delivery system. **Updated Manual**

##### iii. State Program and State Board Overview – **Updated Manual and By-Laws**

1. State Agency Organization

a. Organizational Structure

2. State Board

a. Description of State Board Composition including membership roster and organizational affiliation

b. Board Activities

- iv. Assessment and Evaluation of Programs and One-Stop Program Partners
  - Updated Manual and By-Laws**
  - 1. Assessment of Core Programs
  - 2. Assessment of One-Stop Partners Programs
  - 3. Previous Assessment Results
    - a. Provide results of assessments of the effectiveness of core programs and other one-stop partner programs and combined state plan partner programs included.
    - b. Describe how the state is adapting its strategies based on these assessments
  - 4. Evaluation
    - a. How will state conduct evaluations and research projects
    - b. How will it be coordinated and combined with state board and agencies
- v. Distribution of Funds for Core Programs - **Updated Manual and By-Laws**
  - 1. For Title I programs, provide description of written policies that establish the state's methods and factors used to distribute funds to local areas for
    - a. Youth Activities
    - b. Adult and Training Activities
    - c. Dislocated worker employment and training activities
  - 2. For Title II: **-Separate with NMC ABE**
    - a. Describe how the eligible agency will award multiple year grants or contracts on a competitive basis to eligible providers in State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness
    - b. Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for fund and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.
  - 3. For Title IV Vocational Rehabilitation – **Separate with CNMI OVR**
- vi. Program Data - **VOS**
  - 1. Data Alignment and Integration
    - a. Describe the State's Plans to make the management information systems for core programs interoperable to

maximize the efficient exchange of common data elements to support assessment and evaluation

- b. Describe the State's Plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in the plan
  - c. Explain how the state board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.
  - d. Describe the State's plans to develop and produce the reports required under section 116, performance accountability system (WIOA section 116 (d) (2)).
- 2. Assessment of Participants' Post-Program Success – VOS Follow Up**
- a. Describe how agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment.
- 3. Use of Unemployment Insurance (UI) Wage Record Data. Not Applicable (N/A)**
- 4. Privacy Safeguards – VOS Policy**
- a. Describe the privacy safeguards incorporated in the state's workforce development system. **(VOS)**

## IV. Coordination with Combined State Plan Programs

- a. Describe methods used for joint planning and coordination among the core programs, and with required one-stop partner programs and other programs and activities included in the plan

**Not Applicable**

## V. Common Assurances

**In Compliance.**

## VI. Program-Specific State Plan Requirements for Core Programs

### a. General Requirements

#### i. Regions and Local Workforce Development Areas

1. Identify the regions and local workforce development areas designated in the state (N/A, CNMI is a Single State Workforce Development Board)
2. Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for “performed successfully” and “sustained fiscal integrity” (N/A, CNMI is a Single State Workforce Development Board, and State Policy applies)
3. Provide the appeals process (N/A, CNMI is a Single State Workforce Development Board, and State Policy applies)
4. Provide the appeals (N/A, CNMI is a Single State Workforce Development Board, and State Policy applies)

#### ii. Statewide Activities – **Manual Updates**

1. Provide State policies or guidance for statewide workforce development system and for use of state funds for workforce investment activities
2. Describe how the State intends to use Governor’s set aside funding.
  - a. Describe how the state will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers.
  - b. Describe any layoff aversion strategies they have implemented to address at risk companies and workers.
3. Describe State Policies and Procedures to provide Rapid Response in cases of Natural Disasters including coordination with FEMA and other entities.
4. Trade Adjustment (N/A, CNMI currently does not receive this.)

### b. Adult and Dislocated Worker Requirements – **Manual Updates**

#### i. Work Based Training Models

1. Describe how On-the-Job Training, Incumbent Worker Training, Transitional Jobs, and Customized Training ensure high quality training for both the participant and employer

- ii. Registered Apprenticeship – **CNMI does not currently have one, however we are working with Guam Department of Labor to extend services to CNMI.**
  - 1. Describe how the state will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., job center staff taking applications and conducting assessments).
- iii. Training Provider Eligibility Procedure – **Manual Updates**
  - 1. Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs
- iv. Describe how the state will implement and monitor the priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient which applies to the individualized career services and training services – **Manual Update**
- v. Describe the state’s criteria regarding local area transfer of funds between adults and dislocated worker program **(N/A, CNMI is a Single State Workforce Development Board, and State Policy applies)**
- c. Youth Program Requirements – **Manual Update**
  - i. Identify the state-developed criteria to be used by local boards in awarding grants or contracts for youth workforce investment activities and describe how the local boards will take into consideration the ability of the providers to meet performance accountability for the youth program
  - ii. Describe the strategies the state will use to achieve improved outcomes for out-of-school youth including how it will leverage and align the core programs and other resources available
  - iii. Describe how the state will ensure that all 14 program elements in WIOA section 129 (c) (2) are made available and effectively implemented, including quality pre-apprenticeship programs under the work experience program element
  - iv. Provide the language contained in the State Policy for “requiring additional assistance to enter or complete and educational program, or to secure and hold employment” criterion for out of school youth
  - v. Include the state definition, as defined in law, for not attending school and attending school. If the state does not define “not attending school” or “attending school” indicate that is the case and provide the state policy for determining whether a youth is attending or not.
  - vi. If using the basic skills deficient definition, include the State definition which must further define how to determine if an individual is unable to compute or solve problems, or read, write, or speak English, at a level

necessary to function on the job, in the individual's family, or society.  
(CASAS via NMC ABE (Free) and Work Keys via Latte Training Academy (LTA)).

- d. Single Area State Requirements – **Manual Update**
  - i. Submit comments from the public comment period that represents disagreement with the Plan.
  - ii. List entity responsible for the disbursement of grant funds
  - iii. Description of the type and availability of WIOA Title 1 Youth activities and successful models, including for youth with disabilities
  - iv. Description of roles and resource contributions of the one-stop partners
  - v. Competitive process used to award the subgrants and contracts
  - vi. How training services will be provided through individual training accounts and /or through contracts, and how such training approaches will be coordinated.
    - 1. Describe how the State will meet informed customer choice requirements regardless of training approach
  - vii. How the state board will coordinate title 1 activities with those in title 2, including review
  - viii. Copies of executed cooperative agreements which will define how all local service providers.
- e. Waiver Requests **(NONE)**
- f. Title I B Assurances - **Complied**

# Appendix 1: Performance Goals for the Core Programs.

Established by Federal Negotiations to meet the 2<sup>nd</sup> and 4<sup>th</sup> Quarter (6 mos and 1 year of exit)