



MICRONESIA WORKS!

"Shaping a Regional Talent Development System"

Workforce Investment Summit

and

12th Micronesian Chief Executives' Summit



Executive Summary
2009 Workforce Investment and
12th Micronesian Chief Executives' Summit
November 30, 2009 – December 4, 2009



Prepared by the
University of Guam Cooperative Extension Service
Economic and Community Systems
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Overview

The 2004 Workforce Summit marked the most recent major sponsorship by the GWIB and GDOL/AHRD. In 2008, the interest in a workforce summit remained an outstanding deliverable. This sponsorship commitment came in 2009 and hosting Micronesia Works! “Shaping a Regional Talent Development System” conference marked our shift into a regional posturing. This event explored the region’s transformation opportunities to inspire a better understanding of our regional economies. The conference workgroup comprised of the Guam Department of Labor and the GWIB committees — Planning and Coordinating/Monitoring and Oversight, the conference subcommittee and the University of Guam Cooperative Extension Service who provided an opportunity for those involved and interested in talent development to convene. Micronesia Works! localized the U.S. Department of Labor Employment and Training Administration’s national initiative—Workforce Innovation in Regional Economic Development (WIRED) aligned with the Micronesian Chief Executives’ Regional Workforce Development Council (RWDC). The RWDC’s special presentation of the 5-year strategic action plan unified our collective talent development assets, programs and funding opportunities for increased impact. From the first review of the conference sessions, regional economies and the innovative talent development solutions needed for Micronesia’s economic success became obvious. Adopting the RWDC 5-year strategic plan preserved the leadership commitment of the Micronesian Chief Executives to our collective talent development efforts. The combined 5-day conference/summit delegates, totaled at a conservative 750 participants, filled the Sirena Ballroom. Day 1 accommodated over 200 participants with an equal repeat showing in Days 2 and 3. The Micronesian Chief Executives’ Summit (MCES) showed various participants made up of both local and off-island delegates specific to the technical standing committees for the MCES. The MCES numbers included 80 off-island delegates and 60 on-island delegates, inclusive of the chiefs, totaling 140.

The timeliness of this conference realigned three subparts of our workforce system—education, economic development and employment. The diversity of our conference audience and invited speakers represented a strong interest in talent development and the commitment towards strengthening this agenda. Invited panelists and keynote speakers provided participants the opportunity to expand networks, collaborate and

build talent development relationships. While the topic of workforce had continued to change both nationally and regionally, our interest held special meaning when referencing talent development. This conversation represented a broad range of talent development experiences and collaboration opportunities. Selecting the Appreciative Inquiry (AI) method to guide the focus group session recognized the diversity of framing references associated with talent development and varying levels of how they exist across industries and programs. Group tasks were defined by the questions framed around the e3 agenda. This was intended to find out common points of interests, ideas, and recommendations or, in our case, unrestricted programming brainstorming of what-if scenarios regarding talent development. This approach incorporated all the comments of the delegates arranged in suggested themes and provided a forum to learn from these successful experiences.

The excellent work of the conference workgroup and commitment of both our local and invited speakers and to the leadership of the GWIB, the Guam Department of Labor and the Pacific Workforce Investment Workgroup and the RWDC was much appreciated.

Short Needs Assessment Findings

This part of the report summarized a short compilation of ideas and comments obtained from the top five-worksheet policies and or initiatives that would help bolster our talent development agenda. While these were cursory references, the list was intended to serve as a needs assessment statement area expressed by conference delegates to pinpoint the top workforce development concerns.

- Although there were several recurring themes throughout the assessment, there were also other innovative ideas that had preemptive connotations on the evolutionary strategy that could have helped the island persevere with the impending population growth economically through making the workforce more knowledgeable.
- The focal point was on improving the educational system's technological focus and to provide a safe and reliable system that would recognize students who often fall between the cracks was what many participants felt was important. Participants felt strongly about providing students an early foundation from which they could be positively motivated to work and become productive citizens.
- As a whole, the island would also need to find a way to create programs that would identify issues about the disabled. Rather than allowing them to continue being citizens fighting for a place to be contributing citizens, we should recognize how important they are individually and collectively.
- Awareness, outreach programs, early career planning, and accessibility to all of these program areas were recurring action plan strategies.

The short needs assessment was an informative way to integrate the ideological and theoretical to create a move towards integration of the private and public community. It

would help align the task force with a chronological guideline for carrying out workforce tasks.

Conference Program

The formal program took place in the Sirena Ball room at the Sheraton Laguna Guam Resort. A suite of presenters was interspersed. Panels, the workforce council, focus groups, presenters and stakeholders made for the right and lively conversations. (See Attachment A)

Goals

To present a joint talent development collaboration among professionals responsive to the talent development needs, opportunities and challenges of Guam and Micronesia. Talent development in general, and through their respective embedded programs that support these systems specifically, must remain sensitive to the needs of the region's workforce stakeholders and remain an effective resource for those who use the system.

Micronesia Works! Objectives:

- To provide opportunities for professional and personal development for talent development professionals
- To share talent development strategies for promoting a regional talent development system
- To unify and transform our workforce investment and development system
- To set up a regional workforce development strategic plan
- To align the MCES interest areas with that of the similar talent development strategies
- Develop talent development linkages between current and planned workforce initiatives
- Assess the regional talent development and how they will affect our current workforce

DAY 1—November 30, 2009 (Monday)

Part I.

Opening sessions included the welcoming remarks and setting the regional workforce stage as part one of the first day. First, we heard from the shared leadership role and commitment to talent development as they defined the region's blueprint to organizing and transforming Micronesia's Workforce: The Power of e3 plus 1.

Next we heard from the educational system panelists representing both local and regional partners (refer to program). Panelists shared their educational program experiences and ideas on aligning with workforce development. The goal of this panel was to create the right education and talent development dialogue and provide participants the opportunity to share and expand positive educational programs and information.

John M. Robertson, President, AmOrient Engineering and Chair of the Guam Contractor's Association- Military, Government and Labor Relations Committee provided the keynote talk on workforce development needs related to the construction industry. Chairman Robertson shared the association's specific strategies and ideas address the right training issues.

Part II.

The afternoon sessions for days 2 and 3 were intended as application/interactive sessions providing participants the time to engage in focus group and concurrent breakout sessions. The first focus group session discussed peak periods and ideas that asked participants to discuss when they experienced workforce development in Micronesia at its best.

- Focus Group Findings:

Appreciative Inquiry facilitators conducted three focus groups. The participants in the focus group represented a cross section of all categories ranging from but not limited to nongovernment organizations, government entities and industry representatives. Participants ranged from policy makers, human resource professionals, case managers, and paraprofessionals knowledgeable in workforce programming. In all the focus groups, most of the participants were government and industry representatives.

In reviewing the compiled reports and data gathered during these proceedings, day 1 showed a strong emphasis on associated peak moments of a regional workforce system to the following themes. Please see the supplementary map of "findings" in the appendix for more details.

Associated Peak Moments References

- Education was cited as an important reference contributing to the associated strengths supporting workforce development.

- Training references were noted as major contributors associated with the strengths of a well-managed workforce system. This ranged from apprenticeship experiences to internship programs.
- There was an awareness of the value of collaborative relationships across workforce and government programs. Important in these discussions were the references to official programs and initiatives.
- Economic factors served as the most referenced category ranging from the following subtopics cited by participants:
 - Transportation
 - Economic boom periods
 - Strong communications infrastructure
 - Banking/Finance
 - Tourism
 - Real estate
- Military and their historical context became a key contributor to workforce development discussions held under the training opportunities that resulted from this key economic contributor.
- Government Initiatives were cited as a key contributor to healthy economies by the value associated with tax incentives paid to taxpayers. This included other incentives to reduce government such as early retirement initiatives.

Associated Conditions/Elements

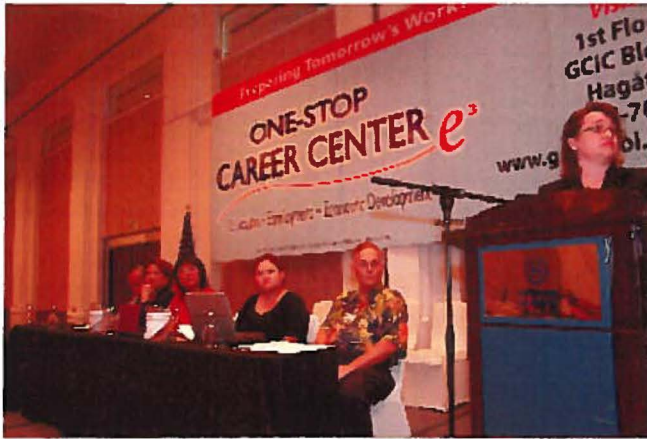
- Regionalism
- Globalization
- Government Programs and Agreements
- Disaster related and major era events
- Educational Support Roles
- Collaborative Relationships
- Strategic Planning
- Military Relationships
- Diversity of Communities
- Structured Workforce Development Programs

- Positive Economic Factors:
 - Transportation systems
 - Workforce programs
 - Tourism industry
 - Economic references associate with growing regional/Asian economies

Workforce Top 3 Dreams

General themes from the top 3 dreams centered around the following areas:

- Education received the most cross-references to talent development. This covered the need to begin aligning as early as the elementary through middle school levels. There were numerous references for support for apprenticeship, incentives for education and also recognized was the importance of counselors.
 - Training discussions covered the importance of developing a comprehensive training plan complete with the resources to deliver and support participants in the system. Training mentors were also noted in this discussion.
 - Employment strategies recognized the importance of the power of e3. Wage determination comparability was also noted as an important area for employment concerns, which included job placement and availability.
 - Development of strategic and employment action plans were noted as important.
 - Collaborative partnerships as an important action area that would require continuing support on all levels.
 - Community support programming was a consideration in talent development strategies. This included possible strategies from entitlement program reduction, volunteerism, family support and parental involvement.
 - Transportation continued to be a recurring issue and need.
 - Economic references associated with infrastructure, military buildup initiatives, growth initiatives, technology/infrastructure was suggested as a requirement to support a viable economies strategy.
- Breakout Sessions:
 - One-Stop Career Center (OSCC)
 - Contracts and Compliance Technical Training
 - Nongovernmental Organizations and Volunteer Organizations
 - Youth Programming (Collaborators- MSYN, Juvenile Drug Court)



DAY 2—December 1, 2009 (Tuesday)

Day 2 began with a reflection on Day 1 goals and objectives and refreshing the workforce system and education. Day 2 content introduced the alignment of education with regional economies with a particular focus on economic development. Remarks provided by GWIB Vice-Chair restate talent development priorities and the programs needed to support this work. Panelists included government administrators, research work conducted by research faculty from the University of Guam and nongovernmental organizations sharing their experiences.

The second focus group session covered discussions based on regional economies.

- Focus Group Findings:

Appreciative Inquiry facilitators conducted six separate focus groups, each with a distinct group reference. In reviewing the compiled reports and data gathered during these proceedings, day 2 showed a strong emphasis on associated peak moments of regional economies aligned closely with the following themes. Please see the supplementary map of “findings” in the appendix for more details.

Associated Peak Moments References

- The 80's and 90's economic period was referenced over 39 times; it was noted by delegates as a key contributor to economic development strengths.
- Education was cited as an important reference contributing to the associated strengths supporting workforce development.
- Training references were seen as a major contributor associated with the strengths of a well-managed workforce system. This ranged from apprenticeship experiences to internship programs.
- There was an awareness of the value of collaborative relationships across workforce and government programs. Important in these discussions were the references to official programs and initiatives.
- Economic factors served as the most referenced category ranging from the following subtopics cited by participants:
 - Transportation
 - Economic boom periods
 - Strong communications infrastructure
 - Banking/Finance
 - Tourism
 - Real estate

- Military and their historical context became a key contributor to workforce development discussions and the training opportunities that resulted from this key economic contributor.
- Government Initiatives were cited as a key contributor to healthy economies by the value associated with tax incentives paid to taxpayers. This included other incentives to reduce government size such as early retirement initiatives.

Associated Conditions/Elements

- Regionalism
- Globalization
- Government Programs and Agreements
- Disaster and other major era related events
- Educational Support Roles
- Collaborative Relationships
- Strategic Planning
- Military Relationships
- Diversity of Communities
- Structured Workforce Development Programs
- Positive Economic Factors:
 - Transportation systems
 - Workforce programs
 - Tourism industry
 - Economic references associate with growing regional/Asian economies

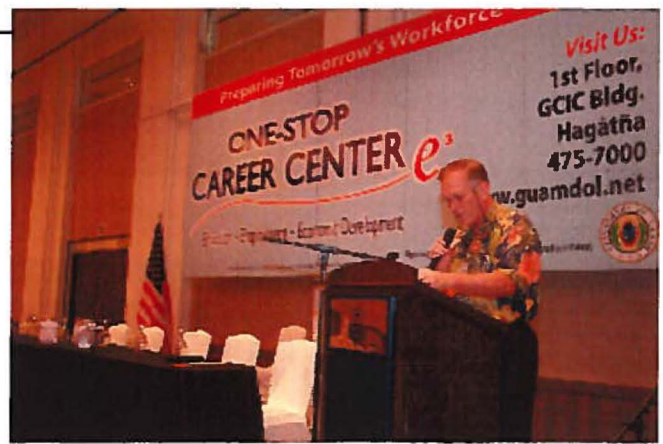
Workforce Top 3 Dreams

General themes from the top 3 dreams centered around the following areas:

- Education received the most cross-references to talent development. This covered the need to begin aligning efforts as early as the elementary through middle school levels. Participants noted that support for apprenticeship, incentives for education, and recognition of the importance of counselors, are required.
- Training discussions identified the need to develop a comprehensive training plan that included resources to deliver and support participants. Training mentors were noted as necessities in this discussion.

- Employment strategies recognized the importance of the power of e3. Wage determination comparability as well as job placement and availability were also noted as an important area for employment concerns.
- Development of strategic and employment action plans were noted as important.
- Collaborative partnerships as an important action area require constant support across all levels.
- Community support programming was a consideration in talent development strategies. This included possible strategies from entitlement program reduction, volunteerism, family support and parental involvement.
- Transportation continued to be a recurring issue and need.
- Economic references associated with infrastructure, military buildup initiatives, growth initiatives, technology/infrastructure helped to support a well-developed economy strategy.





Day 3 debriefing continued by recapping the highlights of the last two days and building on the key themes and discussions shared during the many sessions. Three key presentations were made ranging from Economic Opportunities and Roles of Economic Development Agencies, the “Making of the Pacific Tiger”, and presentations by nongovernmental organizations.

The third focus group session covered discussions about employment.

- Focus Group Findings:

In reviewing the comments gathered during day 3 proceedings, the group showed a strong emphasis on associated peak moments of employment experiences. Please refer to the supplementary map of “findings” in the appendix for more details.

Associated Peak Moments References

The associated peak moments shared by the delegates aligned closely with eleven groupings presented below. Each of these areas was consistent with earlier groupings in Day 1 and 2 and suggested a high association to those experiences shared by delegates.

- Employment References
- Economic References
- Military References
- Educational References
- Community References
- Housing References
- Transportation References
- Government Program References
- Regional References
- Infrastructure References
- Federal Program References

Associated Conditions/Elements

- Economic References
 - Tourism
 - Information Technology
 - External Economies
 - Energy
 - Industries:
 - Construction Industry
 - Garment Industry
 - Health Care Industry
 - Retail Industry
- Educational References
- Community/Family References
- Employment References
- Government Program References
- Regional References
- Military References

DAY 4—December 3, 2009 (Thursday)

Day 4 provided the PWIW and the RWDC workgroup to continue their deliberations for the MCES presentation. The Workgroup continued to complete their reports and preparation of the 5-year regional strategic plan.

DAY 5—December 4, 2009 (Friday)

RWDC presentation of recommendations to the MCES (See the Operations Report and the RWDC 5-Year Strategic Plan Document and the RWDC Committee Minutes

What we learned

There were several challenges in carrying out the terms of the conference. First, the issue of the planning time needed related to filling the conference planner. It was the commitment of the workgroup and dedicated individuals who carried the load of the conference planner, which needed a team approach. The insights into the planning issues and the overall experience of the workgroup resulted in a sense of a team commitment that emerged as GWIB members, agency staff, workgroup members, volunteers, RWDC council members joined to deliver this conference.

Second, the issue of securing invited speakers and commitment withdrawals made for difficult programming development as intended speakers required changes to schedules. Again, it was existing networks and established good relationships with the workgroup and collaborators that made the needed conference/summit deliverables possible. Related to these issues was the all-important administrative processes embedded in the MOA and the signatory delays. The direct support of the GDOL and GWIB member, Maria Connelley, provided the immediate decisions to support field issues related to programs and other urgent need matters.

Third, the need for marketing and outreach support was obvious both pre, during and post summit. This planning was critical for future conference(s) or any related event(s). The value of the early investments of outreach campaign materials allowed the workgroup to reuse billboards as part of the conference backdrop.

Fourth, invitations and registration issues were faced as the workgroup fielded the many registration requests and recommendations for registrations; the follow-up period was too short for reconfirmation of the participants. An online registration should be recommended for future workshops and events.

Fifth, while the selected setting for the conference adapted to the space needed for the events, the workgroup noted that space issues were restricted beyond the main ballroom. Breakout sessions were inconveniently scattered throughout the hotel area and limited to certain occupancy levels. Several sessions met this problem of accommodation issues. Future workshops or conference plans should identify breakout session needs in advance in addition to technology and equipment needs.

Sixth, the comments and feedback by the delegates spoke for itself. These were important planning points that were provided for the agency to use as part of its planning and other reporting needs. In summary, the combined events of the 2009 Workforce conference and the 12th MCES Summit proved how these structures and organizations could engage using the conference format for talent development conversations and what they believed was possible. Taken as a whole, the short time to commit to this effort by all parties was a fine example of the stewardship and unmatched commitment for both our local and regional talent development collaboration, its leadership through the GWIB board, the GDOL/AHRD Administration, and the PWIW and RWDC members. Our continued confidence for the successful closure of the events only holds more promise of future opportunities for shaping our talent development system.

Technical Notes:

Facilitator training session. November 27, at the GCIC 3rd floor conference room. Before the conference, the University of Guam Extension Service Workgroup members provided an orientation, simplified facilitators and moderators training to 26 individuals.



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Close Out REPORT
GENERAL PROJECT INFORMATION

The sub grantee is submitting this report form for administrative needs and contractual requirements. The purpose is to provide project performance information. This data can be used for program reports.

1. MOA WIA NO: 09-005	2. UOG Project Co-leader: Peter R. Barcinas UOG-CES/ECS	3. Project Title: 2009 Workforce Investment Conference and Micronesia Chiefs' Executive Summit (MCES)
4. <u>Current Report Period</u> :	Starting Month/Year	October 30, 2009
<u>Quarterly</u> / Annual	Ending: Month/Year	December 31, 2009
5. Subgrantee / Recipient Contact Information and Report Completion Date: December 31, 2009		
Office Address: University of Guam, Cooperative Extension Service, ECS Room #228		
Address: UOG Station		Project Phone: 671-735-2050~2055
City/State/Zip: Mangilao, GU 96923		Project FAX: 671-734-1244
Contact Person: Dr. Lee Yudin Dean, College of Natural and Applied Sciences Director, Cooperative Extension Service		
Email: lyudin@uguam.uog.edu Voice: (671)735-2000 FAX: (671)734-6842		

Program Description:

The University of Guam Cooperative Extension Service recently engaged in a Memorandum of Agreement to conduct the 2009 Workforce Summit and Micronesia Chief Executives' Summit. This Agreement complements and expands workforce investment activities through statewide and local workforce investment systems that increase the employment, retention, and earnings of participants by increasing occupational skill attainment. Improving the quality of the workforce, reducing welfare dependency, and strengthening the productivity and competitiveness of Guam is the desired outcome.

I. Request for Programming Support (MOA Reference)

WHEREAS, the purpose of the Workforce Investment Act is to provide workforce investment activities, through statewide and local workforce investment systems, that increase the employment, retention, and earnings of participants, and increase occupational skill attainment by participants, and, as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation; and

WHEREAS, the University of Guam provides services to satisfy the need for a conference planner for the upcoming Workforce Summit and Micronesia Chief Executives Summit (MCES) scheduled for November 30 to December 5, 2009 and further support the vision for workforce and economic sustainability for the island; and now, therefore,

WHEREAS, the UOG/CES Economic & Community Systems Unit's (ECS) mission is charged with promoting and facilitating self-help initiatives and programs at village, territorial and regional levels through the production of research based-information, evaluations, educational materials, learning events, and resource collaborations that enhance the capacity of culturally diverse people to take action to improve the well-being of individuals, families, the community and the environment."

WHEREAS, the University of Guam hereby agrees to comply with local and federal laws and regulations governing the Workforce Investment Act. The University of Guam shall also be required to comply with all local and federal laws and ordinances applicable to the work.

II. Report of Accomplishments

Element 1: Fieldwork and Office Operations and Conference Planner Recruitment

Executive Summary

The interest in recruiting the services of a conference planner existed in past years and remained as part of fulfilling the GWIB's outreach and conference objectives. The difficulty to recruit the conference planner was evident in the recent planning for the 2009 Workforce Conference/MCES summit. This was channeled through the Memorandum Of Understanding strategy with the intent of outsourcing via a contractual or consultancy. However, due to time constraints and processing delays of the MOU this affected key timelines allowing the workgroup to consider other options. This resulted in the project workgroup absorbing all the conference planning and overall coordination roles.

Fieldwork and Office Operations

Brief Description: As it relates to field work and office operations, the UOG/CES administrative unit coordinated and directed areas in support of the conference event planning deliverables that included but was not limited to the following:

- Planning Meetings (workgroup meetings, conference site meetings, planned and developed programs, agendas, budgets and services, close-out);
- Project documentation (producing support documents and other conference related meeting materials, maintained administrative and financial records);
- Conference Hosting and Coordination (monitored event activities, conference support and resolution conference issues, coordinated services such as accommodation and transportation for participants with special needs, registration of participants);
- Logistics and Operations (audio-visual equipment; office space and use of equipment for conference workgroup, managed office operations and other related activities; maintained communication with the agency.

Conference Planner Recruitment

Brief Description: As stipulated on the Memorandum Of Understanding (PART II: Scope of Services # 8), to conduct fieldwork and office operations for the 2009 WS/MCES, including the recruitment of a **Conference Planner;**

- Because of the tight project timelines and best strategy to pursue completion of the 2009 Workforce and Micronesian Chief Executives' Summit, ECS staff assignments were made in support of this MOA (E. Cepeda, P. Wong, N. de Jesus). This included the Guam Department of Labor's

temporary reassignment of Ms. Joleen Santos to work with the Conference and UOG/ECS workgroup. This included the support from GWIB, GDOL and AHRD. GWIB members also provided conference support through the various support roles from emceeing to conference facilitators and attending the various sessions and conference events.

Element 2: Coordination and Logistics

Executive Summary

The Workforce Investment Summit and the 12th Micronesian Chief Summit convened at the Sheraton Laguna Guam Resort in Tamuning, Guam on November 30, 2009 – December 4, 2009. Nearly 350 conference attendees, including local and federal government leaders, Human Resources and EEO professionals, Veterans groups, NGOs and Faith Based organizations engaged in this weeklong venture. This event featured the various workforce system collaborators and regional leaders who shared their experiences and workforce system recommendations and expected outcomes.



The workforce conference and MCES Summit provided the delivery points for initiatives and opportunities driving regional economies, talent development unfolded through the MCES's regional Workforce Development Council Strategic Plan. This plan became the Regional driver for talent development and an important supported part under the GWIB. In this effort the RWDC and the Pacific Workforce Investment Workgroup (PWIW) will continue to support and evolve and address the three areas regarding the future of workforce potential in the region:

- Talent Development Strategies
- Transformation and Workforce Innovations Regional Economic Development (WIRED)
- Regional Workforce Development Council

The Guam Workforce Investment Board and Planning and Coordinating/Monitoring Standing Committees through the Conference workgroup sub-committee and the University of Guam Cooperative Extension Service Economic and Community Systems created the project workgroup. The Workforce Summit planning began in mid-November 2009. Elaine Cepeda (ECS), Pierre Wong (ECS), and Joleen Santos (GDOL) worked to synthesize and address all conference and logistic issues ranging from creating participant invitations and notifications, summit registration and field meetings, and addressing all conference details and needs.

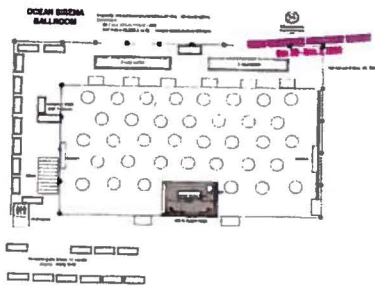


Conference Venue

Coordinating the conference place consisted of compiling hotel listings and their ability to accommodate the period of the summit as well as the size of the group consisting of summit staff, presenters, and participants. The Sheraton Laguna Guam Resort, the Hyatt Regency Guam, and the Hilton Guam Resort and Spa presented three bids. The workgroup recommended selecting the Sheraton Resort because they met the project planning needs and were the most reasonable bid

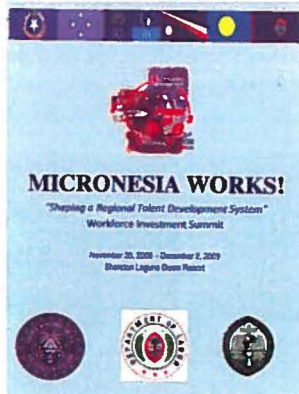
Address:

Sheraton Laguna Guam Resort
470 Farenholt Avenue
Tamuning, GU 96913
646-2222



With 7,000 sq. ft. of open space, the Sheraton was ideal for holding the breadth and scope of the summit events. Their state-of-the-art technology in the meeting and conference rooms heightened the experience for both the presenters and participants. The conference setting provided a standard package that included a continental breakfast, lunch, and refreshments available throughout the week.

Program Agenda



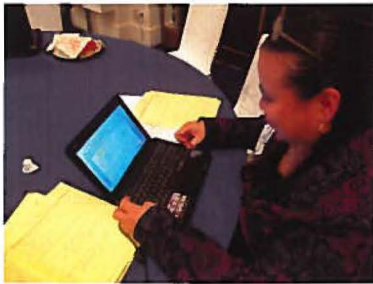
The program for the Workforce summit consisted of three days of presentations, breakout sessions, and networking sessions. The networking sessions helped participants connect to the various participants and organizations and helped address their particular concerns or expanded their networks.

The first half of the summit centered on “shaping a regional talent development system” and was divided into three days. Each day opened with a panel format and ended with a focus group session. Each session focused on a dedicated part of the power of e3 (Education, Economic Development and Employment). All three days included the use of the Appreciative Inquiry (AI) focus group with various key informants.

The AI method allowed participants to explore and share what works best, what people want in the future, and suggested ways to carry out action grounded in real experience and history. It was understood that by working together with our Micronesian partners, would be able to identify opportunities to leverage resources for growth and resolve ongoing systematic challenges to the regional economy.

Evaluation/Surveys

As it relates to evaluations and surveys, the project workgroup used two assessments regarding the overall performance of the Workforce Investment Summit. These assessments garnered an introspective overview on the affectivity of the information distributed during the first three days of the summit.



The goal of the information collected presented was that it would be useful both by employers and employees. The short needs assessment asked participants to write down five most pressing issues that they felt were addressed or not addressed during the conference session. The other two evaluations collected rated presenters and the summit itself. The data collected has been analyzed and can be reviewed in length in Appendix.



Mini-Trade/ Fair/Exhibits/Job Fair

The conference allowed for a mini-trade fair/exhibit option. A few vendors participated in this showcasing opportunity. The Guam Community College Apprenticeship Program, the Rhino Beetle Project sponsored by the University of Guam, and the Department of Labor, One-Stop, all had purposeful and helpful exhibitions. The Mini-Fair highlighted a few of the networking possibilities for job placement on Guam. Exhibitors extended pertinent information for those who needed help in ascertaining the necessary knowledge for successful job placement.



Coordination with MCES Summit

The 12th MCES Summit followed the Workforce conference and represented a joint planning effort and coordination with the University of Guam, Department of Labor, and the Governor's Office. The flow of the information gathered during the first part of the summit addressed both regional economies and our region's talent development needs.



Speakers and Presenters

DAY 1- November 30, 2009 (Monday):

Working towards a more cohesive developmental workforce system guided the agenda. The Power of e3 plus 1 served as the “regional blueprint approach towards organizing and transforming Micronesia’s workforce.” With that, the networking sessions asked participants to share and discuss their understanding of how they viewed the times the workforce development system was most effective and ideas to bring about that same level of effectiveness.

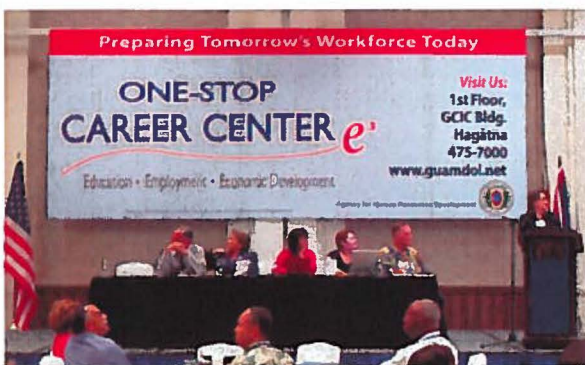
Setting the Regional Workforce Stage

Our Current Talent Development (Workforce System). A Regional Blueprint Approach to Organizing and Transforming Micronesia’s Workforce: The power of e3 plus 1.

Setting the stage covered the many workforce development milestones and sessions shaping the region’s talent development. Participants heard from the Regional Workforce Development Council (RWDC) as they shared their stories and strategies. The power of e3 plus 1 served as the anchor component for the conference themes (education, employment and economic development plus ethics).

e3: Education System Session

This session covered questions about the preparation for the military buildup and named a few signature programs that address work force development needs, industry skills, and employment needs. Panelists discussed topics ranging from service learning, education success stories, action strategies and how to strengthen and improve collaboration with talent development.



(Keynote Speaker)

Synopsis: Sharing the Guam Contractor’s Association (GCA) perspective on training, skills required, and workforce development needs related to the Construction Industry, John Robertson spoke about his experiences and the role of the GCA’s Labor and Education Committee and their efforts in addressing industry needs.



Workforce Workgroup Session Focus Group: Workforce Development System

Synopsis: This session provided an opportunity for conference attendees to offer positive input to improve and strengthen the many facets shaping our workforce development agenda. The "Appreciative Inquiry" qualitative technique guided these working session discussions. Four breakout sessions were conducted on Day 1 of the Workforce Summit.



BREAKOUT SESSIONS

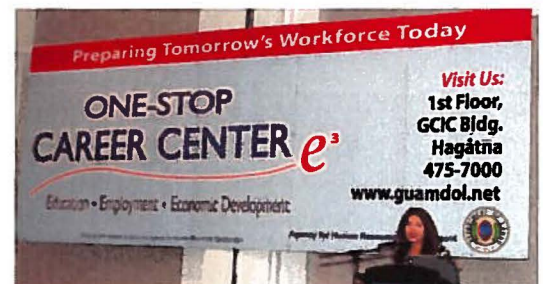
One Stop Career Center (OSCC) System Session

The OSCC served as the focal point for workforce development discussions in terms of assessment, recruitment, training and exit (ARTE). OSCC collaborators reviewed existing practices and examined existing programming challenges and the opportunities to engage and strengthen the OSCC system. The idea of a regional OSCC continues to be an interest area with the RWDC as a necessary action plan strategy. Exploring the OSCC opportunities and its future success depends on its shared commitment and support from all OSCC collaborators and industry partnerships. While the forum provided community input opportunities, the OSCC continues to wrestle with its programming challenges and hopes to assert its role as a core element in our workforce development training/assessment delivery system.



Contracts and Compliance Technical Training Session

Regulatory compliance continues to be a high interest area as evidence in the program topics and discussion sessions. Current regulations and issues related to hiring practices and specific areas applicable to Guam provide participants an opportunity to discuss specific contracting and compliance needs related to key workforce system strategies for the broader contracting community.



NGOs and Volunteer Organizations

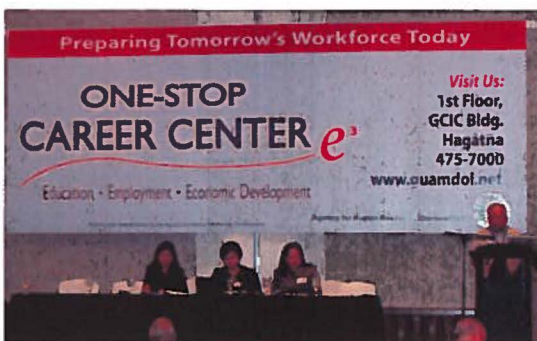
Increased interest in workforce development now includes the expanded interest of NGO's and voluntary community-based organizations in the resources for training and capacity building. The majority of such programming rests with government sponsored programs and industry collaboration. Non-government organizations continue to play an important part in helping support the many facets of community development as they navigate the myriad of issues faced by organizations addressing individuals and organizational needs. This session addressed ways to strengthen and increase positive community development programming and how best to align and leverage workforce development resources.

Social Networking Event:

An evening "Meet and Greet" barbeque was planned and executed by the Department of Labor's staff for all the staff, presenters, and participants at the Ypao Beach, Main Pavilion. This venue included a co-hosting by local community organizations and participating Mayoral councils as the unofficial welcoming party for local and off-island delegates.

DAY 2: December 1, 2009 (Tuesday)

Economic Development and the opportunities and role of economic development agencies guided day two as presenters covered various topics and solutions for addressing the anticipated economic opportunities. This session was built on the first day covering education panelist topics and the focus group sessions. Panelists included members from GovGuam agencies and the University of Guam School of Business and Public Administration. One very strong theme that emerged from these presentations was the need for a common programming base and initiative to guide Guam's overall long-term economic agenda. Despite the many recent economic challenges and government crisis, the opportunity for future growth and development is considered unprecedented and promises to bring both difficult growth and economic opportunities/challenges to the island community.



Federal Transactions Opportunities

Federal transactions opportunities notably continue to be a popular topic of interest. Administrator Anthony 'Tony' Blaz, and Christine "Tina" Garcia, Deputy Administrator, Guam Economic Development Authority shared their knowledge of the economic opportunities available on Guam associated with the military buildup and specific programming services offered by the Guam Economic Development Authority.



Making of the Pacific Tiger"

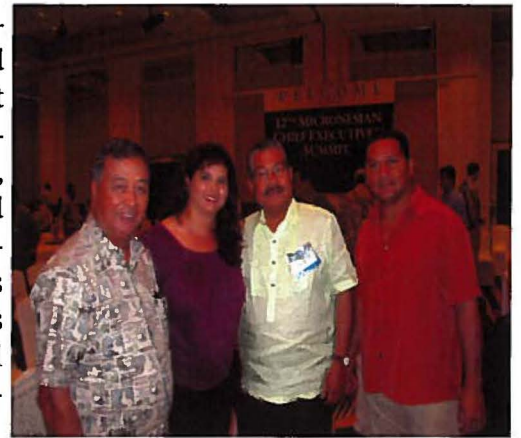
Claret Ruane, P. D. – Associate Professor School of Business and Public Administration, University of Guam

Dr. Ruane and Dr. Anita Borja-Enriquez were recently awarded the Allied Academies Distinguished Research Award for their work on "The Making of the Pacific Tiger". This presentation considered the need for specific long-term economic strategies that would enhance Guam's future economic growth. Guam faces many new challenges with the military buildup; Dr. Ruane discussed the comparative aspects of a common sense approach along with other matters

such as socio-economic impacts, public/private partnerships, investment in human capital, and workforce development.

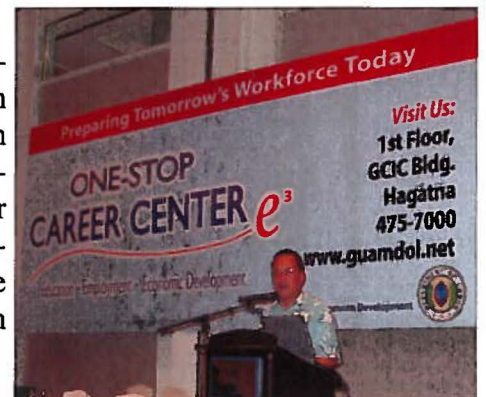
Regional Economies & Organizations

Workforce Development Collaboration – The Center for Micronesian Empowerment (CME) organization shared its role and experiences in helping address regional workforce development issues as they delivered teaching and training services to the citizens of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands. The CME represented the latest workforce collaborator, they are a strong regional presence and right programming balance between both governments sponsored support and community/industry support. The CME as provided conference attendees current issues faced by regional organizations and their plans towards fulfilling their organization's training issues and needs.



Spotlight on Pacific Island Health Officers Association (PIHOA) Connecting the Health Industry and Workforce Development

PIHOA represented the health sector lens as the regional organization striving to make the workforce connection to the many health sector concerns related to work force development. The spotlight on PHIOA follows the MCES committee initiative that includes the establishment of the Regional Health Workforce initiative. Director P. Roberto and Dr. Greg Dever presented their organizations experience and leadership in this area as well as their understanding of the organizations work efforts making up our region's health situation outlook.



Embracing Workforce Solutions and Challenges (Regulatory Environment)

The potential impact of the recent updates to the Equal Employment Opportunity Commission (EEOC) continues to be a high interest topic for both government and industry human resources organizations. This session covered the latest on EEOC mandates and discussed EEO and affirmative action programs. The EEOC federal office is responsible for investigating discrimination complaints such as race, color, national origin, religion, sex, age, disability, and includes retaliation for reporting certain discriminatory practices. Mr. Olophius Perry provided a wealth of knowledge about the EEOC's mandate specified under Title VII of the Civil Rights Act of 1964. This session also covered the latest requirement of Genetic Information Nondiscrimination Act among other mandates.

Workforce Workgroup Session Focus Group- Regional Economies

This session provided an opportunity for conference attendees to participate in concurrent sessions inclusive of the AI session and a technical training session on EEOC. This session provided participants to network with RWDC delegates and share their concerns and ideas around the region's talent development strategies.

BREAKOUT SESSIONS)

Equal Employment Opportunity Commission (EEOC) Technical Assistance/Expanded Session w/Tim Riera, EEOC

Mr. Tim Riera shared his experience and expertise regarding a wide range of disability employment and EEOC programming issues. This included technical assistance such as helping individuals with disabilities and the requirements of the American with Disabilities Act (ADA) of 1990, with amendments made in 2008. Riera discussed the potential impact of what managers need to know about mandates affecting those who need technical assistance and the need to address those concerns.



RWDC Workgroup Meeting

The members of the Regional Workforce Development Council shared their experiences and knowledge on what they have learned and would like to see done for their economies in implementing the strategies identified for meeting workforce demands. The group continues to expand the PWIW workgroup members by allowing and inviting collaborators interested in talent development initiatives.



Health Professionals (Spotlight on Regional Health Organization)

This group informed the participants about the current issues relating to the regional programs regarding public health and their efforts to combat the H1N1 virus with the influenza mass vaccination, as well as, other programs and organizational strategies.

Emerging Opportunities

Guam Chamber of Commerce representatives Mr. Carl Peterson and Mr. David Leddy facilitated discussions about emerging opportunities for Guam related to Green Jobs, Climate change, technology and demand-driven industries. The session focused on private sector initiatives and community supported agendas support workforce development interests. Specific discussions followed on how to prepare for the anticipated military buildup and associated economic impacts.

Disabilities Program Navigator

The Disabilities Program Navigator (DPN) represents the latest programming arm supporting persons with disabilities. This program resource resides in the Guam Department of Labor and focuses on assistance to individuals with a disability seeking employment in Guam and related disability programs service needs. The DPN also collaborates with the One Stop Career Center.



Veterans Programs

Aligning and meeting the common needs of Veteran organizations remains an important opportunity to expand the program resources and expertise on veteran affairs with the talent development agenda. The Guam Veterans Affairs Office Administrator, Mr. Fred Gofigan facilitated this session. This session focused on benefits and services available for veterans including health care and other services and information. This session provided networking opportunities with Veteran advocates with government professionals. This session also provided a basis to hear from Guam Veterans and expand those concerns and needs to the region



DAY 3: December 2, 2009 (Wednesday)

Employment guided the discussions and presentation for Day 3. This included testimonials from apprenticeship program participants who have successfully navigated the many stages of apprenticeship development and training rigor.

Showcasing Successful Job Placements

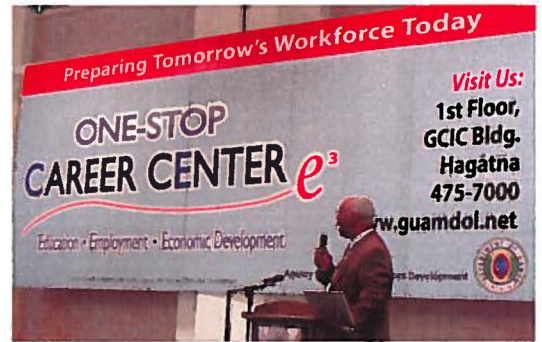
Job placement strategies continue to use testimonials as means to promote and recruit both industry and potential employees interested in apprenticeship programs. Testimonials provide a firsthand account direct from individuals overcoming their specific barriers and sharing their successes. This session popularized in prior workforce seminars and workshops remain a strong outreach strategy.

The Power of e3 plus 1: Unifying the key components in Workforce Innovation in Regional Economic Development (WIRED) System: Regional Workforce Development Council

Recapping the RWDC work efforts and previewing the recommendations to the Micronesia Chief Executive's Summit. RWDC members continued their deliberations as a workgroup and included the work of the PWIW members and conference participants. The RWDC during this phased worked on finalizing the RWDC strategic plan for formal presentation in the 12 MCES summit.

Speaker

George Friday, Regional Administrator – Western Region, U.S. Department of Labor Wage and Hour Division shared what we need to know regarding Fair Labor Standards Act among other mandates of the federal government that affect employment here in Guam .



Workforce Workgroup Session Focus Group: Employment

This session provided an opportunity for conference attendees to share their views and ideas for improving our collective talent development system. This was the window for offering positive input to improve and strengthen the many facets shaping our workforce development agenda using the “Appreciative Inquiry” qualitative technique. This is the final session for capturing stakeholder input.



Keynote Speaker

Carl Peterson, Certified Financial Planner (CFP), President, Money Resources, Inc. serves as a Financial Literacy Education advocate and continues to support this important agenda. He provided views on Workforce Development from an entrepreneur’s point of view. This is an important session expanding on the interest area of financial literacy of the RWDC and Pacific Director’s meeting 7 initiatives support both financial and technology literacy as a regional interest.

Evening Reception

An evening dinner at the Sheraton marked the shift from the Workforce Investment to the 12th Micronesia Chief Summit events.



DAY 4: December 2, 2009 (Thursday)

The 12th Micronesian Chief Executive Summit's opening ceremonies began with the Posting of Colors by the Color Guard and the National Anthem. Opening remarks were presented by Maria Connelly. Several topics, ranging from local to regional aspects, were addressed. The program for the final two days of this collaborative event was the result of an open communiqué between the Micronesian Chiefs in our region over the course of the year since the last summit had occurred. In Maria Connelly's opening remarks, she summed up the magnitude of the military buildup on Guam. She said that the challenges of the buildup will present an enormous employment opportunity for our island residents and that the "training capacity, talent development, and availability of a skilled workforce are inherent challenges when facing a massive buildup."



The formal sessions opened with the RWDC presentation of its recommendations and initiatives. This was the formal session for presenting the workgroup progress and the formal submission of the RWDC strategic plan to the Chiefs. Following the RWDC and the PWIW presentation was the Invasive Species Council, Micronesia Challenge, Renewable Energy Committee, Pacific Island Regional Recycling Initiative Committee, the Regional Transportation Committee, Tourism Council, and Health Council and the Center for Sustainability spoke about the issues that are affecting their divisions in their respective regions.



DAY 5: December 3, 2009 (Friday)

Presentations for the final day of the week's events oversaw new business opportunities put forth before the chiefs that consisted of topics beginning with the Guam Military Buildup Program update, the Office of Economic Adjustment: Regional Response to the Military Buildup, and the signing of the Joint Communiqué. The closure of the summits ensued with the closing remarks, the retiring of colors, and a photo opportunity with the Micronesia Chiefs.

**Chief Executives:**

The Honorable Felix P. Camacho Governor
of Guam

His Excellency Jurelang Zedkaia President of
the Republic of the Marshall Islands
*Honorable Kenneth A. Kedi – Minister
of Transportation and Communication
will be representing President Jurelang
Zedkaia

His Excellency Johnson Toribion President of
the Republic of Palau

His Excellency Emanuel Mori President of
the Federated States Of Micronesia

The Honorable Sebastian Anefal Governor
of the State of Yap

The Honorable Wesley Simina, Esp. Gov-
ernor of the State of Chuuk

The Honorable John Ehsa
Governor of the State of Pohnpei

The Honorable Robert Weilbacher Gover-
nor of the State of Kosrae

The Honorable Benigno Repeki Fitial
Governor of the Commonwealth of the
Northern Marianas

Coordination of Travel Accommodations, for Speakers and Conference Attendees

There were several off-island presenters that played a key role in generating knowledge from an outside perspective. All the presenters were able to make the travel plans and accommodations through their respective offices. Thus, the funds were allocated through their individual workplaces.

Element 3: Conference/Summit Office Space

Executive Summary

The Conference/Summit official operations reflected a coordinated effort between the GDOL-AHRD and the UOG-CES entities.

Office Operations

Brief Description:

The 2009 conference/summit operated from the UOG-CES base. The site served as the official project address for all conference and summit business communication, coordination and processing transactions.

Element 4: Administrative and Financial Records

Executive Summary

The UOG CES program as assigned through the approved MOA administers the provisions of the 2009 workforce conference and MCES summit. This includes all related conference planning and processing transactions and field site coordination, and maintaining all requisite fiscal documentations and communications supporting the field decisions.

Project Documentation

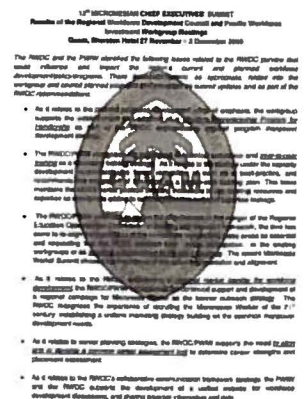
Brief Description:

Through the UOG-CES administrative and accounting support, all fiscal documents generated for this project adhere to establish UOG-CES accounting and fiscal guidelines. The proper documents for account drawdown and expenditures are presented as part of the financial records appendix.

Element 5: Communications with GDOL, GWIB, MCES

Executive Summary

All communications where appropriate inclusive of committee meetings, field meetings of the workgroup, project team and collaborators are available upon request.



Appendix – A

Signed Memorandum of Agreement/Amendment



DEPARTMENT OF
LABOR

DIPATTMENTON HUMOTNÁT MARIA S. CONNELLEY, Director * ERICA H. UNPINGCO, Deputy Director

FELIX P. CAMACHO
Governor
MICHAEL W. CRUZ MD
Lieutenant Governor



MEMORANDUM

TO: The Honorable Felix P. Camacho
Governor of Guam

FROM: Maria S. Connelley

DATE: December 17, 2009

SUBJECT: 2009 WORKFORCE SUMMIT &
MICRONESIAN CHIEF EXECUTIVES SUMMIT
MOA WIA NO. 09-005, Amendment No. 01

Hafa Adai! Submitted herewith for your review and approval is the Amendment No. 01 of the Memorandum of Agreement between the Guam Department of Labor and the University of Guam Cooperative Extension Service.

Your assistance in this project is greatly appreciated. If you have any questions, please call me at 475-7123.

Si Yu'os Ma'ase', ▾


Maria S. Connelley

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UNIVERSITY
OF GUAM

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11/23/09 EES

College of Natural and Applied Sciences

Office of the Dean/Director

November 23, 2009

MEMORANDUM

TO: President, University of Guam

VIA: UOG Legal Counsel DM
SVP, Academic & Student Affairs _____

FROM: Dean, CNAS

SUBJECT: Amendment to the OA WIA No. 90-005
2009 Workforce Summit and Micronesian Chief Executives' Summit

In carrying out the scope of services for the above conference, the conference planning workgroup together with the Guam Department of Labor and the Governor's Office finalized conference details and requested additional funding support to address the conference needs.

Attached is the amended MOA No. 01 with an additional \$20,000.00 supplementing the cost of MOA WIA No. 90-005 of \$40,000.00 increasing the total conference funding to \$60,000.00. The additional amount provides for travel allowances, lodging and other essentials for off-island guest speakers and anticipated participant increases for both Summit and MCES events.

Given the timing issues, this MOA was finalized last week as all parties representing the GWIB, Agency and the Governor's office have agreed to support this supplement in support of both events.

Your support is appreciated in this processing.

Should you have any questions or concerns, please feel free to contact me at me 735-2001 or Mr. Peter Barcinas at 735-2055.

DR. LEE YUDIN

Attachments

UOG Station, Mangilao, Guam 96923
Telephone: (671) 735-2000/1 Fax: (671) 734-6842
A Land Grant Institution Accredited by the Western Association of Schools and Colleges



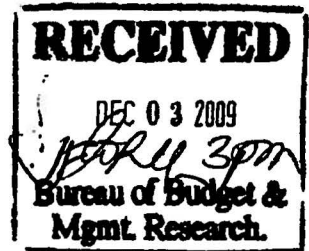
FELIX P. CAMACHO
Governor
MICHAEL W. CRUZ, M.D.
Lieutenant Governor

DEPARTMENT OF

LABOR

DIPATTMENTON HUMOTNAT MARIA S. CONNELLEY, Director · ERICA H. UNPINGCO, Deputy Director

09-1190



MEMORANDUM OF AGREEMENT
MOA WIA NO. 09-005

BETWEEN

GUAM DEPARTMENT OF LABOR

AND

UNIVERSITY OF GUAM
COOPERATIVE EXTENSION SERVICE

AMENDMENT No. 01

WHEREAS, a Memorandum of Agreement was entered into between the **GUAM DEPARTMENT OF LABOR**, and the **UNIVERSITY OF GUAM, COOPERATIVE EXTENSION SERVICE** on October 30, 2009 to provide services and conduct activities related to the **2009 WORKFORCE SUMMIT and MICRONESIAN CHIEF EXECUTIVES SUMMIT (MCES)** scheduled for November 30 to December 5, 2009 in Guam;

WHEREAS, Part VII.9 of the Agreement authorizes the amendment/modification if necessary, subject to the consent of all parties

NOW THEREFORE, the **GDOL** and **UOG, CES** hereby agrees that Part III.A, **COST OF AGREEMENT**, be amended to increase the cost by **TWENTY THOUSAND \$20,000.00 U. S. Dollars** and to add Item No.18 to Part II, **SCOPE OF SERVICES**, to read as follows:

PART III.A The cost of this Agreement is to be increased to **SIXTY THOUSAND (\$60,000.00) U. S. Dollars.**

PART II.18 Handle all travel arrangements for off-island Guest Speakers, inclusive of airfare, lodging and essentials.

ALL OTHER TERMS AND CONDITIONS OF THE AGREEMENT REMAINS UNCHANGED.

----- SIGNATURE PAGE FOLLOWS -----

IN WITNESS THEREOF, the parties have agreed to be bound by the provisions of this Agreement on the dates indicated after their respective signatures:

UNIVERSITY OF GUAM

Robert A. Underwood
Dr. Robert A. Underwood
President

Date: DEC 01 2009

Helen J. D. Whippy
Helen J. D. Whippy, Ph. D.
SVP, Academic & Student Affairs

Date: 11/27/09

Lee S Yudin
Lee S Yudin, Ph. D.
Dean, CNAS/Director, CES

Date: 11/23/09

Victorina M. Y. Renacia
Victorina M. Y. Renacia
UOG Legal Counsel

Date: 11/24/09

APPROVED AS TO LEGALITY & FORM

Alicia Limtiaco
Alicia Limtiaco
Attorney General of Guam

Date: 12/14/09

DEPARTMENT OF LABOR

Maria S. Connelley
Maria S. Connelley
Director

Date: 11-20-09

Victoria Helen A. Mafnas
CERTIFIED FUNDS AVAILABLE
Name: Victoria Helen A. Mafnas
Certifying Officer

Account No. 5101H091520AR117230

Amount: \$ 20,000.00

Date: 11-20-09

BUREAU OF BUDGET AND MANAGEMENT RESEARCH

Bertha M. Duenas
CLEARED PER
BBMR'S REVIEW
Bertha M. Duenas
Director

Date: DEC 04 2009

APPROVED

Felix P. Camacho
FELIX P. CAMACHO
GOVERNOR OF GUAM

Date: 21 DEC 2009

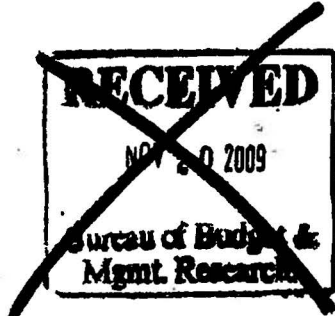


DEPARTMENT OF
LABOR

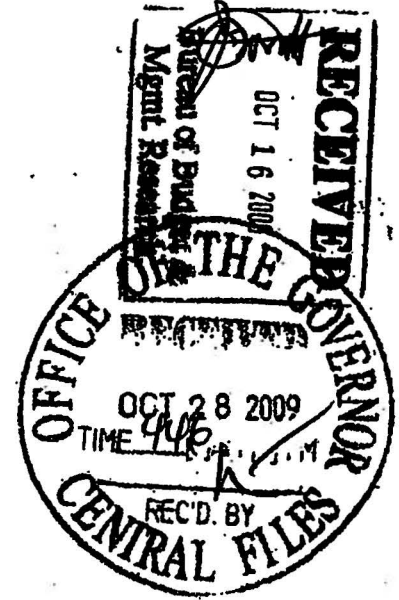
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DIPATTMENTON HUMOTNAT MARIA S. CONNELLEY, Director · ERICA H. UNPINGCO, Deputy Director

FELIX P. CAMACHO
Governor
MICHAEL W. CRUZ, M.D.
Lieutenant Governor



MEMORANDUM OF AGREEMENT
BETWEEN
GUAM DEPARTMENT OF LABOR
AND
UNIVERSITY OF GUAM
COOPERATIVE EXTENSION SERVICE
MOA WIA NO. 09-005



This MEMORANDUM OF AGREEMENT is entered into by and between the GUAM DEPARTMENT OF LABOR, hereinafter referred to as the "AGENCY", whose mailing address is 414 West Soledad Avenue, Suite 404, Hagatna, Guam 96910, and the UNIVERSITY OF GUAM, COOPERATIVE EXTENSION SERVICE, hereinafter referred to as "UOG", whose mailing address is UOG Station, Mangilao, Guam 96923.

PURPOSE:

The purpose of this Memorandum Of Agreement is to engage the UOG to conduct activities related to the 2009 WORKFORCE SUMMIT and MICRONESIAN CHIEF EXECUTIVES SUMMIT (MCES) scheduled for November 30 to December 5, 2009 in Guam.

WHEREAS, the purpose of the Workforce Investment Act (WIA) is to provide workforce investment activities, through statewide and local workforce investment systems that increases the employment, retention, and earnings of participants, and increase occupational skill attainment by participants, and, as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation;

WHEREAS, the Guam Department of Labor is the administering entity for the Workforce Investment Act (WIA) funded programs as authorized by Executive Order 2003-16;

WHEREAS, Executive Order No. 2000-25 authorizes Government of Guam agencies to contract with other government agencies who can provide the required services to implement its programs;

WHEREAS, the Agency wishes to engage the services of UOG to conduct activities related to the 2009 Workforce Summit and Micronesian Chief Executives Summit, hereinafter referred to as 2009 WS/MCES;

CID 0600 070

11/18/2009

WHEREAS UOG is a public corporation, and has expressed its willingness to partner with the Agency to undertake this project, and further support the vision for workforce and economic sustainability for the territory;

WHEREAS the UOG/CES Economic and Community Systems Unit's (ECS) mission is charged with promoting and facilitating self-help initiatives and programs at villages, territorial and regional levels through the production of research based-information, evaluations, educational materials, learning events, and resource collaborations that enhances the capacity of culturally diverse people to take action to improve the well-being of individuals, families, the community and the environment;

NOW THEREFORE, the AGENCY and UOG, in consideration of the mutual covenants hereinafter set forth, agrees as follows:

PART I: ADHERENCE TO APPLICABLE LAWS

The UOG, and its sub-contractor, if any, hereby agrees to comply with all federal and local laws and regulations governing the Workforce Investment Act (WIA). UOG shall attach a copy of a statement of exemption pursuant to Section 26203, Title 2, GCA.

PART II: SCOPE OF SERVICES

A. UOG SHALL:

1. Coordinate the conference/event promotions with conference workgroup by performing tasks as attending meetings, producing support documents and other conference related/meeting materials;
2. Monitor event activities in order to ensure conference support and resolution of any problems that arises;
3. Confer with conference workgroup at the chosen site to coordinate event details;
4. Review event bills for accuracy, and payment approval;
5. Plan and develop programs, agendas, budgets and services according to Conference workgroup and Agency;
6. Coordinate services for events, such as accommodation and transportation for registered participants, facilities, signage, displays, special needs requirement, and printing;
7. Arrange the availability for audio-visual equipment, transportation, displays and other event needs;
8. Conduct fieldwork and office operations for the 2009 WS/MCES, including hiring of a Conference Planner;
9. Meet with Conference workgroup to plan scope and format of events, establish and monitor budgets, and review of administrative procedures and event progress;
10. Provide office space for the Conference Planner to conduct activities and maintain files and forms related to the 2009 WS/MCES;
11. Maintain administrative and financial records and seek final funding approval from the Agency;
12. Maintain an open line of communication with the Agency Director;
13. Manage the day-to-day office operations and other related activities;
14. Organize the registration of event participants;

15. Coordinate and supervise conference volunteers and support staff required for the event;
16. Conduct a post-event exit report and compile a final report of the WS/MCES;
17. Be responsible for the professional and technical accuracy of all work and materials furnished under this contract. UOG shall, without additional cost to the government, correct or revise all errors or deficiencies in their work. The AGENCY's review, approval, acceptance of, and payment for services required under this contract shall not be construed to as a waiver of any rights under this contract or of any cause of action arising out of UOG's failure to perform on this contract. UOG shall be, and remain, liable to the AGENCY for all costs of any kind which may be incurred by the AGENCY as a result of the UOG's negligent performance of any of the services performed under this contract.

B. The AGENCY SHALL:

1. Review agenda to ensure acceptable quality for processing;
2. Provide input and recommendations, as needed, for the successful promotion and implementations of activities of the 2009 WS/MCES;
3. Monitor progress of office operations to ensure they are proceeding according to plan;
4. Provide technical assistance as needed to clarify concepts and procedures;
5. Oversee operations regarding follow-up activities;
6. Provide final approval and authorization of all activities and matters pertaining to this work effort.

PART III: COST OF AGREEMENT & PAYMENT TERMS

- A. The cost of this Agreement is to be **FORTY THOUSAND (\$40,000.00) U.S. Dollars**;
- B. Payment of **THRITY SIX THOUSAND (\$36,000.00)** for services will be payable by the AGENCY within ten (10) days after completion of the contract and receipt of invoice;
- C. Final payment of **FOUR THOUSAND (\$4,000.00)** shall be made after submission of the final report of the 2009 WS/MCES and submission of final invoice. Prior to final payment, and as a condition precedent thereto, UOG shall execute and deliver to the Agency a Release of Claims for any claims against the Agency arising from, or by virtue of this Agreement
- D. This Agreement is subject to the availability of funds.

PART IV: PROJECT TERM

- A. This Agreement will commence on the date of the signature of the Governor of Guam;
- B. This Agreement will terminate upon the completion of the completion of the project or December 31, 2009, whichever comes later.

PART V: TERMS AND CONDITIONS

UOG, without exception, agrees to the following terms and conditions.

1. Compliance with Program Specifications, Laws & Regulations. UOG agrees that all activities under this Agreement shall be conducted in conformance with the WIA Public Law 1998, as amended. UOG shall fully comply with all applicable statutes, regulations, rules, policies, guidelines, and procedures of the federal and local government and the Agency. UOG understands and agrees that this Agreement is subject to modifications, which the Agency determines, may be required by local and federal law, rules, or regulations applicable to this Agreement. Any such required modification(s) shall be incorporated into, and be part of, this Agreement.

2. Audit. The Federal Single Audit Act of 1984 (Public Law 98-502), the Federal Single Audit Act Amendments of 1996 (P.L. 104-156) and Office of Management and Budget (OMB) Circular A-133 require an independent financial and compliance audit of each non-Federal entity that is a recipient or sub-recipient of Federal funding and has cumulative expenditures of Federal funds of \$500,000 or more in a given fiscal year. The \$500,000 threshold is subject to change pursuant to the Federal Single Audit Act. Any references in this Agreement to this threshold will automatically change to comply with Federal requirements. The Acts further state that the audits are to be conducted in accordance with applicable auditing standards set forth in the Standards for Audit of Governmental Organizations, Programs, Activities and Functions issued by the Comptroller General of the United States (known as Government Auditing Standards).

a. General Audit Requirements for Federal Funds:

- i. All non-Federal entities that expend \$500,000 or more in a fiscal year must have an organization-wide Single Audit conducted in accordance with Section 500 of OMB Circular A-133.
- ii. All audits must be conducted annually unless one of the exceptions noted in Section .220 of Circular A-133 applies.
- iii. The audit must be conducted by an independent auditor in accordance with Government Auditing Standards issued by the Comptroller General of the United States.
- iv. Audits must be conducted in accordance with grant governing regulations.

b. Additional Audit Requirements Per This Agreement:

- i. UOG shall provide the AGENCY with a copy of the final audit report within 30 days of UOG's receipt of such report but no later than nine months following the end of the period for which the audit was performed.
- ii. The AGENCY and the Federal funding authority may audit or review UOG's programs, including, but not limited to financial results, books, records and performance, as funded through this agreement. UOG agrees to allow access to all records and provide copies of records for the purpose of audit and monitoring. UOG shall cooperate with the AGENCY or designee conducting the audit and actively cooperate to resolve any and all audit findings.
- iii. If the audit determines that UOG has expended funds which are questioned under the criteria set forth herein, the UOG shall be notified and given the opportunity to justify questioned expenditures.

3. Accounting/Fiscal Control Requirements. UOG's financial management system shall be structured to provide for accurate, current and complete disclosure of the financial results of this contract. UOG shall be accountable for all funds received under this Agreement and shall maintain effective control and accountability over all funds, equipment, property, and other assets under this Agreement. UOG shall maintain books, records, and documents in accordance with generally accepted accounting principles and practices which sufficiently and properly reflect revenues and expenditures of funds provided by the AGENCY under this Agreement. Fund accounting procedures shall be established as may be necessary to assure the proper expenditure of, and accounting for, federal funds paid to UOG or any of its vendors, under this program, including procedures for monitoring the assistance provided under this program.

4. Payment Requests. UOG shall comply with all the AGENCY's requirements and other processes and procedures for submitting complete, accurate and timely invoices, which, at a minimum, shall include the following information:

- i. The organization's name and address
- ii. Contract or project number
- iii. A unique invoice number
- iv. Date of invoice
- v. Period covered by the invoice (e.g. expenses paid April 1, 2006 through April 30, 2006)
- vi. A statement containing the following verbiage: "UOG has reviewed the invoices submitted and certifies that they are true, accurate, and in compliance with WIA regulations".
- xi. Signature of the duly authorized representative of UOG.

UOG's failure to comply with submission of a complete and accurate invoice may result in the payment request being rejected and/or disallowed and returned to the UOG for correction. Payment of invoices submitted by UOG are subject to review and approval by the AGENCY.

5. Limitations on Compensation. Under no circumstances shall UOG be due reimbursement of any amount incurred in excess of the total approved amount of this Agreement. UOG must obtain approval from the AGENCY prior to incurring expenditures that necessitate a change in the Agreement. The AGENCY reserves the right to withhold funds for such expenditures until UOG has submitted a revised plan and modification approved by the Agency, where the AGENCY.

6. Records Retention, Inspection Rights. UOG will maintain accurate books of accounts, and all other documents and records to support any and all reimbursement(s) pertaining to cost incurred under this Agreement. All records related to this Agreement are to be retained separately and distinctively from records pertaining to other operations of the UOG. Such records will be made available for inspection upon reasonable notice from the AGENCY, or any other entity identified by WIA. Such records shall be retained for a period of three (3) years after final expenditures or resolution of any litigation, audit, or claim, whichever is later.

In the event that the UOG becomes unable to retain the required AGENCY and WIA financial records, such records shall immediately be transferred to the AGENCY's possession in an orderly fashion, with documents properly labeled and filed in an acceptable condition for storage. No records shall be disposed of without prior written approval of the Agency.

7. Required Monitoring and Evaluation. The Agreement will be monitored during its effective date, for compliance with the terms, conditions, and specifications of the Agreement and with the rules, regulations, and requirements promulgated by applicable Federal and local agencies and by GWIB.

All information and data prepared or assembled by UOG under this Agreement may be made available to the public upon request, except where the disclosure of information would constitute a clearly unwarranted invasion of personal privacy, or where the record is a trade secret or privileged or confidential commercial or financial information.

The oversight and monitoring which ensures that the financial systems are in accordance with 20 CFR Parts 667.400(c)(1) and 667.410(a) will be monitored by the AGENCY for compliance with all applicable Federal and local Laws, regulations, and rules applicable to this Agreement. Upon review and where noted, the AGENCY shall inform UOG in writing, within fifteen (15) working days, of any such reason where the review documents indicate the failure of UOG to comply with the terms and conditions set forth herein. UOG shall have fifteen (15) working days in which to respond with corrective action plan agreeable to the AGENCY

Throughout the term of this Agreement, the Agreement will be assessed to gauge its impact upon the target populations and for the effective and efficient utilization of the awarded funds. Assessments will occur both during the operation of the Agreement and upon its completion. UOG shall participate in, and cooperate with, the Retention and Monitoring Unit (RMU) of the AGENCY. The RMU staff will periodically monitor and evaluate the "Scope of Services" defined under this Agreement. The Fiscal staff will conduct all financial monitoring in accordance with the terms of the Agreement. Both the Fiscal and RMU staff will provide appropriate notice to UOG when an on-site review will be conducted.

PART VI: REQUIREMENTS UNDER LAW

UOG hereby certifies and assures that it will comply with each of the following requirements, as applicable under law, for the entire duration of the term of this Agreement. UOG understands that failure to comply with any of the requirements is a material breach of this Agreement and may result in the termination or suspension of this Agreement, for cause, by the AGENCY and GWIB.

1. The Copeland "Anti-Kickback" Act (18 U.S.C. 874) as supplemented in the U. S. Department of Labor Regulations 29 CFR Part 3. UOG also agrees that they are subject to the Provisions of Title 5 Guam Code Annotated, Chapter 5, Article 11.
2. The Davis-Bacon Act (40 U.S.C. 276a-7) as supplemented by Department of Labor regulations (29 CFR Part 5).
3. All applicable standards, orders, or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 1857(h)), section 508 of the Clean Water Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protection Agency Regulations (40 CFR part 15). (Contracts, subcontracts, and sub-grants of amounts in excess of \$100,000.) Violations shall be reported to the Federal awarding agency and the Regional Office of the Environmental Protection Agency (EPA).

4. Mandatory standards and policies relating to energy efficiency which are contained in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (Pub. L. 94-163, 89 Stat. 871).
5. The provisions of the Byrd Anti-Lobbying Amendment (Title 31 U.S.C. §§1352). Contractors who apply or bid for an award of \$100,000 or more shall file the required certification. Each tier certifies to the tier above that it will not, and has not, used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member, officer or employee of Congress, in connection with obtaining any Federal contract, grant or any other award covered by Title 31 U.S.C. §§1352. Each tier shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the recipient. See 29 CFR Part 98.

No WIA funds received under this Agreement may be used for any political activities, lobbying Federal, State, or Local officials, to promote or oppose unionization, to promote or discourage religious activities, or to employ the participant(s) to build, operate or maintain any or part of a building that is used for religious instructions or worship, to reimburse UOG for the cost of contribution, in behalf of any participant, to any retirement system or plan.

6. The provisions of Debarment and Suspension (E.O.'s 12549 and 12689) – No Agreement shall be made to parties listed on the General Services Administration's List of Parties Excluded from Federal Procurement or Non-procurement Programs in accordance with E.O.'s 12549 and 12689, "Debarment and Suspension". This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and agencies declared ineligible under statutory or regulatory authority other than E.O. 12549. Agencies with awards that exceed the small purchase threshold shall provide the required certification regarding its exclusion status and that of its principal employees.

UOG assures and certifies that neither itself, or any other party(s) planned for participation in the project are listed in a Debarment List due to violation of Title VI and VII of the Civil Rights Act of 1964, nor are any proposed parties to the agreement aware of any pending action which might result in such debarment. UOG acknowledges that it is subject to the provisions of Sect. 5426, Art. 9, Ch. 5 of Title 5, Guam Code Annotated.

7. Sex Offender Registry. UOG warrants that no person in its employment who has been convicted of a sex offense under Title 9, Guam Code Annotated, Chapter 25, or has been convicted of an offense with the same element, as heretofore defined, in any jurisdiction, or who is listed in the Sex Offender Registry, shall provide service on behalf of UOG while in Government property, with the exception of public highways. If any employee of UOG is providing service in government property and is convicted subsequent to an award of a contract, then UOG warrants that it will notify the AGENCY of the conviction within twenty four (24) hours of the conviction and will immediately remove such convicted person from providing services on government property. If UOG is found to be in violation of any of the provisions of this paragraph, then UOG will take corrective action within twenty four (24) hours of notice from the AGENCY. UOG shall immediately notify the Agency when action has been taken. If UOG fails to take corrective

action within twenty four (24) hours after notice, then the AGENCY, in its sole discretion, may temporarily suspend any contract for services until corrective action is taken.

PART VII: ADDITIONAL REQUIREMENTS

- 1. Proprietary Information.** UOG agrees that during the timeframe and after the completion of this Agreement, it will keep and hold all Proprietary Information disclosed by the AGENCY and GWIB, its partnering entities, affiliates, customers, or providers, in strict confidence and trust, in compliance with the provisions of Title 2, Government Administrative Regulations, Division 4, Chapter 3, Sections 3109 and 3114).
- 2. Equal opportunity and Non-Discrimination.** UOG assures that, with respect to operations of WIA funded activities, no person shall be denied employment, benefits, or suffer discrimination on the grounds of race, color, religion, age, sex, sexual orientation, national origin, citizenship, disability, or political affiliation or belief. UOG agrees to comply with the provisions of Sect. 188, WIA; Title VI, Civil Rights Act, 1964; Sect. 504, Rehabilitation Act, 1973; Age Discrimination Act, 1975; American with Disabilities Act, (42 U.S.C. 12101); 28 CFR 35.130; 41 CFR Chap. 60; 9 Guam Code Annotated, Chap. 15; Title IX, Education Amendment Act, 1972; P.L. 92-255, Drug Abuse Act, 1972; P.L. 91-616, Comprehensive Alcohol Abuse Act, 1972; Sections 523 & 527, Public Health Service Act, 1912.
- 3. Conflict of Interest.** UOG hereby agrees that in administering this Agreement, it will take every reasonable course of action in order to maintain the integrity of this Agreement and to avoid any favoritism or questionable or improper conduct. UOG its directors, officers and employees hereby acknowledges that they are subject to the provisions of Section 117(g) of WIA and Title 5, Guam Code Annotated, Chap. 5, Art. 11, Section 5628.
- 4. Publication, Reproduction, Use of Materials.** No material produced in whole or in part with funds provided under this Agreement shall be subject to copyright in the United States or in any other country. All documents, including reports, studies and other materials developed, produced or generated by UOG as part of the performance required under this Agreement, are referred to herein as the "Grant Documents". UOG may not undertake any publicity and advertisements, or publish any results or information about the Agreement, other than to make information known in, or as to, open meetings, without prior review and approval of the AGENCY and/or GWIB.
- 5. Claims.** Should any claims be made arising out of this contract, UOG agrees, within thirty (30) days after the claim accrues arising out of, or in connection with, the Agreement, to give written notice to the AGENCY and the Attorney General of Guam of such claim, setting forth in detail all the facts relating thereto and the basis for such claim; and that UOG will not institute any suit or action against the AGENCY in any court or tribunal in any jurisdiction, based on any such claim later than one (1) year after such filing. The claim shall not include any item or matter not specifically mentioned in the notice of claim above specified. It is agreed that if such action or suit is instituted, proof by UOG of its compliance with the provisions of this paragraph shall be a condition to any recovery, and that this paragraph does not constitute a waiver by the AGENCY of any applicable statutes of limitation.

6. Scope of Agreement. This Agreement supersedes any and all other agreements, either oral or in writing between the parties hereto, in any manner whatsoever. Each party to this Agreement acknowledges that no representation, inducements, promises or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any party, which is not contained in this Agreement. Any modification to this Agreement must be in writing, signed by all parties, and approved and signed by the Governor of Guam.

9. Amendments / Modifications. If it becomes necessary to amend or modify any of the provisions(s) to this Agreement, the parties may do so with a written amendment, signed by all parties and approved and signed by the Governor of Guam.

10. Assignment of Agreement This Agreement is not assignable, in whole or in part, or, for any sum becoming due to UOG, without prior written consent of the AGENCY.

11. Severability. Should any provision of this Agreement be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. Should a court of competent jurisdiction find that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision, it would become valid and enforceable, then such provision shall be written, construed, and enforced as so limited.

12. Waiver of Agreement Rights. Failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every other provision of this Agreement.

13. Ownership of Documents, etc.. All briefs, memoranda, informational videos, DVD/CD, Radio and TV Commercials, Public Service Announcements, Print Ads, and other incidental work or materials developed and furnished by UOG hereunder shall be and remain the property of the AGENCY, including all publication rights and copyright interest, and may be used by the Agency without any additional cost to the Agency.

14. Indemnity. Each party to this Agreement shall be solely responsible for any and all actions, suits, damages, liability and other proceedings brought against it as a result of the alleged negligence, misconduct, error or omission of any of its officers, agents, or employees. Neither party is obligated to indemnify the other party or to hold the other party harmless from costs or expenses incurred as a result of such claims; and each shall continue to enjoy all rights, claims and defenses available to it under law.

15. Government Not Liable. The Government assumes no liability for any accident or injury that may occur to UOG employees, their agents, dependants, or personal property while enroute to or from the territory, or during any travel mandated by the terms of this Agreement.

The Government shall not be liable to UOG for any work performed by them prior to the approval of this Agreement, and the UOG hereby expressly waives any and all claims for service performed in expectation of this Agreement prior to its approval by the Governor of Guam.

PART VIII: ACKNOWLEDGEMENT

By signing this Agreement, UOG acknowledges that they have read and understand all the Terms and Conditions, Required Certifications, Additional Requirements, and all other provisions of this Agreement, and agrees to be bound by them.

IN WITNESS THEREOF, the parties have agreed to be bound by the provisions of this Agreement on the dates indicated after their respective signatures:

UNIVERSITY OF GUAM

Robert A. Underwood

Dr. Robert A. Underwood
President

Date: OCT 09 2009

DEPARTMENT OF LABOR

Maria S. Connelley

Maria S. Connelley
Director

Date: 9/29/09

CERTIFIED FUNDS AVAILABLE

Helen A. Mafnas
Name: Helen A. Mafnas
Certifying Officer

Account No. 5101H091520ST106/230
Amount: \$ 40,000.00

Date: 9/29/09

BUREAU OF BUDGET AND
MANAGEMENT RESEARCH
BBMR'S REVIEW

Bertha M. Duenas
Bertha M. Duenas
Director

Date: OCT 23 2009

Helen J. D. Whippy
Helen J. D. Whippy, Ph. D.
SVP, Academic & Student Affairs

Date: 10/6/09

Lee S Yuffin
Lee S Yuffin, Ph. D.
Dean, CNAS/Director, CES

Date: 10/2/09

Victorina M. Y. Renacia
Victorina M. Y. Renacia
UOG Legal Counsel

Date: 10/5/09

APPROVED AS TO LEGALITY & FORM

APPROVED

Alicia Limtiaco
Alicia Limtiaco
Attorney General of Guam

Date: 10/27/09

DEPARTMENT OF ADMINISTRATION
DIVISION OF ACCOUNTS

Registration Date	<u>11.18.2009</u>
Registered No.	<u>C100600 DTG</u>
Book No.	<u>Order # 20226001</u>
Registered By	<u>M</u>

Felix P. Camacho
FELIX P. CAMACHO
GOVERNOR OF GUAM

Date: 10/30/09

bs.

Received
10.28.09
Attorney General
& Civil Solicitor

Appendix – B

Registration Form and Agenda



The Guam Workforce Investment Board
presents

MICRONESIA WORKS!

"Shaping a Regional Talent Development System"
Workforce Investment Summit

November 30 – December 2, 2009
Sheraton Lagoon Guam Resort
Tamuning, Guam



ABOUT YOU:

- Badge Type:**
(check one only)
- Private Sector
 - Federal Government
 - Local Government
 - Association/Non-Profit (CBO/FBO)
 - Other

- Job Responsibility:**
(check all that apply)
- Administrator
 - Program Manager
 - Workforce Program Staff
 - WIB Member
 - Financial Manager
 - Educator
 - LMI Director
 - Info. Technology Specialist
 - Business Manager
 - Health Professional
 - Construction Professional
 - Other

- Affiliation:**
(check all that apply)
- WIA Adult/One-Stop/ES/DW
 - WIA Youth
 - Vocational Rehabilitation
 - VETS
 - Apprenticeship
 - K-12 Education
 - College/University
 - Housing/HUD
 - Health & Human Services
 - Faith-Based Organization
 - Disability
 - SCSEP/Older Workers
 - Economic Development
 - Private Sector
 - Other

REGISTRANT INFORMATION

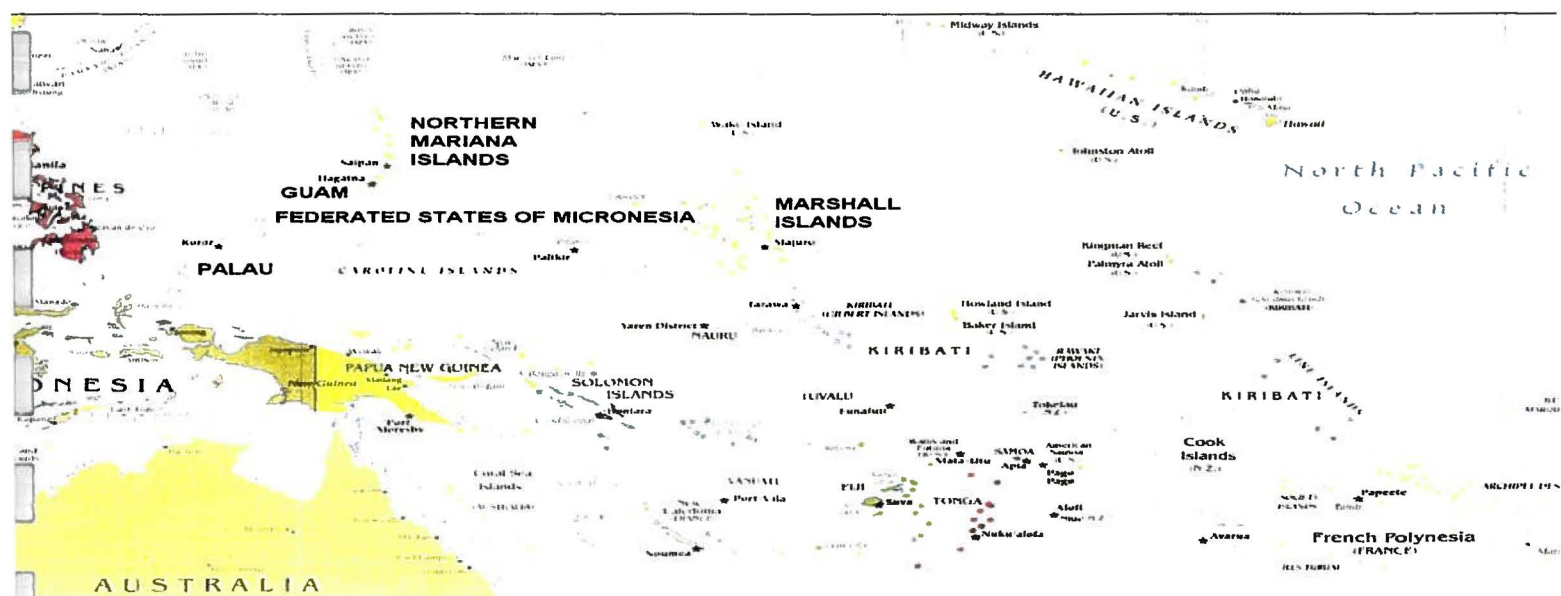
Name:		Title:	
Company/Organization:		Mailing Address:	
Telephone:	Fax:	E-mail:	

NOTE: There is no fee required to participate in this event. Limited seating is available. Please submit registration form no later than **November 27, 2009** by email to:

joleen.santos@dol.guam.gov
etcepeda@ugum.uog.edu
or
by fax: 734-1244

For special accommodations or additional information, please contact Elaine Cepeda or Joleen Santos at 735-2050/1.

For summit updates, please visit: www.guamdol.net



Registration Control #: _____
Staff Acknowledgement: _____



MICRONESIA WORKS!

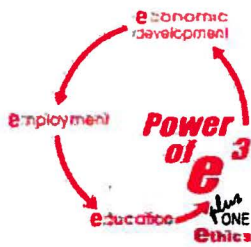
"Shaping a Regional Talent Development System"

Workforce Investment Summit

November 30, 2009 – December 2, 2009

Sheraton Laguna Guam Resort





MICRONESIA WORKS!

“Shaping a Regional Talent Development System”
Workforce Investment Summit

AGENDA

DAY 1 – November 30, 2009 (Monday)

7:00 a.m. - 8:00 a.m. Continental Breakfast & Registration

GENERAL SESSION I (BALLROOM)

8:00 a.m. – 8:30 a.m.

Introduction

Emcee: Tes Reyes, Member - Guam Workforce Investment Board

Maria S. Connelley
Director, Guam Department of Labor (GDOL)
Member, Guam Workforce Investment Board (GWIB)
Chairperson, Regional Workforce Development Council (RWDC)

Welcoming Remarks

Peter Gill, Chairman
Guam Workforce Investment Board

8:30 a.m. – 9:30 a.m.

Setting the Regional Workforce Stage

Our Current Talent Development (Workforce System)
A Regional Blueprint Approach to Organizing and Transforming Micronesia's Workforce:
The power of e3 plus 1.

PANEL - Members of the Regional Workforce Development Council

- Peter Barcinas, Guam
- Edith DeLeon Guerrero, Commonwealth of the Northern Marianas Islands
- Josephine Ulengchong, Republic of Palau
- Maria Connelley, Guam
- Marie Maddison, Republic of the Marshall Islands
- Grilly Jack, Federated States of Micronesia, Pohnpei

Synopsis. Setting the stage covers the many milestones and workforce development sessions shaping the regional talent development context. Hear from the Regional Workforce Development Council (RWDC) as they share their stories and strategies. The power of e3 plus 1 covers the concept of education, employment and economic development plus ethics.

9:30 a.m. – 9:45 a.m.

Talent Development Break

PHOTO SESSION

9:45 a.m. – 12:00 p.m.

e3: Education System Session

Facilitator: Mr. Carl Peterson, Certified Financial Planner, President, Money Resources, Inc.
Chairman of the Education/Workforce Development Committee
Guam Chamber of Commerce

PANEL

- Mary A.Y. Okada, Ed.D., President, Guam Community College
- Robert Underwood, Ed.D., President, University of Guam
- Nerissa Bretania Underwood, Ph.D., Superintendent, Guam Department of Education
- Felicitas "Tee" P. Abraham, Dean, Northern Marianas College, Division of Community Programs & Services (COMPASS)
- Jessica Barcinas Taylor, Career and Technical Education Program Coordinator, Commonwealth of the Northern Marianas Islands Public School System

Synopsis. Get the latest on Education programs and how they align with Workforce Development. This session will cover questions around how are they preparing for military buildup, what are some signature programs that address manpower development needs, industry skills and employment needs. Discuss how service learning is being incorporated into their curriculum. The panel will share their education success stories and action strategies and how to strengthen and improve the education collaboration with talent development.

12:00 p.m. – 1:15 p.m.

Lunch

Keynote Speaker

John M. Robertson, President & Principal Engineer – AmOrient Engineering
Chairman of the Guam Contractor's Assn. Military, Government and Labor Relations Committee

Synopsis. Sharing the GCA perspective on the training, skills required, and manpower development needs related to the Construction Industry. John will share his experiences and tell his story about the role of the Labor and Education Committee and their efforts in helping ensure the right issues are addressed.

GENERAL SESSION II (BALLROOM)

1:30 p.m. – 2:45 p.m.

Workforce Workgroup Session Focus Group: Workforce Development System

Synopsis. This session provides an opportunity for conference attendees to share their views and ideas for improving our collective talent development system. This is the window for offering positive input to improve and strengthen the many facets shaping our workforce development agenda using the "Appreciative Inquiry" qualitative technique. This session will be offered each day of the conference.

2:45 p.m. – 3:00 p.m.

Talent Development Break

3:00 p.m. – 5:00 p.m.

BREAKOUT SESSIONS

One-Stop Career Center (OSCC) System Session

The OSCC is the focal point for workforce development in terms of assessment, recruitment, training and exit (ARTE). This session invites collaborators of the OSCC community to discuss the opportunities to engage and strengthen the OSCC system and expand similar programming to regional workforce systems.

Location: Ocean Sirena Ballroom, Section A

Facilitator: Frances "Fran" Bell, Executive Director, OSCC

Contracts and Compliance Technical Training Session

This session focuses on current regulations and issues related to hiring practices and focuses on specific areas applicable to Guam's federal contracting scene. This session then breaks into a discussion of identifying key strategies that would help the broader contracting community in support of our workforce system.

Location: Ocean Sirena Ballroom, Section B

Facilitator: Vera Topasna, Program Manager

Guam Procurement Technical Assistance Center, SBPA University of Guam

NGOs and Volunteer Organizations

Non-government Organization's continue to play an important part in helping support the many facets of community development especially bridging the many needs of individuals and organizations. This session will address how to strengthen and increase positive community development programming while leveraging workforce development resources.

Location: Media Room 1, Lobby Area

Facilitator: Greg Calvo, Disability Program Navigator

Guam Department of Labor

Youth Programming (Youth Collaborators-MYSN, Juvenile Drug Court)

Get the latest on youth programming and chime-in on what programs should be considered that addresses the fast changing pace of programming interests for youth. This is an opportunity to participate in shaping positive youth programming.

Location: Media Room 2, Lobby Area

*Facilitator: Erica Unpingco, Deputy Director
Guam Department of Labor*

5:15 p.m.

ADJOURN FOR THE DAY

5:30 p.m. – 8:30 p.m.

ISLAND BARBEQUE – IPAO BEACH (Main Pavillion)

DAY 2 – December 1, 2009 (Tuesday)

7:00 a.m. – 8:00 a.m.

Continental Breakfast

GENERAL SESSION 1 (BALLROOM)

8:00 a.m. – 8:15 a.m.

Introduction

Emcee: Rita Nauta, GWIB Representative - Guam Economic Development Authority

Welcoming Remarks

Lorraine Okada, Vice Chair – Guam Workforce Investment Board

8:15 a.m. – 9:15 a.m.

e3: Economic System Session

Facilitator: Lorraine Okada, Vice Chair - Guam Workforce Investment Board

Federal Transactions Opportunities

Anthony 'Tony' Blaz, Administrator, Guam Economic Development Authority

Christine "Tina" Garcia, Deputy Administrator, Guam Economic Development Authority

Synopsis. Anthony 'Tony' Blaz and his Deputy Administrator will share their knowledge of available opportunities on Guam with the military buildup and economic development. They will inform interested participants about programs such as the Qualifying Certificate (QC), tax rebates/abatements for businesses and other financing programs available at GEDA.

9:15 a.m. – 9:45 a.m.

"Making of the Pacific Tiger"

Claret Ruane, Ph.D. - Associate Professor School of Business and Public Administration, University of Guam

Synopsis. Dr. Ruane and Dr. Anita Borja-Enriquez were recently awarded the Allied Academies Distinguished Research Award for their work on "The Making of the Pacific Tiger". Guam is faced with many new challenges especially with the military buildup. Dr. Ruane will discuss the comparative aspects of a common sense approach along with other matters such as socio-economic impacts, public/private partnerships, investment in human capital, and workforce development. She will also speak about how this study best applies to our own island's needs for economic strategies that will have long-term benefits and opportunities to enhance Guam's future economic growth.

9:45 a.m. – 10:00 a.m.

Talent Development Break

10:00 a.m. – 10:40 a.m.

Regional Economies & Organizations

Speaker

Jay Merrill, Secretary/Treasurer -Center for Micronesian Empowerment

Synopsis. Workforce Development Collaboration - The CME organization will share its role and experiences in helping address regional workforce development issues as they deliver teaching and training services to the citizens of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands.

10:40 a.m. – 11:45 a.m.

Spotlight on Pacific Island Health Officers Association (PIHOA) Connecting the Health Industry and Workforce Development Agenda

Speaker

J. Peter Roberto, Director

Guam Department of Public Health and Social Services

Synopsis. This session takes a closer look at the efforts of the PIHOA organization and their alignment with Workforce Development and Human Resources. Get the latest health interest update for the region.

11:45 a.m. – 12:00 p.m.

Networking Session (Icebreaker Event)

RWDC Workgroup – Power of e3 plus 1

12:00 p.m. – 1:15 p.m.

LUNCH

Embracing Workforce Solutions and Challenges (Regulatory Environment)

Keynote Speaker

Olophius Perry, District Director U.S. EEOC, Los Angeles

Synopsis. This session will cover the latest on Equal Employment Opportunity Commission (EEOC) mandates and discuss EEO and affirmative action programs. This federal office is responsible for investigating discrimination complaints such as race, color, national origin, religion, sex, age, disability, and also includes retaliation for reporting certain discriminatory practices.. Mr. Perry has a wealth of knowledge about the EEOC's mandate specified under Title VII of the Civil Rights Act of 1964, including the latest Genetic Information Nondiscrimination Act among other mandates and he will share that with you.

GENERAL SESSION II (BALLROOM)

1:30 p.m. – 2:15 p.m.

Workforce Workgroup Session Focus Group - Regional Economies

Synopsis. This session provides an opportunity for conference attendees to share their views and ideas for improving our collective talent development system. This is the window for offering positive input to improve and strengthen the many facets shaping our workforce development agenda using the "Appreciative Inquiry" qualitative technique. This session will be offered each day of the conference.

2:15 p.m. – 2:30 p.m.

Talent Development Break

2:30 p.m. – 5:00 p.m.

BREAKOUT SESSIONS

Equal Employment Opportunity Commission (EEOC) Technical Assistance/Expanded Session w/Tim Riera, EEOC

Tim will share with you his experience in working with this section of EEOC, technical assistance such as helping individuals with disabilities. He will inform you about the American with Disabilities Act (ADA) of 1990, with amendments made in 2008, it covers a wide range of disability employment issues. Also, what managers need to know about mandates affecting those who need technical assistance.

Location: Ocean Sirena Ballroom, Section A

*Facilitator: Elaine Faculo-Gogue, Institutional Compliance Officer
University of Guam*

RWDC Workgroup Meeting

The members of the Regional Workforce Development Council will share their experiences and knowledge on what they have learned and would like to see done for their economies in implementing the strategies identified for meeting workforce demands.

Location: La Cascata Restaurant Private Room

Facilitator(s): RWDC Council Members and Workgroup

Health Professionals (Spotlight on Regional Health Organization)

This group will inform the participants what is currently going on with regional programs related to public health and their efforts to combat the H1N1 virus with the influenza mass vaccination, as well as other programs and organizational strategies.

Location: Media Room 1, Lobby Area

Facilitator(s): TBA

Emerging Opportunities

Synopsis. Carl Peterson and David Leddy are members of the Guam Chamber of Commerce and will facilitate discussions around emerging opportunities for Guam related to Green Jobs, Climate change, technology and demand-driven industries. The session will also focus on what the Chamber is doing for the private sector businesses and how to prepare for the much anticipated military buildup and economic impacts.

Location: Media Room 2, Lobby Area

Facilitator(s): Carl Peterson & David Leddy

Disabilities Program Navigator

Both of these Guam Labor department employees are experts in their fields when it comes to disabilities programs and how to assist those individuals seeking employment in Guam. They will expound on how available programs at GDOL will provide resources, expertise and training to the workforce investment system and persons with disabilities. The DPN also partners with the One Stop Career Center.

Location: Ocean Sirena Ballroom, Section C

*Facilitator(s): Greg Calvo & Phyllis Topasna
Guam Department of Labor*

Veterans Programs

Fred Gofigan is the current Administrator of the Guam Veterans Affairs Office. This session will be on benefits and services available for veterans here on island including health care, other services and information to be obtained from the VA center. Join the veteran's conversation.

Location: Ocean Sirena Ballroom, Section D

*Facilitator(s): Fred Gofigan, Administrator
Guam Veterans Affairs Office*

5:15 p.m.

ADJOURN FOR THE DAY - DINNER ON YOUR OWN

DAY 3 – December 2, 2009 (Wednesday)

7:00 a.m. - 8:00 a.m. Continental Breakfast

GENERAL SESSION I (BALLROOM)

8:00 a.m. – 9:00 a.m. Introduction

Emcee: Peter Barcinas, Member – Guam Workforce Investment Board

Showcasing Successful Job Placements

Facilitator: Phyllis Topasna, Program Coordinator - GDOL

Synopsis. You will hear testimonials about successful apprenticeship program participants. You will learn how they overcame barriers and impediments and strategies they developed to succeed.

9:00 a.m. – 9:45 a.m.

The Power of e3 plus 1: Unifying the key components in Workforce Innovation in Regional Economic Development (WIRED) System: Regional Workforce Development Council

Synopsis. Recapping the RWDC work efforts and previewing the recommendations to the Micronesian Chief Executives' Summit. RWDC members can share their stories.

9:45 a.m. – 10:00 a.m.

Talent Development Break

10:00 a.m. – 11:00 a.m.

Speaker

George Friday, Regional Administrator - Western Region, U.S. Department of Labor Wage and Hour Division

Synopsis. Mr. Friday is familiar with Guam's labor laws and he will share what we need to know regarding Fair Labor Standards Act among other mandates of the federal government that affect employment here in Guam.

11:00 a.m. – 12:00 p.m.

Workforce Workgroup Session Focus Group: Employment

Synopsis. This session provides an opportunity for conference attendees to share their views and ideas for improving our collective talent development system. This is the window for offering positive input to improve and strengthen the many facets shaping our workforce development agenda using the "Appreciative Inquiry" qualitative technique. This is the final for capturing stakeholder input.

12:00 p.m. – 1:15 p.m.

LUNCH

The power of e3 plus 1

Keynote Speaker

Carl Peterson, Certified Financial Planner (CFP), President, Money Resources, Inc.

Synopsis. Carl Peterson is a Financial Literacy Education advocate and continues to support this important agenda. He will provide views on Workforce Development from an entrepreneur's point of view.

GENERAL SESSION II (BALLROOM)

1:30 p.m. – 2:00 p.m.

2009 Workforce Summit Session Closing

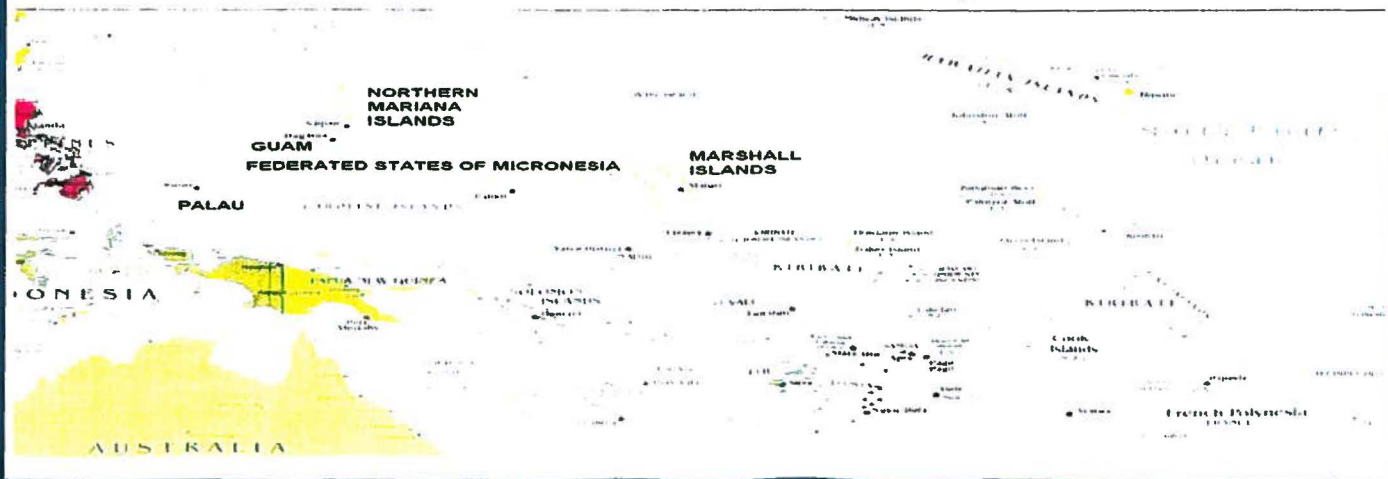
2:00 p.m. – 2:30 p.m.

NETWORKING/AFTERNOON REFRESHMENTS



Acknowledgments

U.S. Equal Employment Opportunity Commission
 U.S. Department of Labor, Wage & Hour Division
 Tamuning-Tumon-Harmon Mayor's Office
 FSM Consulate Office
 Bank of Guam
 Payless Markets
 DCK Pacific
 Department of Parks and Recreation
 Pacific Islands Development Bank
 Guam Dry Cleaners
 Oasis Empowerment Center
 Lighthouse Recovery Center Aftercare
 McDonald's Restaurants
 Doring's Food Service
 Pepsi Bottling Company of Guam
 Micronesia Faith-based
 Guam Department of Labor Volunteer Contributors
 Sheraton Laguna Guam Resort



Appendix – C

List of Presenters

List of Presenters & Facilitators

DAY 1 – NOVEMBER 30, 2009

Introduction and Remarks:

- Tes Reyes, Member, Guam Workforce Investment Board
- Maria Connelley, Director, Guam Department of Labor
- Peter Gill, Chairman, Guam Workforce Investment Board

Setting the Regional Workforce Stage:

Panel - Members of the Regional Workforce Development Council:

- Peter Barcinas, Guam
- Edith DeLeon Guerrero, Commonwealth of the Northern Marianas Islands
- Josephine Ulengchong, Republic of Palau
- Maria Connelley, Guam
- Marie Maddison, Republic of the Marshall Islands

e3: Education System Session

Carl Peterson, Certified Financial Planner, President, Money Resources, Inc., Chairman of the Education/Workforce Development Committee, Guam Chamber of Commerce

Panel:

- Mary A.Y. Okada, Ed.D., President, Guam Community College
- Robert Underwood, Ed.D., President, University of Guam
- Nerissa Bretania Underwood, Ph.D., Superintendent, Guam Department of Education
- Felicitas "Tee" P. Abraham, Dean Northern Marianas College, Division of Community Programs & Services (COMPASS)
- Jessica Barcinas Taylor, Career and Technical Education Program Coordinator, Commonwealth of the Northern Marianas Islands Public School System

Luncheon Keynote Speaker:

- John Robertson, President & Principal Engineer – AmOrient Engineering; Chairman of the Guam Contractor's Assn. Military, Government and Labor Relations Committee

Breakout Sessions:

- Frances "Fran" Bell, Executive Director, OSCC: *One-Stop Career Center (OSCC) System Session*
- Vera Topasna, Program Manager, Guam Procurement Technical Assistance Center, SBPA University of Guam: *Contracts and Compliance Technical Training Session*
- Greg Calvo, Disability Program Navigator, Guam Department of Labor: *NGOs and Volunteer Organizations*

- Erica Unpingco, Deputy Director, Guam Department of Labor: *Youth Programming (Youth Collaborators-MYSN, Juvenile Drug Court)*

DAY 2 - DECEMBER 1, 2009

Introduction and Remarks:

- Rita Nauta, GWIB Representative – Guam Economic Development Authority
- Lorraine Okada, Vice Chair – Guam Workforce Investment Board

e3: Economic System Session – Federal Transactions Opportunities

- Anthony “Tony” Blaz, Administrator, Guam Economic Development Authority
- Christine “Tina” Garcia, Deputy Administrator, Guam Economic Development Authority

“Making of the Pacific Tiger”:

- Claret Ruane, Ph. D. – Associate Professor School of Public Administration, University of Guam
- Anita B. Enriquez, Dean, School of Business and Public Administration, University of Guam

Regional Economies & Organization:

- Jay Merrill, Secretary/Treasurer, Center for Micronesian Empowerment

Spotlight on Pacific Island Health Officers Association (PIHOA) Connecting Health Industry and Workforce Development Agenda

- J. Peter Roberto, Director, Guam Department of Public Health and Social Services

Luncheon Keynote Speaker - Embracing Workforce Solutions and Challenges (Regulatory Environment)

- Olophius Perry, District Director, U.S. Equal Employment Opportunity Commission, Los Angeles

Breakout Sessions:

- Tim Riera, EEOC: *Equal Employment Opportunity commission (EEOC) Technical Assistance/Expanded Session*
- Regional Workforce Development Council Members and Workgroup: *RWDC Workgroup Meeting*
- Carl Peterson & David Leddy: *Emerging Opportunities*
- Greg Calvo and Phyllis Topasna, Guam Department of Labor: *Disabilities Program Navigator*
- Fred Gofigan, Administrator, Guam Veterans Affairs Office: *Veterans Programs*

DAY 3 – DECEMBER 2, 2009

Showcasing Successful Job Placements:

- Phyllis Topasna, Program Coordinator, Guam Department of Labor

Success Stories:

- Rombert Narruhn, dck Pacific, Assistant Superintendent, Carpenter Apprentice Graduate, Chuuk
- Tomichy Nacho, dck Pacific, Lead Man, Carpenter Apprentice Graduate, Chuuk
- Gerry Barrios, Bishman Continental Services, Heating, Ventilation and Air Conditioning 2nd Year Apprentice
- Ronnie Jo Martinez, Meter Electrician II, first female GPA graduate apprentice
- Patrick Unsiog, Substation Electrician II, GPA graduate apprentice
- Lynn Santos, Welder Apprentice, Guam Shipyard
- Matt Hoover, Instrument Technician Apprentice, GWA
- John Benavente, General Manager, Guam Consolidated Utility Systems
- Frank Robert, Training Administrator, GWA
- Karen Storts, Training Administrator, dck Pacific

The Power of e3 plus 1: Unifying the key components in Workforce Innovation in Regional Economic Development (WIRED):

- Members, Regional Workforce Development Council

U.S. Department of Labor

- George Friday, Regional Administrator – Western Region, U.S. Department of Wage and Hour Division: *Speaker*

Luncheon Keynote Speaker:


- Carl Peterson, Certified Financial Planner (CPF), President, Money Resources, Inc.

Appendix – D

Power Points (available) and Notes from Presenters

Appendix D
Available Power Points for WIS/MCES


- I. Micronesia Works! "Shaping A Regional Talent Development System,"
presented by Tes Reyes
- II. United States Equal Employment Opportunity Commission, presented by
Olophius Perry
- III. Military Build-up Post-Construction Opportunities, presented by Regional
Workforce Development Summit
- IV. Genetic Information Nondiscrimination Act of 2008 and EEOC's Final
Regulation, presented by Timothy A. Riera
- V. The ADA Amendments Act of 2008, presented by Timothy A. Riera
- VI. The ABC's of EEO, presented by Timothy A. Riera
- VII. CNMI Public School System, Office of Curriculum Instruction and
Assessment, Career and Technical Education Program
- VIII. Northern Marianas College, "Students First"
- IX. Micronesia Works...Shaping Regional Talent Development Systems;
Micronesia Works! Setting the Stage
- X. RISC: Micronesia Regional Invasive Species Council; Report to the 12th
Micronesian Chief Executives' Summit, Territory of Guam, December 3-4,
2009



Micronesia Works!

"SHAPING A REGIONAL TALENT DEVELOPMENT SYSTEM"

Workforce Investment Summit
November 30-December 2, 2009
Sheraton Laguna Guam Resort



MICRONESIA WORKS!


8:00am – 8:30am

Introduction
Emcee – Maria Teresa "Ted" Payer, Member
Guam Workforce Investment Board

Maria Connelley, Director, Guam Dept. of Labor/ Regional
Workforce Development Council/ RWDC Chair
Member, Guam Workforce Investment Board

Welcoming Remarks

- Peter Gall, Chairman
- Guam Workforce Investment Board




MICRONESIA WORKS!

8:30am – 9:30am

Setting the Regional Workforce Stage
Our Current Talent Development (Workforce System)
A Regional Blueprint Approach to Organizing and Transforming
Micronesia's Workforce: The power of e3 plus 1.

PANEL - Members of the Regional Workforce Development Council

- Peter Barinas, Guam
- Edith DeLeon Guerrero, Commonwealth of the Northern Mariana Islands
- Josephine Ukanghong, Republic of Palau
- Maria Connelley, Guam
- Marie Maddison, Republic of the Marshall Islands
- Brilly Jack, Federated State of Micronesia, Pohnpei




MICRONESIA WORKS!

9:30am – 9:45am
Talent Development Break

9:45am – 12 noon
e3: Education System Session
Facilitator: Dr. Carl Peterson, Quality Resources
Chairman of the Education/Workforce Development Committee,
Guam Chamber of Commerce

PANEL

- Mary Ann Obada, Ed.D., President, WCC
- Robert Underwood, Ed.D., President, DDC
- Rosma Eretana Underwood, Ph.D., Superintendent, Guam DOE
- Felicitas "Tee" P. Abraham, Dean, Northern Mariana College, Division of
Community Programs & Services (COPASS)
- Jessica Borcinis Taylor, Career and Technical Education Program Coordinator,
Commonwealth of the Northern Mariana Islands Public School System



MICRONESIA WORKS!

12 noon – 1:15pm

Lunch
Keynote Speaker
John M. Robertson, President & Principal Engineer – AmDelont
Engineering
Chairman of the Guam Contractors Association/Military,
Government and Civil Relations Committee



MICRONESIA WORKS!

1:30 pm – 2:45 pm

**Workforce Workgroup Session Focus Group: Workforce
Development System**

2:45 pm – 3:00 pm
Talent Development Break

3:00pm – 5:00pm
Breakout Sessions

BREAKOUT SESSIONS

One-Stop Career Center (OSCC) System Session
 The OSCC is the focal point for workforce development in terms of assessment, recruitment, training and exit (ARTE). This session invites collaborators of the OSCC community to discuss the opportunities to engage and strengthen the OSCC system and expand similar programming to regional workforce systems.
Location: Ocean Sirena Ballroom, Section A
Facilitator: Frances "Fran" Bell, Executive Director, OSCC

Contracts and Compliance technical training session
 This session focuses on current regulations and issues related to being a contractor. This special session focuses on specific areas applicable to Guam's federal contracting scene. This session then breaks into a discussion of identifying key strategies that would help the broader contracting community in support of our workforce system.
Location: Ocean Sirena Ballroom, Section B
Facilitator: Vera Topasnia, Program Manager
 Guam Department Technical Assistance Center, TBPA University of Guam

BREAKOUT SESSIONS CONTINUED

NGOs and Volunteer organizations
 Non-government Organization's continue to play an important part in helping support the many facets of community development, especially bridging the many needs of individuals and organizations. This session will address how to strengthen and increase positive community development programming while leveraging workforce development resources.
Location: Media Room 1, Lobby Area
Facilitator: Greg Colva, Disability Program Navigator
 Guam Department of Labor

Youth programming (Youth Collaborators: MSYI, Juvenile Drop Court)
 Get the latest on youth programming and share in on what programs should be considered that address the fast changing pace of programming interests for youth. This is an opportunity to participate in shaping positive youth programming.
Location: Media Room 2, Lobby Area
Facilitator: Erica Unpingco, Deputy Director
 Guam Department of Labor

Adjourn for the day
5:15pm

ISLAND BARBEQUE
 Ypao Beach Park
 (Main Pavillion)

- America's Paradise in Asia
- The Gateway to Asia and Micronesia
- Hub of the Pacific
- Where America's Day Begins
- Staying area for the next Economic Horizon.
- Economic and investment opportunities on the rise.

Guam In Profile

• Population: 160,000 (2008)
 • Area: 166 sq. miles
 • Official Language: English
 • Currency: US Dollar
 • Time Zone: GMT+10:00
 • Government: Commonwealth of the Northern Mariana Islands

Land Area

Hagåtña The Capital City of Guam

**UNITED STATES EQUAL EMPLOYMENT
OPPORTUNITY COMMISSION**



Guam Workforce Summit

Olophius E. Perry, Director Los Angeles District Office
November 30, 2009 – December 2, 2009

The Commission

The U.S. Equal Employment Opportunity Commission (EEOC) is a bipartisan Commission comprised of five presidentially appointed members, including the Chair, Vice Chair, and three Commissioners.

The Vice Chair and the Commissioners participate equally in the development and approval of Commission policies, issue charges of discrimination where appropriate, and authorize the filing of suits.

In addition to the Commissioners, the President appoints a General Counsel to support the Commission and provide direction, coordination, and supervision to the EEOC's litigation program.

The Commissioners

Stuart L. Ishimaru, Acting Chairman
Christine M. Griffin, Acting Vice Chair
Constance S. Barker, Commissioner
Two positions currently vacant

The General Counsel
1 vacant

Agency Principles

- **VISION** - A strong and prosperous nation secured through a fair and inclusive workplace.
- **OUR MISSION** - We promote equality of opportunity in the workplace and enforce federal laws prohibiting employment discrimination.

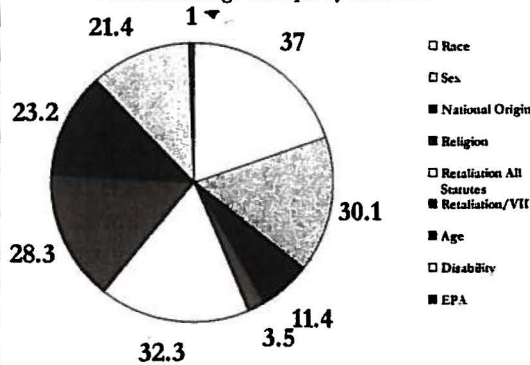


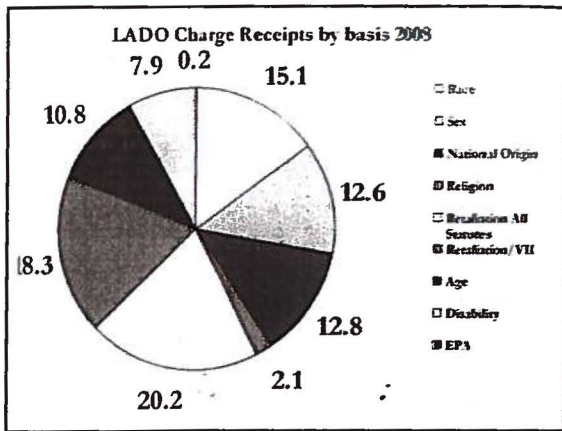
Civil Rights Act of 1964 signed into law by President Johnson on July 2, 1964

**Major Laws Prohibiting Employment
Discrimination**

- ❖ Equal Pay Act of 1963
- ❖ Civil Rights Act of 1964 – Title VII
- ❖ Age Discrimination in Employment Act of 1967
- ❖ Americans with Disability Act of 1990
- ❖ Genetic Information Non-Discrimination Act of 2008 (effective November 21, 2009)

National Charge Receipts by basis 2007





But we're in Guam!

And we all get along just fine

Federal Anti-Discrimination Laws Protect Guam Workers

- Employees covered regardless of citizenship or immigration status.
- Employers who have 15 or more employees are subject to anti-discrimination laws.
- Businesses operating on Guam but owned by persons living outside the U.S. are subject to anti-discrimination laws.

Common Misconceptions

- Foreign business owners cannot exhibit preference for workers from one country over workers from Guam, Micronesians Islanders or U.S.
- Employers can be liable for damages where employees who are members of a "minority" group discriminate against members of a different "minority" group, or the "majority" group.

Common Misconceptions Cont'd

- Employers can be held legally liable for the misconduct of its customers.
- Employers can violate federal anti-discrimination laws by seeking to comply with the preferences of its customers.
- Employers can violate federal anti-discrimination laws by seeking to satisfy preferences of favored employees.

Strategy for Inclusive Workforce

- Highest company official (e.g., CEO, owner) must communicate message of inclusiveness to all workers.
- Strategy for achieving diversity must be a part of managers' performance goals.
- Managers who fail to meet diversity goals must be held accountable.
- Managers who meet goals should be recognized/rewarded.

EEO Training - Fundamental

- HR Managers should be technical experts.
- Company management should be EEO proficient.
- First-line supervisors, as critical components of company's EEO strategy, require special training resource investments.
- Don't be "penny wise and dollar foolish."

Training Provided by EEOC

- Technical Assistance Program Seminars
- Customer-Specific Training
- Small Business Employer Training
- Outreach to Community and Employee Groups
 1. NGOs
 2. Unions
 3. Advocacy Groups
 4. Schools and Colleges (Youth@Work)

EEOC's Partner in Guam

- July, 2007 – Guam Department of Labor and EEOC enter into a Work-Sharing Agreement
- As part of agreement, GDOL received technical assistance, training and other resources from EEOC in upgrading its EEO investigation and enforcement capabilities
- GDOL and EEOC collaborate to ensure efficient investigative resource allocations

To Summarize

- Federal laws prohibiting employment discrimination protect workers in Guam, regardless of their citizenship or immigration status
- Foreign businesses operating in Guam are subject to U.S. laws banning employment discrimination
- U.S. citizens working for U.S. companies abroad are covered by federal employment laws

Summary cont'd

- Communication from top official regarding commitment to EEO principles is essential.
- Strategy for achieving and maintaining an inclusive and diverse workforce should include:
 1. Goals
 2. Periodic assessments
 3. Performance Incentives/Recognition
 4. Accountability

Remember: EEOC is a law enforcement agency

- Required by law to receive and investigate complaints of employment discrimination
- Makes administrative findings
- Where appropriate, seeks remedies for victims of discrimination
- Where appropriate, files lawsuits in federal courts seeking court-ordered remedies for discrimination victims



Let's work together to solve the puzzle of inclusion, because equal opportunity is the law.



Contact us at www.eeoc.gov



Military Buildup Post-Construction Opportunities

Presented to
Regional Workforce Development Summit

Guam Economic Development Authority
Anthony C. Blaz, Administrator
Tina D. Garcia, Deputy Administrator

December 1, 2009

Purpose

- Provide historical information on federal contracting with local businesses
- Focus on service industries supporting Military Buildup after initial construction
- Identify potential opportunities for Micronesian businesses
- Describe initiatives for local and small business participation in military buildup



Local Business Participation

Approx. \$400M per year in federal payments for work performed in Guam FY2000-2008

97% are DOD payments, 74% Navy

Local prime contractors received 59% of the number of payments but only 47% of dollar value of payments.

For 2007/2008, 42% of amount paid to Guam companies was paid to small Guam companies

Over \$100M was paid to small local companies as prime contractors and probably much more to local subcontractors.



Construction Services

In FY07 and 08, the federal government spent \$1.1 billion of which 50% was spent on construction services.

For buildup construction, Navy awarded a \$400 Million Design-Build Multiple Award Construction Contract (MACC) for Historically Underutilized Business-Zone (HUBZone) small business.

Will soon award a \$4 Billion DB MACC for large business; a \$500 Million Small Business MACC; and

Navy has also committed that additional work for small businesses could be forthcoming.



Products and Services

Approximately half of all DoD expenditures for work performed in Guam are for non-construction products and services, about 1/2 billion dollars per year.

According to DoD IG 1997 report, Japan contributes \$3 Billion and Korea contributes \$7 Billion annually to support U. S. forces stationed in these areas.

The report also estimates that almost 1 billion dollars will need to be added to DoD's budget to support Marine Relocation of which, almost \$200 Million is operational support costs not related to construction or payroll.



Products and Services

For 2007-2008, there were 75 categories of products and services classifying work performed in Guam.

- Guam companies satisfied 100% of the federal demand for products and services in 18 categories
- Between 75% to 99% of demand in 12 categories
- Between 50% to 74% of demand in 15 categories
- Between 25% to 49% of demand in 7 categories
- Between 0% to 24% of demand in 23 categories

Significant future opportunities for non-construction work.



Guam Companies Fulfill:

100% of Demand in

- Food Manufacturing - \$550K/year
- Truck Transport - \$220K/year
- Performing Arts Spectator Sports - \$60K/year
- Couriers/Messengers - \$10K/year



Guam Companies Fulfill:

75%+ of Demand in

- Rental/Leasing Services - \$2.3M/year
- Furniture/Home Furnishings - \$34K/year
- Specialty Trades - \$8.4M/year
- Personal Laundry Services - \$400K/year
- General Merchandise - \$250K/year



Guam Companies Fulfill:

Less than 75% of Demand in

- Food Services/Drinking Places - \$3M/year
- Ambulatory Health Care - \$700K/year
- Telecommunications - \$500K/year
- Electronics/Appliance Stores - \$230K/year
- Admin/Support Services - \$110M/year



Guam Companies Fulfill:

Less than 75% of Demand in

- Repair/Maintenance - \$13M/year
- Educational Services - \$1.5M/year
- Waste Mgmt./Remediation - \$23M/year
- Professional/Scientific/Technical Services - \$25M/year
- Social Service Assistance - \$540K/year

Obtain complete study of "Federal Transactions for Work Performed on GEDA website - www.investguam.com



Future Products and Services

- "Future contract requirements to support the Marines on Guam are likely to be similar in nature to current contracts supporting Naval Base Guam and Andersen Air Force Base."
- We know "nature of current contracts" but we do not know extent of contracting, including dollar amount of work.
- Even Marine Relocation DEIS does not contain required information



Joint Region Marianas (JRM)

- Establishment of JRM will also have impact on extent to which island businesses will be able to participate in contracting
- Bundling, contract consolidation tend to expand scopes of work which may exceed island business capabilities
- Communication with JRM on impact to small business



Future Activities

Two pronged approach:

- Continue pursuing policy of encouraging Navy to maximize island business participation
- Encourage island businesses to respond to solicitations and make voices heard.

Small Business Set Asides - meet 23% Nation-wide goal for small businesses

Input from vendors on assisting them to prepare for and participate in buildup

Benefits from military buildup can only be sustainable if island businesses are allowed to participate.



The ABC's of EEO

Agenda

- o Guam Department of Labor-Fair Employment Practices Office (FEPO) and EEOC
- o Laws Enforced
- o Theories of Discrimination
- o EEO in the Hiring Process

Relationship between Guam Department of Labor-FEPO and EEOC

- o Guam FEPO Designated as Fair Employment Practice Agency (FEPA)
- o Working Sharing Agreement with EEOC
- o EEOC & Guam FEPO Investigate Employment Discrimination cases on the basis of race, sex, religion, national origin, color, age and disability

Guam Department of Labor-FEPO and EEOC

IF AN EMPLOYMENT COMPLAINT IS DUAL-FILED, WHO WILL INVESTIGATE?

THE AGENCY THAT THE COMPLAINT IS FILED WITH WILL INVESTIGATE THE COMPLAINT

Comparing Guam Department of Labor-FEPO and EEOC

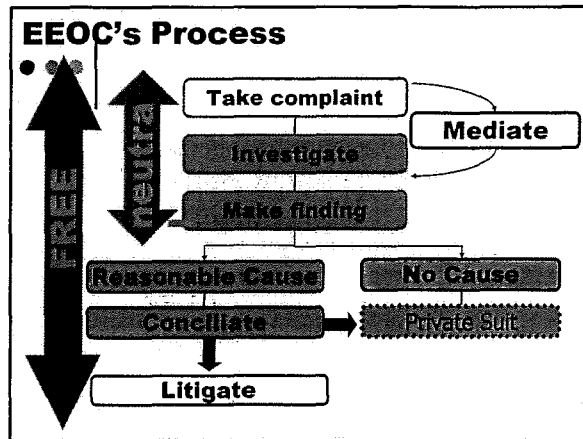
FILING THE ADMINISTRATIVE COMPLAINT

Guam-FEPO	EEOC
<ul style="list-style-type: none"> ♦ 90 days from last act discrimination ♦ Dual filed with EEOC 	<ul style="list-style-type: none"> ♦ 300 days from last act of discrimination except for GINA Violations (180 days) ♦ May dual if filed within 90 days of discriminatory act

Comparing Guam Department of Labor-FEPO and EEOC

JURISDICTION OVER EMPLOYERS

Guam-FEPO	EEOC
<ul style="list-style-type: none"> ♦ One Employee or more ♦ No jurisdiction over the United States 	<ul style="list-style-type: none"> ♦ 15 or more employees ♦ May accept, investigate, and conciliate complaints against State, BUT NOT authorized to sue State in federal court except for age



- ### Laws Enforced by EEOC
- o Title VII of the Civil Rights Act of 1964
 - o Age Discrimination in Employment Act
 - o Equal Pay Act
 - o Americans with Disabilities Act
 - o Genetic Information Non-Discrimination Act

Title VII of the Civil Rights Act

- Who is protected?

Icons representing protected categories: RACE (silhouettes of people), NATIONAL ORIGIN (map), COLOR (silhouettes of people), SEX (male and female symbols), and RELIGION (religious symbols).

Title VII: Sex Discrimination

- Employment decision based on gender
 - Sexual harassment
 - Discrimination based on pregnancy, childbirth, related medical conditions
 - Gender stereotyping

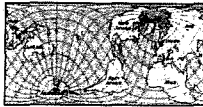
Pregnancy Discrimination Act

Employers – Must treat **women affected by pregnancy or related medical conditions** the same as other workers (male or female) with temporary medical conditions

Title VII: Religious Discrimination

- Less favorable treatment due to religious belief or non-belief
- Denial of reasonable accommodation for religious practice
- Covers persons of all faiths as well as atheists
- Narrow exception for religious institutions

Title VII: National Origin Discrimination



- Less favorable treatment due to
 - Place of birth
 - Ancestry or background
- Accent /Language Issues
- Covers workers regardless of citizenship or work authorization

Age Discrimination in Employment Act

(ADEA)



Age Discrimination in Employment Act



- Covers individuals age 40 and over
- No upper age limit (minor exceptions)
- All aspects of employment covered
- Also prohibits retaliation
- Waivers

Equal Pay Act

(EPA)



Equal Pay Act

- Gender-based wage discrimination
 - Receiving less pay than persons of the opposite gender for performing equal work




Americans with Disabilities Act

- Prohibits discrimination due to disability or association with a disabled person
- Requires employers to provide reasonable accommodation to "qualified individual with a disability"



ADA: "Disability"

- Physical or mental impairment that substantially limits a major life activity
- Record of such an impairment
- Regarded as having such an impairment



ADA AA Definition of "Disability"

- "Disability" - construed broadly
- Mitigating measures (other than ordinary corrective lenses) - not considered
- Impairment can be disability even if **episodic or in remission**

Genetic Information Non-Discrimination Act (GINA)

- Effective November 21, 2009
- Title II: Prohibits discrimination by employers based on genetic information
 - Prohibits intentional acquisition of genetic information about applicants and employees
 - Strict confidentiality requirements

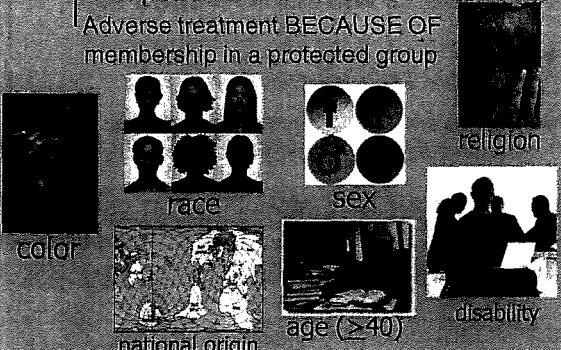
Background Information for EEOC Rulemaking on GINA Title II
http://www.eeoc.gov/policy/docs/qanda_geneticinfo.html

Theories of Discrimination

- Disparate Treatment
- Accommodation (Religion/Disability)
- Wage Discrimination
- Harassment
- Retaliation

Disparate Treatment

Adverse treatment BECAUSE OF membership in a protected group



Disparate Treatment

- Hiring
- Firing
- Compensation & Benefits
- All terms, conditions, or privileges of employment
- Segregation & job classifications affecting employment opportunities

••• Religious Accommodation

No need for

- comparison to similarly situated employees, or
- proof of discriminatory intent

Title VII requires employer to reasonably accommodate sincerely-held religious belief or practice

- unless undue hardship

••• REASONABLE ACCOMMODATION (ADA)

- To APPLICATION PROCESS to enable QUID to be considered for position
- To WORK ENVIRONMENT which enables QUID to perform essential functions of job
- To enable QUID to enjoy EQUAL BENEFITS & PRIVILEGES of employment

••• Wage Discrimination Equal Pay Act (EPA)

Requires that women and men be given equal pay for equal work

••• Harassment

Elements of Proof

- Unwelcome words or conduct
- Based on protected status
- Severe or pervasive
- Offensive to
 - employee
 - 'reasonable person'
- Conduct results in
 - tangible job action
 - hostile work environment
- Employer failed to correct harassment & prevent recurrence

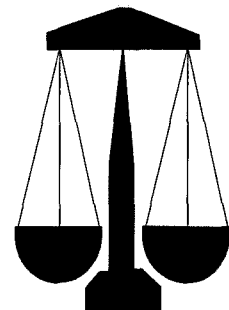
••• Retaliation

EEOC statutes protect individuals who

- Oppose an unlawful employment practice
- File a complaint, testify, assist or participate in an investigation, proceeding or hearing concerning prohibited discrimination
- Request a reasonable accommodation (religion or disability)

••• REMEDIES

Back Pay with interest
Compensatory Damages
Punitive Damages
Reinstatement
Attorney Fees & Costs
Injunctive Relief



• • • |

EEO and The Hiring Process

- • • |
- ### Recruitment Issues – Race, Religion, Sex
- o Can certain jobs be designated as male only or female only? (BFOQ)
 - o Can I give preference to applicants who are from my same country? Neighborhood where I grew up? Attend the same church as I do?
 - o I'm afraid that if I hire a female for a heavy construction position my company could later be sued for sexual harassment.
 - o A woman would not be safe working at night.

- • • |
- ### Recruitment
- Define the position
- o Observe the job
 - o Speak with employees who perform the job
 - o Determine how the position fits with other positions in the organization
 - o Decide if changes need to be made in functions or duties

- • • |
- ### Recruitment
- Define the position
- o Develop Job Description
 - o Desired/Required Skills, Experience & Education
 - o Determine Essential Functions

- • • |
- ### Recruitment
- Key Principle:
Be an Equal Opportunity Employer
- o Use recruitment sources available to the general population
- HAZARD:
Word of Mouth Recruiting

- • • |
- ### Recruitment
- Best Practices:
Recruit in as many diverse ways as possible
- o Newspapers
 - o Internet
 - o Signs at Employer Facilities

● ● ● | Hiring

Key Principle:
Treat applicants consistently

- Establish standard procedures for applying
- Establish criteria for screening applications/resumes
- Establish criteria for screening applicants during interviews

● ● ● | Hiring

Selection Devices – Adverse Impact

- Neutral practice
- Disproportionate adverse effect on a protected class
- Employer must prove challenged practice is job related and consistent with business necessity
- No alternative practice

● ● ● | Hiring

Selection Devices

- Job Related
- Selection procedure must be related to performance on the job
- Validated according to the Uniform Employee Selection Guideline Procedures (UESGP)

● ● ● | Hiring

Best Practices

- Prepare interview questions in advance
- Determine the key attributes of a position; ask questions that relate to those attributes
- Conduct interviews with diverse hiring panel

● ● ● | Hiring

References

- Conduct references consistently
- Gather as much information about the applicant's previous work performance as possible
- Do not ask questions during a reference check that would be unlawful to ask applicants directly

● ● ● | Hiring

References

- Does the applicant have any children under age 18?
- How old is the candidate?
- Has the candidate ever filed a discrimination complaint?
- Has the candidate ever filed a worker's compensation complaint?

● ● ● | Hiring

Other Issues

- Religious accommodations
- Disability accommodations

HAZARD:
Pre-Hire Physicals

● ● ● | Recordkeeping Rules

An Employer's Guide to Record Maintenance

- **RULE #1:** All personnel and employment records must be kept for at least one year
 - Application forms and records related to hiring
 - Requests for reasonable accommodation
 - Disciplinary and discharge letters
 - Records related to promotion, lay-off, selection for training, membership and referral

● ● ● | Recordkeeping Rules

An Employer's Guide to Record Maintenance

- **RULE #2:** Records that disclose medical conditions and diagnoses **DO NOT BELONG** in personnel files
- Warning!! Worker's compensation documents may include confidential medical information
- Maintain medical records in their own separate, confidential files. Keep these files physically separated from general personnel files.
- Ensure that relevant personnel are aware of the prohibition against co-mingling.

● ● ● | NOTICE POSTING REQUIREMENT

"Equal Opportunity is the Law"

- Failure to post is a violation of law, and may subject you to a monetary fine
- Must be posted in accessible locations where notices to employees and applicants are customarily posted
- Should be made available in an accessible format, as needed, to person with disabilities

● ● ● | Contacting EEOC

- (800) 669-4000
(800) 669-6820 TDD
 - www.eeoc.gov
- Honolulu Local Office
(808) 541-3118

Genetic Information Nondiscrimination Act of 2008 and EEOC's Final Regulation

Timothy A. Riera
Equal Employment Opportunity Commission
Honolulu Local Office



GINA and ADA

- ADA prohibits discrimination on the basis of manifested conditions that meet the definition of disability.
- GINA prohibits discrimination based on genetic information and not on the basis of a manifested condition.



Basic Rules Related to Employment

- Prohibits use of genetic information to discriminate in employment
- Restricts the acquisition of genetic information by employers and other entities covered by GINA
- Requires that covered entities keep genetic information confidential, subject to limited exceptions



What is Genetic information?

- Genetic Information means information about:
 1. An individual's genetic tests (1635.3(f))
 2. Genetic tests of family members (1635.3(a))
 3. The manifestation of a disease or disorder in family members (family medical history – 1635.3(b))



Genetic Information Does NOT Include

- Information about an individual's or family member's race, sex, ethnicity, or age
- The fact that an individual currently has a disease or disorder (manifested condition) – this individual would be protected by the ADA if the disease rises to the level of a disability.



Acquisition of Genetic Information Prohibited

- General Rule – 1635.8(a)
 - Covered entities shall not request, require, or purchase genetic information of an applicant or employee
 - Prohibition applies where a covered entity engages in actions that it knows or reasonably should know are likely to result in the acquisition of genetic information.



1. No Liability for Inadvertent Acquisition – 1635.8(b)(1)

- Protects covered entity that unwittingly receives otherwise prohibited genetic information
- Examples of inadvertent acquisition – 1635.8(b)(1)(ii):
 - receipt of unsolicited email message that includes genetic information about an employee;
 - during a casual conversation or in response to a general inquiry, e.g., “How are you?”

Prohibition on Requesting Genetic Information during Medical Exams Related to Employment – 1635.8(d)

- ADA: Employers may conduct post-offer medical examinations/inquiries or fitness-for-duty examinations consistent with ADA requirements
- GINA: Employers must direct THEIR doctors NOT to collect genetic information when conducting employment-related medical exams (e.g. post-offer or fitness-for-duty medical examinations)

Employers Requesting Health Information – 1635.8(b)(1)(i)

- If employer warns (verbally or in writing) individuals and their health care providers from whom employer sought information that genetic information must NOT be provided to the employer, but it receives genetic information anyway, that receipt will be considered inadvertent and not a violation of GINA.
- If employer does not give such a notice, it may still establish that its receipt of genetic information was inadvertent if its request was “not likely to result in the acquisition of genetic information.”

2. Permissible to Acquire Genetic Information Through Employer-Sponsored Health or Genetic Services – 1635.8(b)(2)

- Employer may request genetic information as part of a health or genetic service, such as a wellness program, that meets specific requirements:
 - The individual participating provides prior knowing, voluntary, and written authorization
 - Information goes only to individual and health care provider
 - Employer gets information only in aggregate form
 - Employer may not offer any financial inducement for collection of genetic information in connection with health or genetic services, such as wellness programs

4. Permissible to Acquire Genetic Information Through Commercially & Publicly Available Documents – 1635.8(b)(4)

- Newspapers, periodicals, magazines, books
- Information obtained through electronic media such as television, movies, or the Internet

Exception Does Not Apply if Employer Acquires Genetic Information Through These Sources

- medical databases, court records, or research databases available to scientists on a restricted basis.
- sources with limited access
- commercially and publicly available sources that the covered entity accessed with the intent to obtain genetic information
- sources which the covered entity knew or reasonably should have known would likely contain genetic information

3 Additional Exceptions to Rule Against Acquisition



- Permissible to acquire family medical history under FMLA and similar laws/policies – 1635.8(b)(3)
- Permissible to acquire genetic information through genetic monitoring that meets certain requirements – 1635.8(b)(5)
- Permissible for employers engaged in DNA testing for law enforcement purposes as forensic lab or for purposes of human remains identification to acquire genetic information for quality control – 1635.8(b)(6)

13

Confidentiality - 1635.9



- Beginning Nov. 21, 2009, and thereafter, genetic information that an employer has must be kept confidential and placed in a separate medical file (ADA file is OK)
- Limited disclosure rules, some similar to ADA's rules, others unique to GINA – see 1635.9(b)

14

Remedies



- GINA remedies modeled on Title VII
 - Equitable relief, including injunctive relief and back pay
 - Punitive and compensatory damages to the extent allowed under Title VII
 - Punitive damages unavailable against federal state, and local government employers

15

Contacting EEOC



- (800) 669-4000
(800) 669-6820 TDD
- www.eeoc.gov
- Timothy A. Riera, Honolulu Local Office
(808) 541-3118

16

The ADA Amendments Act of 2008

Timothy A. Riera
Director-Honolulu Local Office
EEOC

ADA Amendments Act of 2008

- Went into effect on January 1, 2009
- Statute not retroactive
- All provisions of the Amendments Act apply to the Rehabilitation Act
- EEOC published a proposed regulation on Sept. 23, 2009; 60-day public comment period ends Nov. 23, 2009 (see for more info)

Why Did Congress Amend the ADA? (Part 1)

- Congress intended the ADA definition of disability to be construed broadly but courts were finding too many people outside the ADA's protections
- Congress wanted to make it much easier for persons with a wide range of impairments to establish disability without much analysis

Definition of "Disability"

- First 2 definitions remains the same:
 - A physical or mental impairment that substantially limits a major life activity;
 - A record of such an impairment;
- Congress changed the meanings of key terms used in these two definitions
- Regarded as having a disability has been completely rewritten; new approach

How Definition of "Disability" Changes (Part 1)

- Provides illustrative list of major life activities that includes for the first time "major bodily functions"
- Specifically rejects high standards used by EEOC and Supreme Court to define a "substantial limitation"
- Positive effects of mitigating measures (other than ordinary eyeglasses or contact lenses) **cannot** be considered in determining "disability"

How Definition of "Disability" Changes (Part 2)

- Impairment can be a disability even if **episodic or in remission**
- "Regarded as" Definition Rewritten and Expanded
- **Remember: Goal of all of these changes is to broaden definition and make it much easier/quicker to find disability without a demanding analysis**

1. Major Life Activities

- Statute and proposed EEOC rule contain most of the major life activities that EEOC previously has recognized, but statute added a few new examples
- Major bodily functions include functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions
- List of major life activities is not exhaustive

2. Substantially Limits

- Impairment need not prevent, significantly restrict or severely restrict performance of a major life activity
- EEOC proposed rule: Determination of substantial limitation is a common-sense assessment of person's ability to perform a major life activity as compared to most people in the general population

Substantially Limits cont.

- EEOC proposed rule says that temporary, non-chronic impairments of short duration with little or no residual effects usually will not be considered disabilities
- Examples: common cold, seasonal or common influenza, sprained joint, minor and non-chronic gastrointestinal disorders, broken bone that is expected to heal completely, appendicitis, seasonal allergies that do not substantially limit person even when active

3. Mitigating Measures

- Statute and EEOC proposed rule state that one must ignore the positive effects of any mitigating measure used by an individual in determining if the person is substantially limited in performing a major life activity (including a major bodily function)

Mitigating Measures cont.

- medication, medical supplies, equipment, or appliances, low-vision devices, prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment and supplies
- use of assistive technology
- reasonable accommodations
- learned behavioral or adaptive neurological modifications (monocular vision, learning disabilities)
- surgical interventions that do not permanently eliminate an impairment.

"Ordinary Eyeglasses or Contact Lenses"

- "Shall" take these into account in determining "disability"
- Definition: "lenses that are intended to fully correct visual acuity or eliminate refractive error"
- **Distinguished from the mitigating measure of "low vision devices" which are defined as "devices that magnify, enhance, or otherwise augment a visual image"**

4. Impairments that are Episodic or In Remission

- Will be disabilities if substantially limit a major life activity **WHEN ACTIVE**
- Episodic: impairments that may not affect a person 24/7 but which periodically flare up: epilepsy, hypertension, asthma, diabetes, major depression, bipolar disorder, schizophrenia, multiple sclerosis
- In Remission: Cancers

Major Life Activity: Working

- EEOC proposed rule changes the analysis on whether a person is substantially limited in working
- Eliminate "class" and "broad range of jobs" and substitutes "type of work"
- This change is to promote a more straightforward determination of working that does not require data or extensive analysis

Impairments That Will Consistently be Disabilities

EEOC proposed rule identifies the following:

- Deafness, blindness, mobility impairments requiring use of a wheelchair, mental retardation, partially or completely missing limbs, autism, cancer, cerebral palsy, diabetes, epilepsy, HIV/AIDS, multiple sclerosis, muscular dystrophy, major depression, bipolar disorder, post-traumatic stress disorder, obsessive-compulsive disorder, schizophrenia

"Record of" a Disability

- 2nd definition
- All of the changes reviewed for 1st definition (e.g., disregarding ameliorative effects of mitigating measures) would be applied to a "record of" situation
- Probably much more rare to need this definition for coverage given expansion of 1st and 3rd definitions of disability

"Regarded As" Having a Disability

- This definition of disability completely new
- Covers anyone subjected to an action "prohibited by this Act" because of an actual or perceived physical or mental impairment
- No requirement that employer perceive impairment to substantially limit a major life activity
- "Regarded as" would exclude impairments that are transitory (six months or less) AND minor
- Individuals only "regarded as" having a disability not entitled to reasonable accommodation

"Regarded as" cont.

- If employer makes employment decision (e.g., hiring, demotion, promotion, discipline, annual evaluation, compensation, termination) based on individual's actual or perceived impairment, employer has regarded individual as having a disability and must defend its actions

“Regarded” as cont.

- EEOC proposed rule says that an employer will regard an individual as having a disability if it takes a prohibited employment action based on the symptoms of an impairment or on an individual’s use of a mitigating measure, even if the employer was unaware of the underlying impairment

Other Changes cont.

- Individuals cannot file an ADA claim stating that they were denied something because they **LACKED** a disability
 - E.g., non-disabled person cannot claim an ADA violation because he was denied a reasonable accommodation
- ADA still offers protection to individuals discriminated against because of their relationship/association with a person with a disability (e.g., failure to hire, termination)



CNMI Public School System
Office of Curriculum Instruction and
Assessment

Career and Technical Education Program

Career and Technical Education

- Formerly known as Vocational Education
- Name was changed to Career and Technical Education to combat the perception of Voc Ed being considered as "second class".
- When CTE courses also incorporate more academic rigor, research shows that student achievement significantly increases.
- These findings suggest that CTE should be an important aspect of a state's broader high school redesign strategy.

Role of Career and Technical Education (CTE) Program

- High School Reform
 - 21st Century Learning Themes Clusters
 - Rigor and Relevance
- Coordination between Core Content and CTE courses
 - Integrate 21st Century Skills, Rigor and Relevance into curriculum
- Economic and Workforce Development
 - Career Cluster Programs
 - Collaboration with Schools and Business/Industry Partners
- Empowering Learners
 - Career Cluster Programs designed around student interests, skills and workforce demands
 - Providing opportunities for students to choose from a wide array of career programs

21st Century Learning Themes

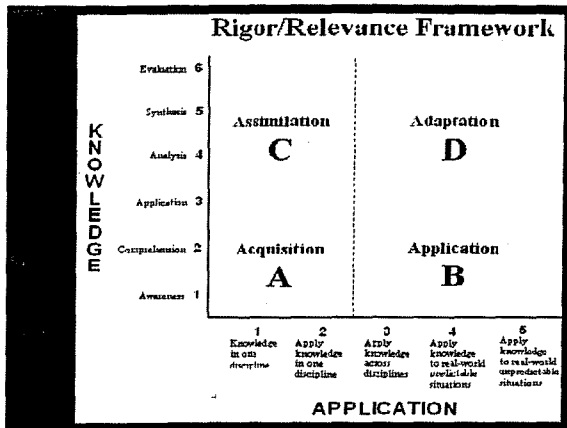
- Interdisciplinary themes into core subjects (English, Math, Science, and SS)
 - Global Awareness
 - Financial, Economic, Business and Entrepreneurial Literacy
 - Civic Literacy
 - Health Literacy

21st Century Learning Clusters

- Learning and Innovation Skills
 - Creativity and Innovation
 - Critical Thinking and Problem Solving
 - Communication and Collaboration
- Information, Media and Technology Skills
 - Information Literacy
 - Media Literacy
 - ICT (Information, Communication, and Technology) Literacy
- Life and Career Skills
 - Flexibility and Adaptability
 - Initiative and Self-Direction
 - Social and Cross-Cultural Skills
 - Productivity and Accountability
 - Leadership and Responsibility

Rigor and Relevance


- Rigor: Learning experiences that are appropriately challenging in academic rigor, allowing students to think independently and extend their knowledge.
- Relevance: Learning experiences relate to a problem or situation connected to the world beyond school and allow students to focus on a real audience for a real purpose.



- ### Career Clusters
- Agriculture, Food, and Natural Resources
 - Architecture and Construction
 - Arts, A/V and Communications
 - Business, Management, and Administration
 - Education and Training
 - Finance
 - Government and Public Administration
 - Health Science
 - Hospitality and Tourism
 - Human Services
 - Information Technology
 - Law, Public Safety, Corrections, and Security
 - Manufacturing
 - Marketing, Sales, and Service
 - Science, Technology, Engineering, and Mathematics
 - Transportation, Distribution and Logistics


- ### The Power of CTE
- As a state, it is imperative that we:
- Connect education to economic growth industries.
 - Include the skills employers demand in state standards, assessment, and accountability systems.
 - Base CTE curricula around state standards.
 - Improve the quality of CTE teaching.
 - Design quality-control measures to promote more rigorous programs.
 - Require high school students to declare a course of study.
 - Eliminate duplicated coursework between high school and postsecondary systems.





NORTHERN MARIANAS COLLEGE

"Students First"



Sharing our Story...

Alignment of NMC Programs & Services with Workforce Partners

DOCUMENT REVIEW

- **CEDS Plan** (Comprehensive Economic Development Strategic Plan)
- **DOL Report** (Statistics on NRWs)
- **OPA Job Study**
- **PIHOA-WHO Health Manpower Study**
- **Scholarship Programs/student data & policy**

ALIGNMENT...continue

NEEDS ASSESSMENT, SURVEY, STAKEHOLDERS INPUT

- **Focus Group**
- **Employers and Graduate/Alumni Surveys**
- **Job Survey**- Public high school seniors
- **Program Advisory Councils**
- **NMC Strategic Workforce Action Team** (inter-agency representatives)

Program Review & Assessment

NMC Degree and Certificate Programs

Before: 47
After: 14

CURRENT DEGREE AND CERTIFICATE PROGRAMS

Bachelors in Science (BS)

- Elementary Education

Associate in Arts (AA)

- Business
- Liberal Arts

Associate in Science (AS)

- Nursing
- Natural Resource Management

Associate in Applied Science (AAS)

- Business Administration - Accounting Emphasis
- Business Administration -Management Emphasis
- Business Administration - Computer Applications Emphasis
- Hospitality Management
- Criminal Justice

Certificate of Completion

- Basic Law Enforcement
- Early Childhood Education
- Fire Science Technology
- Related Service Technician

In the Works: New Degree and Certificate Programs

BS in Education

- Elementary Education Emphasis
- Early Childhood Education Emphasis
- Moderate Special Education Emphasis

AA in Rehabilitation and Human Services

U.S. Registered Apprenticeship Program

Past & On-going Collaborations (WIA & Other Partners)

- Administrative Assistant (Competency Based), on-going
- Hemodialysis Tech (Certificate)
- Boat Captain Licensing
- Work Readiness National Skills Certification

Collaborations... continue

- WIA Policy
- Orientation & Pre-employment programs: HS students
- RAP Action Clinic
- Transformation Forum

Collaborations...continue

- NMC Strategic Workforce Action Team (SWAT, established 2007) – Advisory Committee
- MOU - US Registered Apprenticeship Program (Signatories: CNMI Government/NMC/USDOL-OA)
- DCCA- Caregiver Certification (Day-Care)

Collaborations...continue

- PSS/NMC- Certification for Teacher Aide (Early Childhood Certification/Head Start) and Related Services Technician/SpEd)
- CPA/NMC – Fire Rescue & Safety
- WIA/EPA/NMC – Collaborative Proposal for Brownsfield Job Training program
- DPW/CUC/CPA/CIP/NMC – Collaborative Proposal for LEED certification
- DPH/PSS/WIA – AHEC
- Scholarship- policy change

Signature Programs

- College Access Challenge
- School of Education
- Nursing
- Early Admission
- Outreach Partnership (Recruitment)
- KUDERS

School of Education



New & Proposed Programs

- Workforce Skills National Readiness Test (NMC designation)
- First Year School Experience (Retention)
- Assessment (Accuplacer for Math and English)
- Service Learning – SMP Goal 2: SL to be incorporated into program curricula

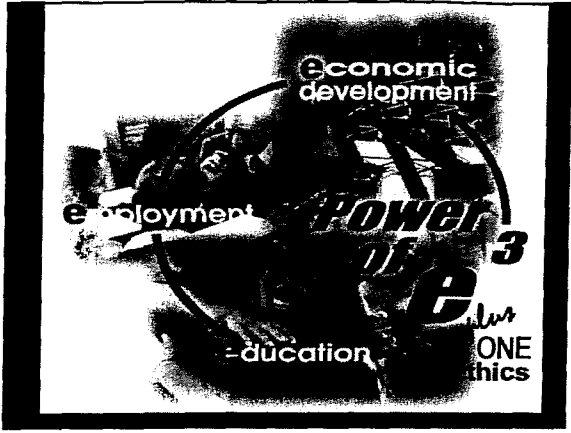
Q & A

For more information, please visit the Northern Marianas College website:

nmcnet.edu



The End...Thank You!



Micronesia Works... Shaping Regional Talent Development Systems

Addressing the initial change stage

Overview of Progress

Addressing the initial change stage

1. Initial Assessment (2008-2009)

2. Systemic Change (2010-2011)

3. Institutionalization (2012-2013)

4. Sustainability (2014-2015)

5. Impact (2016-2017)

6. Future Outlook (2018-2019)

7. Key Milestones & Profiles

Overview of Progress

Addressing the initial change stage

1. Initial Assessment (2008-2009)

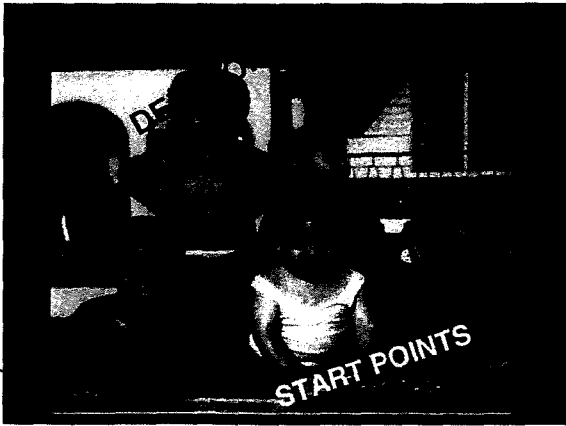
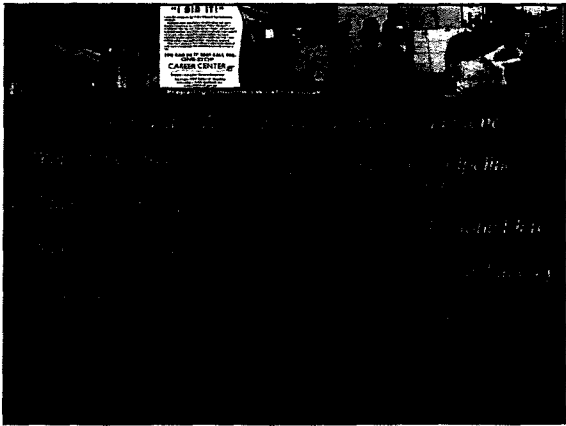
2. Systemic Change (2010-2011)

3. Institutionalization (2012-2013)

4. Sustainability (2014-2015)


5. Impact (2016-2017)

6. Future Outlook (2018-2019)




Accomplishments

- Apprenticeship Action Clinics
 - Western Region San Francisco March 2009
 - Guam Action Clinic May 2009
 - CNMI Action Clinic June 2009
- Transformation Forum
 - Guam Transformation Nov 2007
 - CNMI Regional Transformation Forum June 2009




Accomplishments

- Micronesian Youth Services Network (MSYN) March 2009
- 14th Annual Guam Contractors Association Safety Conference May 2009
- Pacific Workforce Director's Conference U.S. DOL-EW February 2009
- Work Readiness Skills Coordinating System Implemented (Northern Marianas College) April 2009




Accomplishments

- Refugee Career System Implemented (Student Career Planning) SEMI-CNMI May 2009
- STEEP (Small Business and Entrepreneurship Training) and Small Business Development Center for 8 provided CTE services to small business owners
- 14th Annual Guam Contractors Association Safety Conference May 2009
- H2V (Healthcare) Training Forum July 2009




Accomplishments

- 14th Annual Guam Contractors Association Safety Conference May 2009
- Workforce Skills Coordinating System Implemented (Northern Marianas College) April 2009
- Pacific Workforce Director's Conference U.S. DOL-EW February 2009
- MSYN (Micronesian Youth Services Network) March 2009
- Work Readiness Skills Coordinating System Implemented (Northern Marianas College) April 2009



Accomplishments

- Regional Talent Development System Implemented (Student Career Planning) SEMI-CNMI May 2009
- STEEP (Small Business and Entrepreneurship Training) and Small Business Development Center for 8 provided CTE services to small business owners
- 14th Annual Guam Contractors Association Safety Conference May 2009
- H2V (Healthcare) Training Forum July 2009





REGIONAL TALENT DEVELOPMENT

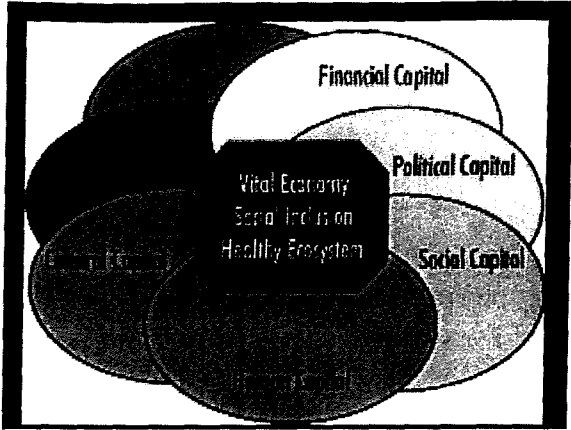


SYSTEMS BUILDING → SHOW LOCAL CAPACITY → EXPAND TALENT NETWORK

Demand Driven Industries

- EDUCATION
- COMMUNICATION
- CONSTRUCTION & RELATED TRADES
- AGRICULTURE
- FISHERIES
- INFORMATION TECHNOLOGY
- HEALTH & MEDICAL
- ALTERNATIVE RENEWABLE ENERGY
- MANUFACTURING
- TOURISM & HOSPITALITY
- ARTS & HANDICRAFT



Next Steps

health alignment	
brain drain	
action items on school to apprenticeship	
RWDC representation	
funding Resources	<ul style="list-style-type: none"> • identification of funding • follow PPEC similar funding categories • align conference calendars with other conferences with different workgroups • workgroup representation in sessions
Strategies:	<ul style="list-style-type: none"> • calendar schedule • 2009 education theme • themes to align "preparing the pacific child for life"
Youth Voice & industry voice strategy	
Regional Job Corp	
Military buildup	
Human Resources realignment roles	
Education for a Sustainable Development	include a resolution statement to support the education programming initiative

Recommendations

RWDC Strategic Plan Focus Areas

• **Workforce Development**

• **Education**

• **Community Development**

• **Business Development**

• **Healthcare**

• **Arts & Culture**

• **Environment**

• **Transportation**

• **Public Safety**

• **Energy**

• **Information Technology**

• **Manufacturing**

• **Construction**

• **Healthcare**

• **Education**

• **Community Development**

• **Business Development**

• **Healthcare**

• **Arts & Culture**

• **Environment**

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Recommendations

• **Workforce Development**

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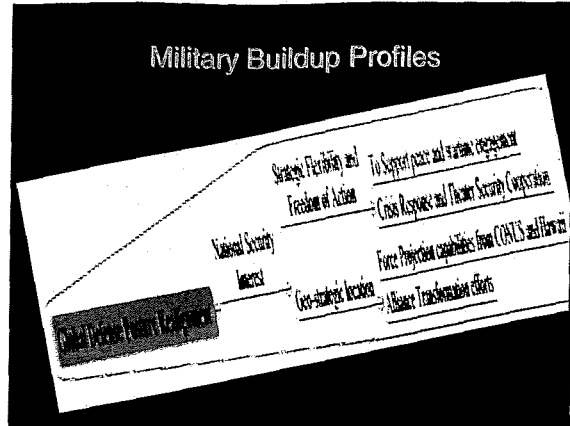
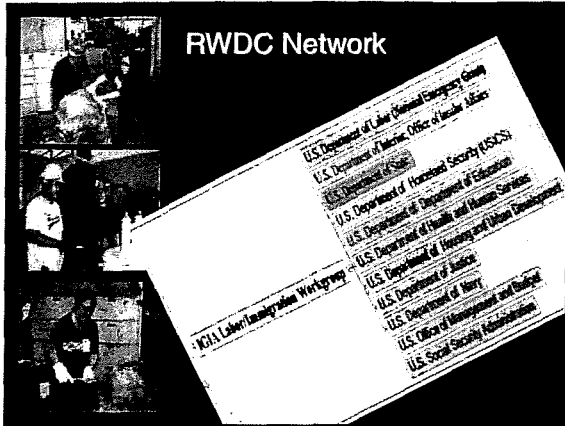
• **Public Safety**

• **Energy**

• **Information Technology**

• **Manufacturing**

• **Construction**



Military Buildup Profiles

Military Force Increase and Associated Dependents

- Military Personnel 11,370
- Dependents 10,160

Transients:

- ✓ Air Force Transients 1,780
- ✓ USMC Transients 1,200
- ✓ Navy Transients 5,600
- ✓ Other Military Transients 800

Military Buildup Profiles

DOD Planning Efforts for Guam - Construction

- Port Infrastructure & Labor Considerations
- Workforce & Housing
- Health & Utilities Capacity
- Roads and Bridges

Military Buildup Profiles

DOD Planning Efforts for Guam - Construction

The current available capacity: supports a current volume of ***\$550 million (both private and government sectors) of construction per year.***

Military Buildup Profiles

DOD Planning Efforts for Guam - Construction

The current ***5,000 to 10,000 laborers*** are needed to execute \$1 billion of construction work in place (WIP) per year

Regional One-Stop Career Center

"I DID IT!"

I saw the notice for the Ocean Shipyard Apprenticeship program.

It offered work experience, an education, and the tranquility I wanted by not attending "out of the box" I registered with the One-Stop Career Center and took the required aptitude and skills assessment test. I was totally surprised when selected to appear before the Ocean Shipyard Apprenticeship selection board and then I was notified when I was notified that I had been selected.

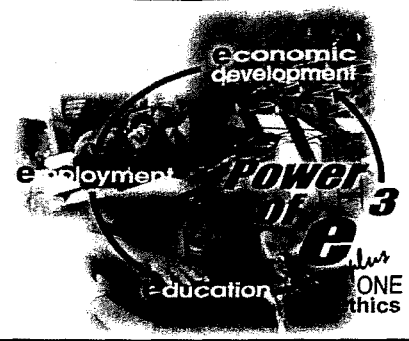
Now I'm training to be a welder. I want to be different and have a trade that will ultimately take me places in life.

**YOU CAN DO IT TOO! CALL THE:
ONE-STOP
CAREER CENTER**

Education • Employment • Economic Development
1st Floor, 8010 Building, Hagåtña
475-7000 • www.guanadani.net
onestop@mail.gov.gu

Visit Us Online
Ocean Shipyard

Preparing Tomorrow's Workforce Today



Thank you!

RISC

MICRONESIA REGIONAL INVASIVE SPECIES COUNCIL



REPORT TO THE
12TH MICRONESIAN CHIEF EXECUTIVES' SUMMIT
TERRITORY OF GUAM
DECEMBER 3-4, 2009

RISC OFFICERS



CHAIR: Steven George
VICE-CHAIR: Robert Jackson
SECRETARY: Joel Miles
TREASURER: Joseph D. Torres

Important Development

Work has begun on the Micronesia Biosecurity Plan

This plan is being developed by U.S. federal scientists with support of local experts. It will include risk analyses, and will identify how to minimize the risk of:

- New invasive species arriving in Micronesia, and
- Spread of existing invasive species throughout Micronesia

Micronesia Biosecurity Plan

- Is evidence of DoD's responsiveness to the MCES concerns
- Will be mutually beneficial to both the DoD mission and the ecologies, economies and human health of Micronesia
- Will support other MCES initiatives, such as the Micronesian Challenge
- Is being recognized internationally as an example of effective regional collaboration on invasive species issues

Micronesia Biosecurity Plan

- The MBP will:
 - Cover all RISC-member jurisdictions
 - Address terrestrial, freshwater, and marine ecosystems
 - Analyze ports of origin and ports of entry
 - Recommend Biosecurity Best Management Practices
 - Provide recommendations for development of Early Detection and Rapid Response capability
 - Establish a globally-unique blueprint to assist RISC-members in their efforts to address invasive species issues at both local and regional levels

Key Challenges

- Funding – for meetings and projects
- Marine and freshwater invasives
- Rapid response capability
- Coordination with other MCES committees

K



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- RIS dev
- All r spe
- 201
- Upd
- RIS

Plan e dinate

Key Accomplishments by RISC Members

Guam Biosecurity Taskforce

- Response to grassroots concerns of IS
- Formation of the Biosecurity Plan
- Need to identify funding source
- Needs legislative action

Other Member Accomplishments –

- Are in the member reports in your folder

Update on Action Items

- The Chief Executives reaffirmed their commitment to:
 - identify representatives to RISC – *PARTIALLY COMPLETE*
 - provide a permanent and full-time Invasive Species Coordinator – *PARTIALLY COMPLETE*
 - continue to send their RISC members to one workshop-style meeting between Summits – *PARTIALLY COMPLETE*
 - provide \$2,500 each to fund priority RISC projects – *WAITING FOR BANK ACCOUNT*

Proposed New Action Items

RISC recommends that the Chief Executives:

- sign a joint letter thanking the US Department of Defense for funding development of the Micronesia Biosecurity Plan (MBP), and expressing their commitment to cooperate fully in the development and implementation of the MBP.
- agree to instruct their invasive species coordinators and other appropriate staff to participate actively in the development of the MBP
- sign certificates of appreciation for outstanding cooperators of brown treesnake prevention effort

Ongoing Action Items

RISC recommends that the Chief Executives:

- Identify representatives in writing to the RISC Chair
- reaffirm funding commitments to RISC
- reaffirm commitment to send representatives to inter-Summit RISC meetings
- reaffirm commitment to create, fund, and fill Invasive Species Coordinator positions

What's Next for RISC?

- Continue supporting development of Micronesia Biosecurity Plan
- Explore funding opportunities for meetings and projects
- Update the 2006 RISC invasive species guide
- Address the need for improved rapid response capability
- Strengthen efforts to prevent and combat marine and freshwater invasive species



Si Yu'us Ma'ase

White Paper on Education and Economic Development

Prepared for the

Guam Community and Economic Development Forum
Strategies for a Sustainable Future
November 12 and 13, 2009

Elizabeth M. Hawthorne, Ph.D.
Dean, School of Education
University of Guam

The Case for Linking Education with Economic Development

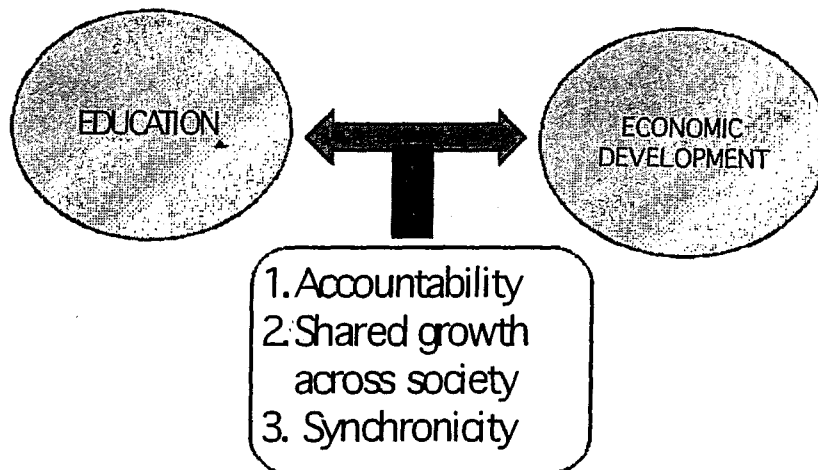
Education as the development of human capital and economic development are related. The United States Chamber of Commerce, which hosts the Institute for a Competitive Workforce, is unequivocal about the importance of education for economic development:

In our knowledge-based global marketplace of the 21st Century, a well-educated population is the key to our nation's innovation, economic development, and ability to compete. This need is confirmed by data from the Bureau of Labor Statistics which shows that 90% of the jobs in the fastest growing occupations require some level of postsecondary education and training.

Clearly, success in postsecondary education is grounded in earlier years. In most cases, research studies have shown a positive correlation between the development of human capital and economic development. The picture, however, is not consistent. There is no single formula for success. For example, William Schweke (2004) focused on the importance of education in early childhood, primary and secondary education to promote economic development. This is supported by research in Southeast Asia where they found that public sector spending on primary and secondary education was higher in countries described as "high performers" (Booth, 1999). For the most part, higher education was left more to the private sector although the expansion of higher education in Asia in the latter years of the 20th century and the beginning of the 21st century is remarkable. Schweke, in his "11 Theses" (2008) observed: "Education increases workers' average earnings and productivity, and it also reduces their incidence of social problems, such as drug abuse, crime, welfare dependency and lack of access to medical care, which can put a hefty drag on the economy." Thus the value of education is the prevention of many social ills as well as the promotion of economic vitality and human happiness (Schweke, 2008).

There is a strong inter-relatedness between education and economic development. With economic growth there are more resources created that can support expanded educational opportunities and with a better educated population new business ideas are implemented, job opportunities expand, and more wealth is created. But education needs to be high quality rather than simply low cost. Further, there are three conditions that I posit as essential to linking education with economic development: accountability, shared growth across society, and synchronicity. The concept is depicted in Table 1.

Conditions for Positive Linkage between Education and Economic Development



LOG November 2009

Table 1

The first condition is **accountability** for school spending and focusing that spending on creating well-researched conditions that promote learning. For example, in early grades class size matters considerably; less so later on. Spending on early childhood education that also includes parent education has been found worldwide to be a significant (statistically and actually) benefit because the beneficiaries of this education are considerably more likely to earn higher incomes and have fewer incidences of social deviance, e.g., crime, teen pregnancy. In seeking accountability for education spending, focusing on investment that has been shown to yield positive outcomes, especially per pupil expenditures and teacher experience, (Schweke, 2004, p.22) is critical. Further, the effectiveness of various measures may vary locally, so consistent research on local school performance can provide significant data for decision making (Hedges, et al, 1994 in Schweke, 2004). Additionally, teacher professional development to be successful—that is to yield improved student performance—needs to be focused rather than generic. Such local research informs decision makers where the focus of professional development should be for specific teachers, grade levels, subjects taught, and type of population.

The second condition for investment in education that will contribute effectively to economic development is a focus on **shared growth across society**. While economic development focuses on growth and income enhancement, the failure of an area to develop economically or to develop across class lines means the development of undesirable outcomes like increased poverty, crime, poor health, and social unrest. Therefore, attending to education across the social spectrum is essential either to prevent or significantly reduce the undesirable outcomes while increasing the likelihood of the desirable outcomes of increased earning power and self-fulfillment through education and training. Areas where investment has been shown to be most cost-effective are early childhood education including parent education and low-cost but high quality community colleges offering diverse programs in both career education and general education. This also means attending to the specific needs of at-risk learners, recognizing that increased investment in high risk schools is necessary. One area most problematic is the low retention rate of teachers in at-risk schools. There has been considerable research in this area with findings related to salary and working conditions. Rarely are the students a reason a teacher leaves the school—or leaves teaching. Efforts by schools of education to prepare teachers for the reality

of a teacher's work life and programs sponsored by the schools often in conjunction with schools of education for targeted professional development of teachers will increase retention, which is a significant factor in delivering quality education. Additionally, most studies in the United States find that children's educational level is affected more by mother's educational level than the father's, so educating females even if they do not enter the workforce is important in furthering the development of human capital. And, Benavot in 1989 found in less-developed countries that educating girls in primary school had a stronger impact on economic development than educating boys.

The third condition that effectively links education with economic development is what I call **synchronicity**. By that I mean that the educational programs are aligned with the development needs of the service area and that each level of education builds on the work of the previous level. In other words, education, business, government and non-profits needs to coordinate their efforts so that the educational agencies are preparing individuals for the work that needs to be done in a timely way. This means a coordinated plan for the kinds of initiatives desirable in a region, the preparation of educational programs so that the workforce is both available when it is needed, and will attract businesses when they know that their basic needs for a prepared workforce are being addressed and that provision has been made for the continuing education of their employees.

We know that the critical points in educational attainment are the transitions from elementary to middle school, middle school to secondary school, secondary school to postsecondary education and, for those moving to the community colleges, the transition on to baccalaureate institutions. All sectors needs to have learning outcomes that support the work of the other levels and provide support for students making these transitions. Particularly challenging is the transition to secondary school. One example might clarify. Allensworth and Easton found that a key projector of high school graduation was attendance in ninth grade, which had a significant impact on grades. The critical factor in attendance, it turned out, was the freedom students experienced moving from class to class—or not. Students unprepared for the freedom of movement in high school may not be ready to be responsible without other supports in their first year of secondary school. The change is often too much for them. For community college students seeking to earn a baccalaureate, the data also suggest challenges that have been described as insufficient counseling or advisement, unreal expectations of students, financial challenges, and credit transfer challenges. For many students transition may also mean leaving home for the first time. To what extent is advising adequately funded in community colleges and to what extent do receiving institutions treat transfer credits consistently and equitably? Do the community colleges align their programs with the key receiving institutions?

Another aspect of synchronicity that continues to challenge us all is the kinds of programs and the work for which they are preparing students and the availability of such work upon program completion. An exemplary approach to this problem took place in South Carolina in the 1980s when the state departments of Labor, Education, and Economic Development worked together to develop incentives and supports to attract businesses to South Carolina. They did so effectively. A major focus was on the career and technical programs in the community colleges throughout the state which implemented programs targeted to the needs of businesses moving into the states, as well as those developing within the state. Another consideration here is the need for skilled workers in an information society and the essential need for excellent technology skills for all learners from the primary school through the university.

Another element of synchronicity is comprehensiveness. Both Schweke (2004) and Edwards, Miley, and Ulbrich (2000) recorded the necessity to coordinate tax incentives and expenditures to ensure that sufficient funds were available to develop human capital and that tax incentives, so popular in most mainland states, need to be restructured. Schweke (2008) stated:

We must create a modern tax system, which boasts lower rates, more predictability, a broader base, more equity, greater simplicity and sufficient fiscal resources for a state's highest priorities.

Good schools attract business and support economic development because firms are confident of having a qualified and skilled workforce available "creating a business climate conducive to a high-value/high-wage economy (Schweke, 2004, p. 19)."

In short, then, we should work on the assumption that in planning for economic development, a long term, coordinated and coherent strategic approach is essential and that while most agree that education pays off, it does so in the long run and that each element in the range of educational services starting in early childhood contributes significantly to the creation of a vibrant, economically healthy community that has less crime, fewer health problems, increased cultural opportunities, and a stronger democracy.

What does this mean for Guam?

Universities—especially land grant universities in the United States--have a tripartite mission: to teach, to inform, and to serve. In that context, I offer the following recommendations for action:

With respect to TEACHING, the SOE needs to be in routine contact with DOE to address critical issues in the schools so that our graduates can be classroom ready upon graduation. For example we are preparing to adopt software that is being implemented in GDOE to use in our classes. More of these opportunities need to be captured. One strategy is to ensure that our faculty spend productive time in the schools on a regular basis. We need to increase the delivery of classes online to improve access to our courses and programs to the other islands and will be doing so.

SOE should explore the creation of a demonstration charter school to implement best practices based on their research and application of other best practices. Consideration should be given to rotate GDOE teachers into the charter school and returning to their home schools as master teachers.

In anticipation of the build-up, creating a career network for military families modeled after the one in El Paso would serve Guam well because it is a source of communication between job-seekers and employers and a source of data for planning. This will help SOE, UOG as well as GCC to know the interests and adjust our curricula accordingly.

In our role to INFORM, our faculty need to increase the research they do and to focus it on areas that are necessary to DOE and other Island education agencies as they make policy and procedural decisions. We are preparing to hire SEVEN new faculty and we will be looking for scholars interested in serving the schools in this way. Further, The School of Education needs to create a unit to conduct research on GDOE to inform curriculum development, professional development for faculty and staff, and to identify strategies for sustained success of learners in GDOE.

Finally, we can **serve**, of course through our teaching and research, but we are also looking for opportunities to work closely with GDOE, GCC and other education agencies to promote successful transitions for students from DOE to GCC to UOG, e.g., UOG and GCC need to ensure that courses offered for academic credit are readily transferable into UOG to ensure smooth transitions for students and provide joint advising of students. In this vein, we need to add the enviable expertise of our faculty on community task forces and other groups serving children and youth on Island and in the region and explore the feasibility of a consortium like that in El Paso involving representatives of school districts in the region with GCC to build cohesive strategies for student success and to share best practices among difference agencies.

Additional strategies from the perspective of other stakeholders should include:

GDOE should focus interventions on low-performing ninth graders across the district to improve their likelihood of completing high school and doing so with good grades. GOV GUAM should review taxation and investment policies to ensure that schools have adequate funding and ensure that data are collected in a timely way.

Further, GOV GUAM should review school expenditures to ensure that they are allocated towards proven successful instructional and administrative practices. GOV GUAM should fund well-designed and delivered early childhood programs with strong parent education components.

GUAM Chamber of Commerce, GOV GUAM, GDOE and GCC, and UOG should coordinate the development of educational programs with the need for particular skills.

GUAM Chamber of Commerce should mobilize the business community to support demonstrably effective education programs in GDOE, GCC and UOG.

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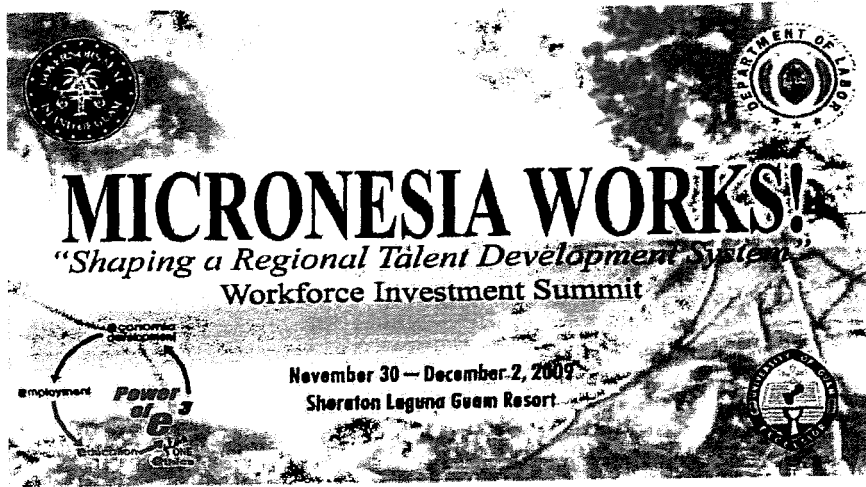
Appendix – E

Micronesia Works Assessments, Evaluations and AI Groups

Day 1 (Top 3 Dreams)

Day 2 (Regional Economies)

Day 3 (Conditionals/Elements)



Thank you for taking the time to participate in this short needs assessment activity. Your thoughts that you have provided at the back of this card will be used to enhance or create workforce development programs which in turn will stimulate our regional economy. This growth eventually translates to better living conditions for our island communities.

Workforce Development is often described as a combination of activities, policies, and programs that help people enter into different occupations.

Thinking ten years in the future, Workforce Development in the region has become one of the nation's leading systems in empowering and educating its community. Because of this, our skilled community was able to obtain employment and positively stimulate economic development in the Pacific.

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. _____
2. _____
3. _____
4. _____
5. _____

Micronesia Works!

Short needs Assessment Activity

*Note: All lists were dictated verbatim from the assessment note cards that were turned in.

There were several recurring themes throughout the assessment activity, while there were also other innovative ideas that have preemptive connotations regarding the evolutionary tactics that may help the island persevere with the impending population growth economically through making the workforce more knowledgeable.

The focus on improving the educational systems technological focus and providing a safe and reliable system that will recognize students who often fall between the cracks was what many participants felt was important. Providing students an early foundation from which they can be positively motivated to work and become productive and functional citizens needs to be addressed.

As a whole, the island also needs to find a way to create programs that will identify issues pertaining to the disabled. Rather than allowing them to continue being citizens fighting for a place to be contributing citizens, we should recognize how important they are to individually and collectively.

Awareness, outreach programs, early career planning, and accessibility to all of these areas were particularly noted across the board.

The short needs assessment activity is an informative way to integrate the ideological and conceptual ideas to create a monumental move towards integration of the private and public sectors of the community and government. It will help align the task force with a chronological guideline for accomplishing workforce tasks.

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. Advance technology
2. Better funding for schools
3. Require HS students to graduate
4. Better and more reliable water system
5. Better and more reliable power system

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. Involve youth more
2. Possible presentations at schools
3. Monthly workshops
4. Online sites/office
5. Islandwide-nationwide meetings/involvements

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. Education
2. Resources (availability)
3. Training

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. Youth and Social Issues
2. Youth policies
3. Youth programs

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. Wage and Hour
2. Freely Associated Press – Compact Impact Aid
3. Workforce
4. On the job training for all division head/agencies – Apprenticeship programs
5. Better school, facilities, Staff, Support, Teachers

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. Assessment of skills and jobs might be needed for the future.
2. Assessing salaries and wages and keeping them competitive.
3. Ensuring there is an out placement program that all are aware of when projects decrease.

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. Partnering with the Guard and Reserve
2. Develop career planning starting at middle school
3. Developing a relationship between HS and College/University
4. Mandate to play, communicate together

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. Outreach programs for youth and needy.
2. School scholarships and career placement.
3. Tourism advancement
4. Technology programs for island people
5. Hire unskilled workers. Training for unskilled.

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. Include persons with disabilities in the workforce.

2. Provide accessibility for person with disabilities in the workplace
3. Provide Private/Public partnerships to employ persons with disabilities
4. Assist in passage of legislation to provide OJT opportunities for persons with disabilities in Gov Guam Agencies
5. Enforce P.L. 24-92 to have 2% of workforce set aside to persons with disabilities

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. Education Summit
2. EEOC

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. Strong leadership
2. Strategic Planning
3. Training Program
4. Collaborating
5. Accountability

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. Encourage programs to be included in HS curriculum. Possibly entry level certification/jobs when graduated senior year.
2. Required job related programs/classes in high school (incorporate writing comprehension and math skills.

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. Training of incoming/current workforce.
2. Succession Planning
3. Updated Pay Plans

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. Strategies for dealing with social issues.
2. Integrating social skills in job development.
3. Adding requirements for drug testing and drug/alcohol assessments for those who test positive.
4. Focus on high risk youth and providing great support to them

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. Advertise

2. Expand the services
3. Outreach programs
4. Educate the community
5. Get more people involved

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. College institutions here on Guam should provide medical education

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. Awareness in the different high schools on the impact on the upcoming military build-up
2. Upgrade infrastructures
3. Better funding to the education system
4. Incentives for businesses to continue on joining the apprentice workshop
5. Investment on modern technology.

Please list the top five activities, policies, programs and/or initiatives that will help us achieve this aspiration.

1. GCC – Trades School
2. Youth congress
3. Drug and Alcohol trainers/groups
4. UOG – Trio Programs
5. Job Fairs more often

Micronesia Works!

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3. Updated Pay Plans

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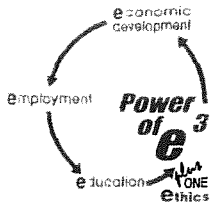
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MICRONESIA WORKS!

"Shaping a Regional Talent Development System"

DAY 2 - Summit Evaluation Form

Tuesday, December 1 - Sheraton Laguna Guam Resort

Your reactions to today's event are very important to us. Please help us make future events better by letting us know our strengths and weaknesses.

e3: Economic System Session

Did you attend this session? No Yes → Please rate this session, below.

Speaker 1: Excellent Very good Good Fair Needs improvement

Speaker 2: Excellent Very good Good Fair Needs improvement

Content: Excellent Very good Good Fair Needs improvement

Comments:

Embracing Workforce Solutions and Challenges

Did you attend this session? No Yes → Please rate this session, below.

Speaker 1: Excellent Very good Good Fair Needs improvement

Speaker 2: Excellent Very good Good Fair Needs improvement

Content: Excellent Very good Good Fair Needs improvement

Comments:

Focus Group Session: Regional Economies

Did you attend this session? No Yes → Please rate this session, below.

Was the amount of information provided? Too much Just enough Not enough

Was the complexity of the topics discussed? Too complex Just enough Not complex enough

Was the time allotted to this event? Too much Just enough Not enough

Comments:

How could this day of the summit have been better?

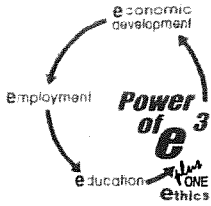
Additional comments:

Day 2 Evaluation Comments

- We need speakers like Dr. Mark Durand - He is right on the target. Guam has the same issue, but not address from speakers except from Dr. Robert Underwood and Ms. Underwood.
- Get to the point. So many synopsis. Questions? How fast can we hire employee? What can we do?
- More exhibitors; you could have 1 table per group (i.e. CNMI, RMI) as well as representation from each "E" (i.e. a table for employment, ethics, education, eco development).
- More interaction with participants. Handouts should be available to follow along with presenters.
- How do you tell conference attendees during Q&A NOT to get personal--not to make personal remarks but to speak on the subject matter or issue and stay the course. Some people get emotional, vent anger and the audience picks this up! There needs to be some guidance to inform them to respond appropriately, keep it professional.
- More time.
- More time! Would have liked to be able to attend two other group sessions, but unfortunately, they were both offered all at the same time.
- Great topics of discussion during Break-out Sessions. It would be great if more private companies participate in the employment area.
- Power point lectures should be more entertaining. Capture our attention.
- Session was very informative. Maybe handouts would have been of value
- Handouts of information from each session, provide info online so that attendees can refresh themselves on information presented.
- Handouts of information from each session, provide info online so that attendees can refresh themselves on information presented.
- Handouts in advance to participants
- Handouts
- Have two or more microphones for audience questions.
- It was perfect.
- Yes
- It was perfect.
- Time placard to inform speakers that they only have a certain minute to continue talking until they finish--this is to limit presentation and allow time for others to present in their allotted time.
- Break-out sessions on EEOC tech assistance/Expanded session with Tim Riera should have been one presentation (main) for all conference participants! Very important info for everyone.
- Per presentation have hands on material or samples of the presenters presentation (statistics/data info).
- It would be nice if you can provide brochures on all the topics being discussed or at least tell us the website where we can get copies of all the information discussed.

Additional comments

- It seems it's geared towards employers who are seeking/recruiting employees. *We need solutions to get individuals back into the educational field in order to become skilled workers.
- If there are similar events small or large in the future, I'd like to consider being involved in planning from a private, grassroots or NGO perspective. My email is joy.eternal@gmail.com
- Good conference. Informative. Challenging.
- This truly has been a great opportunity to be a part of this Summit Workshop.
- This is my first summit. The information presented has raised several feelings. The feeling of overwhelming, excitement, and frustration. Excitement for the possibilities facing our island yet frustration about our senators and governor. More people need to get involved!
- More info on statistics of now (today).
- More time for Q&A.
- Very informative and interesting.



MICRONESIA WORKS!

"Shaping a Regional Talent Development System"

DAY 3 - Summit Evaluation Form
Wednesday, December 2 - Sheraton Laguna Guam Resort

Your reactions to today's event are very important to us. Please help us make future events better by letting us know our strengths and weaknesses.

e3: Employment System Session

Did you attend this session? No Yes → Please rate this session, below.

- Speaker 1: Excellent Very good Good Fair Needs improvement
- Speaker 2: Excellent Very good Good Fair Needs improvement
- Content: Excellent Very good Good Fair Needs improvement

Comments:

USDOL Wage & Hour

Did you attend this session? No Yes → Please rate this session, below.

- Speaker: Excellent Very good Good Fair Needs improvement
- Content: Excellent Very good Good Fair Needs improvement

Comments:

The power of e3 plus 1

Did you attend this session? No Yes → Please rate this session, below.

- Speaker: Excellent Very good Good Fair Needs improvement
- Content: Excellent Very good Good Fair Needs improvement

Comments:

Focus Group Session: Employment

Did you attend this session? No Yes → Please rate this session, below.

- Was the amount of information provided? Too much Just enough Not enough
- Was the complexity of the topics discussed? Too complex Just enough Not complex enough
- Was the time allotted to this event? Too much Just enough Not enough

Comments:

OVERALL, How satisfied were you with the "MICRONESIA WORKS!" summit?

- Very Satisfied Satisfied Dissatisfied Very Dissatisfied Neutral

How could this day of the summit have been better?

Additional comments:

Day 3 Evaluation Comments

- This day could have been better if the Executive Branch, Legislative Branch, and Administrators of GDOE were here to listen to the presentations.
- More attendees. Penalize those who signed up and didn't come.
- Presentations. Handouts.
- Drop focus group part.
- More group discussions that relate to real job related opinions.
- More handouts on the presentations.
- The collective would be nice if the workgroup session should be enhanced by reflective participants and excused.
- More time for the Breakout Session 2. Invitation extended to teachers of our Public School.
- It was perfect the way it was. There was only one issue that I have. All three days the "Military Build-up" was kind of the main target when it came to the Economy downfall. Why weren't they invited to this summit? They employ a lot of our locals. We need there point of view and status of where they are at "TODAY."
- To involve the military to be a part of this summit so we can get an overview as to how they will contribute for the upcoming "Build-up"
- More handouts for us to take home on discussions.
- Organized, informational, a job well done.
- More participation from other government entities.
- "The day of the summit have been better if we can make it every year and make for a week instead for 3 days. And also bring in all the players to get involve so that everyone can have clear picture of what its agency did with and have open mind of what we are dealing with."
- For all the summit days should have been made to be attended by all Gov Guam agencies with at least one HR Admin staff and have the EEO and Labor issues strictly for a 2-3 day session or an all day session for each. Lots of info to obtain not enough time.
- 1. More private-sector participation and interaction. 2. Need more business interests in the mix to balance the groups (too many gov't employees. 3. Where are all the agency heads? Decision makers?

Additional Comments

- Carl Peterson's presentation was great. I agree with a lot of his comments and ideas. I've found that the consensus of everyone that I've spoken to seems to be that education is the key to our island's economic development. As an employee of the GDOE, I feel that we need to keep this positive momentum up and work harder to do our part to help our students achieve
- Great Summit! Excellent Speakers.
- Please continue conducting summits on workshops like this one because it educates our people and avoids ignorance in society.
- Job well done. Thank you.
- The summit was enjoyable. Good idea. I appreciated all who made it possible.

- Possibly include demonstrations of jobs DOL promotes such as chefs, etc. This would highlight accomplishments and this would allow those with success stories to give back in a small way...
- "e3+1 - Ms. Connelly is more powerhouse than other regional speaker. The summit is good. We're looking forward to a more interesting summit in the coming months.
- The comments about doctors not taking medicare patients because "they are too much headache" because they do not listen to their doctor's advice is incredible. Isn't it because the I'd like to Thank the Team who brought the Summit to be. It was very Educational to hear and know whats going on outside of the Education world. "BRAVO." Please do what you can to have an Apprenticeship Program outside of the Government so that our local families have the entitlement to get the training that they need. Government does not pay them? The lack of services to the elderly and person who are poor is unjust!
- This has been an experience for me, even though I feel that I may not be as important as those who hold a higher position/role. Being in the lower end of it affects me in a lot of ways. "GO GUAM."
- Thank you for including the Guam Educational System in participating in this summit.
- GOOD JOB!
- Thank you for ensuring the community that Guam is preparing for the military build-up and ensuring that the workforce is prepared.
- Unfortunately, the key people weren't present, such as the senators who approve/disapproves the budgets, laws, etc. At least one of them should've been here per day!!! They and other key government officials such as officials from the EEOC and USDOL should be at the next summit. And more time for them to conduct training on EEOC and US DOL protocols and procedures.
- Hold trainings of labor and EEO issues for all Dept. heads and Supervisors of the gov't and then have one for employees in the government broken down by government agencies. Set it up for a week's training maybe, 2 days Dept heads and Supervisors and 3 days for all government employees by agencies.
- Need to find a way to keep the interests of the participants to last three days. The numbers of participants were dwindling by the third day.

Phase I. Discovery Phase

Identify the peak moments when the workforce development system in Micronesia was at its best? Think of a time when you or your agency were actively involved in the workforce development system and realized that things were finally coming together. Describe times when you experienced the workforce development system at its most effective state.

What were the conditions/elements that made these experiences possible?

What types of values do these experiences indicate?

November 30, 2009
Focus Group 1
(BLUE)

PHASE I

Identify the peak moments when the workforce development system in Micronesia was at its best? Think of a time when you or your agency were actively involved in the workforce development system and realized that things were finally coming together. Describe times when you experienced the workforce development system, at its most effective state.

1. Unfortunately this is my first experience with the workforce development system-- when all departments collaborated was very encouraging. That children of Guam are offered other than the college experience but also a trade if they choose otherwise.
2. My interest which was not touched on was on ExCons; what are we going to do with them in the schedule of things. They are skilled workers also, I do they get a second chance. Passports-to-career.
3. I cannot identify a peak moment when the workforce development system in Micronesia was at its best. Since I am involved in today's summit, I feel that seeing the diff. agencies here today I feel that only now things are finally coming together. The more the island moves forward with the times (development), it seems that we lose focus of the basics.
4. Height of Japanese economy in early 90's.
5. Through our years there was never has been any peak. The working on new changes we have never reached our peak times. 1998 August on the master program. Apprenticeship programs.
6. Early 80's at its peak. January.
7. \$250K from Covenant (early-late 70's & and early 80's). Married locals take-over positions. Female supervisors (immigration, teachers, public safety, etc.)
8. Public interns (understudy for TTPI). 1990's (Garment/Econ boom). \$250,000 (Covenant) funding for 7 yrs. Late 70's/Early 80's.
9. Zero unemployment.
10. 2006—military build-up; Industry Forum I, II, III. Pacific Regional Summit—2005-current.
11. 2005- Collaboration. 2006- Military build-up announcement. 2007- GTA. 2008--. 2009- Participation of partners including region. We are now in the process of visualizing.
12. 2005 announcement of the military realignment to Guam. Industry forum.
13. Late 70's, Early 80's. 70's: Military, civil service (ETA & DYA programs). 80's: real estate sales (GCC Apprenticeship programs). 90's: Military construction projects (mil con projects). Tourism markets expansion Taiwan, Korea. Early out. New Retirement opts.
14. 1990-- \$5440 pay scale. Hotel industry. Tourism. Real Estate. Construction boom. CETA program. Military dependents graduating from JFK High School.
15. Late 80's—pay adjustments w/in the gov't. 1990- 5440 rebate. 1991- implementation of AG. 1989-1990 – hotel construction boom & market values up.

- 1990's—1 million visitors – tourism market included Taiwan and Korea.
September 1991- addressed the issue of gov't pay. Military construction projects—National Guard, Army Reserve, etc. New Retirement program.
16. Apprenticeship program w/GPA, GWA & Guam Shipyard 2004 and the Summer Youth Employment Training Program about 2003. Times are through natural disasters.
 17. GPA- Shipyard Apprenticeship Program. SYETP- Youth training employment program (year 2004).
 18. Military was at its best on Guam 60's/70's fully operational on Guam. Main industry prior to tourism. Pan American, TWA, Continental; Hub of the Pacific. October 1998—P.L. 24-16/ Dept of Vocational Rehabilitation. Lead Agency for one stop center (greater OSCC). Stateside hires beginning of Apprenticeship program (70's)→ end of 80's. Journeymen 1973-75/2000. 4,000 graduate apprentices.
 19. JTPA - -1987- lots of job training dollars for youths and adults. 2000- school to work and WIA. Formal agreements for education & workforce activities between WIA and Palau Community College, Chamber of Commerce, Belau Educators and Employers Alliance, & Min of Education.
 20. This year would be the peak movement of the educational systems in Guam/ Micronesia at its best. The colleges and public school system have been in more collaborations to deal with issues addressing long term effects even in a time of economic depression.
 21. Employment→ separation 1986 → re-employment 1988 versus employment → separation→ re-employment – funding not available. Unemployment was low. Surplus in gov't allowed for a rebate 5440.
 22. Peak moments when the economy is in a slow paste & jobs minimum wage is very low with more public assistance.
 23. Late 70's- early 80's. Hotel, jobs, restaurants, tourism. Free tuition. 54-40. Currently- Military Buildup offering a lot of job opportunities and bringing in money to improve and boost our economy.
 24. private (family) business was good at that time. Back then, international student (VISA) is not that strict; had some acquaintance w/ them til completed the whole course of their stay.
 25. Free tuition at UOG. Tourism was booming, restaurants doing well, jobs were available.
 26. 5440 governments surplus afforded to employees—early 80's.
 27. Present collaboration w/GCC on the ARRA. Collaboration w/ GDOE on the passport-to-careers. Collaboration w/ Guam Trades Academy providing technical training/assistance to other islands.
 28. PAST: Guams tourism boom- 1970's to 1980's (early). Guam's Economic Boom- 1970's to 1980's (early). A lot of jobs were opening up and a lot of FSM citizens started moving to Guam...PRESENT: Collaboration w/GCC-ARRA-GDOE/GU Trades Academy providing technical assistance to the other islands. 5440 government surplus.
 29. The peak moment was when the initiatives to form trainings forums and/a seminar to address the workforce development w/ the (cooperative) participation of Pacific Regional Partners.

30. When military was here- there were relationships between the villages and military houses. Jobs were available, mentorship w/ military personnel, military children were attending public schools- they were not segregated like it is now. So because military children were attending – DOE was receiving federal \$. Military presence contributed to the environment- i.e. improved water system, grants to schools, schools doing maintenance.
31. 1991-93 Airport- visitors coming in airlines robust/bank loans/construction development/ PWC. 1070-72 Cargo coming in, including Palau/Yap. 1982-ish RCA- Communication capability increase in Micronesia/ including tourism.
32. 90-93 tourism was up. Cargo was up 70-72. Communications- RCA: Cell phones/I-Connect—lower rates. Banks- loans offering lower percentage rates.
33. The 90's. Early to mid. Tourism, communications, banks offering loans at low interest.
34. Tourism is at its best 1993 to 1995 which means employment in tourism industry is at its best. Airlines did not furlough/ lay-off employees. Employers in the tourism industry can work two jobs.
35. 1970-72 revenues via airlines commerce- passenger travel and cargo movements. Order of tourism industry. 1983- tourism boom = construction boom= employment.
36. 2000- date- achievements in wireless and digital communications technology.

What were the conditions/elements that made these experiences possible?

1. UOG/GCC: showing what is available to the children of Guam--- seeing the Presidents of these institutions speak passionately and from their hearts. Most especially during the question & answer phase. Seeing other islands participate along with private companies.
2. That there is actually a plan for workforce development and institutions are making adjustments. WIA and public/private partnership. Programs: passports-to-career, college bound.
3. Military buildup. Public and private partnerships.
4. When we here in Guam were experiencing the benefits and resulting impact of multi-national and cross-cultural polination. We were connected to the forces of globalization.
5. Passport-to-career youth program. 2006-08 adult program. Our partners in the private and public sectors.
6. Economy was vibrant. DODEA was not existent. Asia economy.
7. Covenant agreement. Capacity bldg money- covenant. Small gov't. population not as diverse.
8. Agreement. Population not as diverse.
9. Economy.
10. Development opportunities increase by the military and tourism. Jobs. Housing.
11. Revenues were increased due to growth in tourism numbers.
12. Planning and teamwork "Partners in Public & Private Sectors".
13. Crowded – facilities, parking/ team work. Equipment was not made available; time management.

14. Strong military economy before tourism. Guam hires 3 major airlines- insular islands benefit from this growth. Rebuilding of homes during storms/73-90's Vietnam War. Generated Employment.
15. All stakeholders agreed to prioritize education and workforce initiations with a number of input and recommendations from the private non-profit & profit organizations.
16. The educational leaders have a _____. It may have been attributed by the military buildup.
17. Tourism was high and economy.
18. Private sector was good in the 80's.
19. Tourism was at its peak – strong Japanese market. Economy boom. Military buildup. Grants for training.
20. Private sector was good.
21. 54/40. Tourism high.
22. Tourism was at its peak → strong Japanese market. More hotels were being under construction. Investments pouring into Guam.
23. The military buildup allows us to work together, realizing that we are serving the same population.
24. World economy, including U.S. was in upward trend; Japanese economy (bubble) was strong (not burst yet), allowing unprecedented investments in Guam.
25. We are now in the process of concretizing the efforts (of the regions towards) are profoundly aligned to formulate strategies to implement plans and programs and to maximize the cooperation effort of varies of gov't and non-government agencies.
26. Guam recognized as the Pacific hub. H.S. diploma was not always required for a job but recruitment and hiring was based on skills set. An appreciation of military based pm WWII experiences (i.e. "here to rescue us") from our elderly (who witnessed living through the hard times).
27. Economic growth. External (Big) organization investment on Guam. Airline Availability. Cheaper hotel.
28. Cheaper airfares/hotel accommodations. Economic growth.
29. Tourism- affordable travel, hotel accommodations. Economic growth. External investments.
30. Gov't leaders/ should work on growing the economy. Encourage investors to invest in Guam.
31. Teamwork- public/private. Individual Resident proactivity.
32. Research and development- data computing. Regional- supply and demand existence.
33. (Self- Generated Decision). Needs- Population not as diverse. Not too expensive. Small population- small private and public sectors. Capacity building.

What types of values do these experiences indicate?

1. Job security. Homes. Independence. Knowledge.
2. Looking out for our children's future in the workforce. \$\$, job security.
3. Security, self-esteem.

4. Not being so unilaterally dependent on only 1 source of economic wealth (military, or government, for example). Not being so nationalistic and nation-minded – focused only on our situation here on island. Outward focused.
5. Retention for training and placement.
6. Military integration. Value of (education is key). Don't put your eggs in one basket. Value of family. Community involvement.
7. Help one another. More time. More caring. Community was smaller. Small torn "feely". People volunteer (SVC w/out cost). Kindohosi (Japanese term)- everyone comes to help home.
8. Ina'ayuda- work together. More caring/time. Country smaller.
9. Educational value: 70's, 80's high school was okay. 90's forward high school, AA, and/or Bachelors degree, nice. 2010 and beyond competitive education outside of high school must.
10. Education 6 grade level → H.S. diploma → this generation needs college degree choices.
11. Choices- vocational, college bound. Education- more competitive times. Need advance planning- successor planning. When times are good- quality of life is in enhanced.
12. Quality work; help to assist parents and their child to be process for summer work employment; closed out program upon completion. Team work.
13. Economic stability/ peace and tranquility- spending more. "Middle class"- kids to private school. Created opportunities for the middle class to participate.
14. Value of education "begins at home" and partnership between parents, the students, the business community, and the government is a "MUST" to begin to RAISE A CHILD as the whole island nation's responsibility to preserve Palau by a Palauan or "Micronesia by Micronesia".
15. People do not realize the value of education early on.
16. Ethics, integrity.
17. Cooperation among the workforce and teamwork.
18. Jobs required more and more computer training.
19. Strong family values, work ethics.
20. A very active workforce where crime rate/unemployment rate is at its lowest.
21. Respect, teamwork, trust, sharing, satisfaction, achievement and accomplishment.
22. More value on education. Valuing monetary/commercialization. Culture and family values. Satisfaction of achievement and accomplishment.
23. Indication of the values which are (determination, commitment, cooperation). The differences are the formulation of school curriculum which answers the need of the nation's workforce – which leads to zero unemployment.
24. Strengthen the importance of education. Island needs to self-sufficient – need to rely less on external sources because when that resource dissolves, or is removed, the island and people sometimes have trouble re-building or finding resources to take care of their families and carry out the mission/purpose. Always present the "what if" scenario in planning. "We cannot do it alone" it takes community partnerships and commitment.
25. Teamwork- Tourism/GHRA/Airlines/Airport Authority. Resiliency. Ability to react. Family values. CORE- proper attitude/motivation, family involvement, accountability, discipline, responsibility, standards/ethics.
26. Teamwork → GUB → GHRA → GIAA → Tour companies (Resiliency)

27. Combination: gov't, airlines, private businesses, airport auth, transportation: tour buses. Team work.
28. Public and private sector should be a team and work together to improve economy.
29. A combination of public-private commitments and teamwork. Resiliency of residents.
30. Better and more efficient ways to connect with the world—no longer remote, isolated. High paying jobs.
31. More caring- cooperating needs not as complicated. More volunteers (more to share". "Kinduhosi"- "free labor"

PHASE II

If you could make Micronesia's workforce development system the best in the world, how and what would you do to achieve this dream. In as much detail as possible, list your top 3 dreams you have for making Guam's workforce development system exceptional.

1. (1) Reliable public transportation. (2) Justify education will be accessible to all. (3) Better guidance & involvement by parents.
2. Enhancement of Education- academic and vocational programs.
3. (1) Education/Invest in Education. (2) Economic development- growing of economy. (3) Employment- Guam should match wages/pay the same as those workforce working in the states. Micronesia/Guam is behind almost 18 years in terms of pay compared to US employees.
4. (1) Give all people of Guam, most especially locals an incentive to education. Provide or assist everyone to get any kind of training needed to sustain Guam's economy. (2) Employ all those who have received the education and bring them to employers. Have them use the knowledge learned and apply it to better Guam. (3) Continue this circle.
5. Education. Employment. Economic development, Family values.
6. Improve educations opportunities tied to the needs of the workforce of tomorrow. Appropriate pay for appropriate work. Balancing standard of living with cost of living. Paradigm shift- attitude, family values, involvement, discipline, standards/ethics, accountability.
7. (1) For gov. workers& public sector to participate in a community project, community effort (whether the environment) during working hours (every staff). (2) Exceptional transportation (which will help the environment- decrease cars on Guam's roads). (3) In middle schools- children are being guided into vocational led programs- have them start thinking of job explorations. High school- enters into a "junior" training/apprenticeship program. Once the student graduates- placed directly into a "senior" training/employment program. Then gain fully employed.
8. (1) A well conceived/ thought-out and comprehensive (with world elements) PLAN. (@) Modernize essential training and educational institutions and infrastructure. (3) Funding of training/educational plan to be highest priority and significant portion of GDP...offer more training to get the workforce to its goal of providing enough employees to local employers.

9. Regional One Stop Career Center. Internet connectivity- same database for all islands- interchangeable. Funding is not an issue- cross training from island to another.
10. Offer more force training→ (to get the workforce to its goal of providing enough local employees to decrease # of H2 employees) best trained staff. Affordable education and counselors in place to guide those furthering their education. Comprehensive training plan.
11. (1) Provide good professional, personable service. (2) Have enough training staff, equipment to complete tasks assigned and give proper training to those seeking assistance. (3) Have low unemployment rate, jobs available for those wanting employment at decent salaries.
12. For the low income level- to take advantage of all the federal programs available to learn and finish education.
13. More collaboration amongst the other islands.
14. Teamwork among the employees.
15. Free or affordable education. Technology available for students/apprentices. Excellent mentors that possess good training, motivating and communication skills.
16. (1) Displaced in our own island- native Americans (Chamorro) should have 2 years of college supported by the government (of course there guidelines/requirements). (2)The Guam Educational System will provide awareness and opportunity for every child to receive an education up to par with technology.
17. (1) Make the “talk” of E3+1 “walk” and flourish. (2) Repatriate own citizens currently residing outside of Palau to return home and take over workforce and education responsibilities currently held by non-res/guest workers and to do this by a good, marketable package; i.e. land for lease, loans for home building, and a high age w/benefits, when averaged is compatible or over current US wages. (3) Preserve unique island resources while continue to improve the power of e3 + 1.
18. (1) Develop military industry (2) stable and sustainable economy. (3) Bringing up spending power of consumers to have a better standard of living- financial library.
19. Establish tracks in middle-school. Training- priority. More incentives for certain skills.
20. Track level at middle school.
21. Career track beginning in middle school. Require high schools to be trade schools. Training priority.
22. Funding. Employers- hiring our local people and pay them.
23. All participating partners work together.
24. Design/ Creative funding-source for supportive welfare. (2) Family-Reuniting both family/community. (3) Community.
25. Working together to make our learning environment safe and livable on our island. Quality and Team work. Having our partners to work: Collaborate
26. Emphasize exposure to increasing forces of globalization. Increase educational forces on globalization then increased computer skills and training. Increase emphasis on educational basics-reading and writing. Increase emphasis on A) English-let's face it, it's the world's language. B) travel-cross-cultured student exchange into islands of Micronesia and other countries. C) Faculty exchange between educational institutions

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- 27. In a dream world... (1) Partnership between all government agencies to make Guam self-sufficient. (2) More funding for all government agencies to achieve their mission. (3) Educate children at the elementary level with the basic education to equip them better for later school years.
 - 28. Pay all previous funds for training so that everyone is given an opportunity to excel if they want. Utilize AHRD's rules of 3 criteria shown by Guam Contractor Board. Mr. Robertson- Make it user friendly
 - 29. Partnership with all Gov. Guam Departments. Money and lots of it for all Gov. Guam Departments. An outreach department for families who are in dire needs!! Decrease of number of families relying on public assistance!
-

Phase I. Discovery Phase

Identify the peak moments when the economy in Micronesia was at its best? Think of a time when you or your agency realized that things were finally coming together and economic conditions were at its optimal state. Describe times when you experienced the regional economy at its most effective state.

What were the conditions/elements that made these experiences possible?

What types of values do these experiences indicate?

Focus Groups
"Economy"
(YELLOW)

PHASE I: Discovery Phase

Identify the peak moments when the economy in Micronesia was at its best? Think of a time when you or your agency realized that things were finally coming together and economic conditions were at its optimal state. Describe times when you experienced the regional economy at its most effective state.

1. (1) Late 80s thru early 90's. (2) Pre BRAC closure, tourism dropped federal education program pulled out of island.
2. 1987-1995- Tourism & Military presence- all the islands were booming.
3. Peak late 80' to 90'.
4. 1985-1995 when Japanese economy was good and the military was active. Family Values. Little Crime- no drug problems.
5. 1985-1995 tourism boom. Branch realignment when military started pulling back. CNMI/outer island military presence. Gov't Guam. Private sector. Military. Optimal economy.
6. Late 80's early 90's tourism boom/ military presence. Gov't holds the most employees, private sectors.
7. Peak moment b/w 1985-1995 because of Japanese boom, integration of military in local schools, attitude of future, strong family structure. Downfall- crash of Japan's economy, opening of DODEA, pull out of SRF to the mainland, attitude is now, segmented broken families.
8. 80's- early 1990's.
9. Late 80's early 90's eco-boom.
10. Economic development > 80s-90s (85-95 years), tourism boom (85-95), family structure of support, military presence. After 1995, economy changed to downward trend. Japan's downward economy hit/crashed. Military pulled out of school system, development of DODEA.
11. Late 80's, early 90's was when the economy was at a boom.
12. 70's-80's military construction projects, airline tourist markets created tax, housing developments. 5440, outside investment, (HAY study).
13. Better quality of life. Good living conditions. Jobs. Equal pay.
14. Within the Micronesia Islands there were many peak moments. During the year 1991-1993, when tourist boosted the economy. Jobs available during this time. Education was excelling with post secondary.
15. Hay study: 5440.
16. Still occurring, not accomplished. Guam is still in a crisis and not supported. 1983- Micronesian.
17. Oct '91 when the 54-40 was complemented across the board.
18. 5440.
19. 5440 in 1991 or late 80's passed after Hay study.

20. 1988-1992. Government was stable and operating with positive revenue streams. Strong tourist market. Robust economic diversity with tourism and military. COL was comparable with household income. Stronger educational system. Strong US economy. Loss of business as a result of military pro.
21. Guam was at its best in the year 1988-93 with the tourism booming to include Guam recipients received a tangible amount via Rebate.
22. Tourism was really high in the year of 89-93. Cost of living was more manageable- rebate was given out. 88-92 diversity and military in out economy. 88-92 stronger educational system.
23. 88-90-93 tourism booming. Rebate 90. Cost of living more manageable.
24. Tourism was high 90-92. Cost of Living manageable. Military is still on Guam including PWC/SRF and others. Stronger educational system.
25. 88-92 tourism at its high, robust economy, excess \$, diverse economy (tourism & military) DOE: military children were still attending public school (Section 30 \$) cost of living was manageable.
26. Peak moments: stronger education, comfortable living.
27. 80s-90s- when tourism boomed.
28. Construction boom of the 80's "job abundances". 5440- Salary increment- 90's under the Hays Study and Tax Rebate. Tourism was high.
29. 1990's 54/40 Ada administration, tax rebates, salary increase. 86-87 Bordallo admin. Jobs available compact/impact helped to open up doors/construction boom/hotels/small businesses. Tourism high.

What were the conditions/elements that made these experiences possible?

1. Vibrant economy, pride in achieving vision.
2. The best of both economies. Guam and the islands are dependent on military and tourism.
3. The Japanese economy was at its highest level. The military was at a stable condition.
4. Japanese economy. Military infrastructures investment.
5. Family structure based on cultural/family values. Job opportunities.
6. Family cultural values, structure support very important. Job opportunities.
7. Japan's economic boom. Integration of military and local community in schools.
8. Peak of Asian economy. Military presence. Gov't funds were in the "black" locally.
9. (no answer)
10. Family structure of support and cultural values. Economics, (job opportunities availability)
11. Focus on cultural value/ family values. Structured values.
12. Increase revenues, development. Job opportunities.
13. Job opportunities, increase developments.
14. Increase in pay; low crime rates; development in the community- more stores; lands being purchased or leased. Compact/Impact Act. Adoption of Visa waiver.
15. Generated revenues for private businesses.

16. Pay study was conducted by the Hay regarding certain pay scale... Guam's pay was way below; based on the population. "80's and 90's" boost, Japanese tourism was high.
17. It was election year.
18. Election.
19. Election time/year.
20. DOD funding for education. Low unemployment. H/S drop out was low. Loss of (movement) of skilled workforce to Continental US. Storms and natural disasters generated infrastructure developments.
21. Diversity in our economy. Effective State. Cost of living was affordable for middle class families.
22. Cost of living.
23. Private sector- high peak. Diverse economy 88-92. Section 30 → DOD → Dept of Education.
24. Unemployment is low.
25. Educational system was a lot stronger due to Section 30 funding. Cost of living was comparable, Unemployment rate was low. Lost a lot of family values.
26. Unemployment was low; economy was low, school.....
27. The backing of federal government. Tourism strength.
28. Adoption of the Compact and Impact of '96. No major natural disasters 80-90. Construction, Visa waiver of '80. Major hotel construction.
29. Tourist industry was at its best, businesses were doing well as a result. No major natural disasters (late 80's to early 90's). Japanese market and U.S. market flourishing.

What types of values do these experiences indicate?

1. Cultural practices. Incorporate cultural with modern technology.
2. (No answer).
3. Family values.
4. Family values.
5. Ina'famaolek- everybody's individualized. Family values changes. Jobs not aligned.
6. Family values and unity.
7. Attitude for the future. Strong family structures.
8. These periods do not last forever. Must prepare for "downside"- creative economy development. Must invest in education to prepare future workforce. Don't put eggs all in one basket.
9. (no answer)
10. Family values have changed. Education and jobs are not aligned.
11. Family structure mostly diminished due to pride, lack of knowledge (education and training).
12. Steady jobs created and sense of wellbeing, more time spent with family and home purchases.
13. Steady jobs, more time spent, quality of life.

14. Home purchase, quality time w/ family. Instill culture to children and others.
15. Security (jobs), pay increases.
16. Rev and Tax.
17. It developed hard working deserving employees.
18. Hard working, deserving employees.
19. Developed hard working, deserving government employees relying on politicians.
20. Engage, social connectiveness, in Increased. Disengagement. 1996 Compact free association.
21. (no answer)
22. (no answer)
23. Existing laws that present actual discipline.
24. (no answer)
25. (no answer)
26. social values
27. social values
28. Improve standard life, quality of life. Family time. Job security. Thankful to God for many blessing.
29. Happy economy= Happy family unit.

Phase II: Dream Phase

If you could make the economy in Micronesia the best in the world, how and what would you do to achieve this dream. In as much detail as possible, list your top 3 dreams you have for making the regional economy exceptional.

1. Work well and collaborate within our island and outer islands for a common goal to improve life and welfare of all out people. Equal pay for equal work equivalent to US mainland. Environmental issues (recycling). Affordable health care.
2. (1) Protect and promote Chamorro culture and the region. Collaborate-environment. Improvement of transportation, islands and region.
3. (no answer)
4. Education is the key factor is the improvement of the workforce system of our island. Thus, my dream is to formulate the educational curriculum that's geared toward the maximization of the student potential to develop them to a more productive citizen by implementing a work-... curriculum.
5. (1) Integrate educational system (local students and military students). (2) Value the workforce< compensate the worker comparable to other areas, entice workers and retain workers. (3) Advancement of technology and the availability of resources. (4) family values.
6. (1) A community of inclusive, not discrimination. (2) A leader/public leader that is not racist. (3) Recognize contribution of other ethnic groups or other nationalities.
7. Educational system must be unified.
8. (no answer)
9. (no answer)

10. ... Educational system. Valuing the workforce, fair compensation. Access to advance for technology. Cultural values restored.
11. Pay raise across the board. Implement the New Hay Study by Dec 15.
12. 5440 by December or by election time. Hay study.
13. Implement and pass the new Hay Study by Dec 15, 2009 so that we can all go shopping and further boost the economy and it will help our private sector.
14. EEDC to have an office (region) for the Micronesian islands and to make the advantage on a settlement. Health care demands
15. living conditions, job security, education, economy
16. more housing, more opportunities in areas of employment; training, and transportation.
17. mil projects, airline rooms, job market, 5440, Navy Study
18. Better quality of life
 - a. Education
 - b. Living conditions
 - c. Job security
 - d. Jobs
 - e. Equitable facts
 - f. Flexible market
19. Education by making it culture. Develop local Entrepreneurs. Small business increase job opportunities.
20. Rethink education to make it relevant—back to the basics. Develop small businesses. Provide education and business support to locals.
21. All High School students will graduate from high school with necessary skills to either proceed to higher education or enter into a workforce training program. The concept of the learning continuum is carried forth from elementary to middle school to high school and beyond. That the regional partners continue their collaborative efforts spanning education, training and workforce and became the “Tiger of the Pacific” as a whole.
22. Rebuild the family. Make the foundation strong through education of value, basic skills, and inter-relational revival of culture and traditions.
23. Education to sustain our children culture. Parents to know where they came from. Value of earning hard work and it is earned. Make jobs to get more jobs for our local people, revenue amongst ourselves.
24. Rethink education to make sustainable for our kids. Develop by local people making jobs. Support our local business. Back to basics (family values)
25. Education—business ownership and opportunities
26. Training more family values with respect to education, small business status, look at the structure. How will the marine movement affect the economy.
27. Back to the basics in life. Morals, hard work. Have required career center exposure in High School.
28. Job creations, education/training, focus on improving

General Focus Group: Regional Economies
Tuesday, December 01, 2009

Table 1: (TEAM 5440)

Peak Moments: Military expansion in Guam and CNMI, introduction of new airlines created opportunities for tourism in the region, increasing tax revenues, caused 5440 pay raise across the board.

Conditions/Elements: Increase in development, revenue and job opportunities.

Values: Steady jobs created sense of wellbeing, more time spent for families.

Dreams: Better quality of life: education, living conditions, living conditions, better pay, and flexible markets.

Table 2: (SOUTHERN COMFORT)

Peak Moments: Between 1985-1995, Guam had best of both worlds, CNMI and neighboring islands – time when tourism at peak and military before meltdown of Asian economies.

Conditions: Family structure, support of external forces

Values: education of jobs not aligned.

Dream: Make education relevant, go back to basics with families, develop small businesses and establish support for local business. Parents are late 60s, 70s, 80s brought children up knowing the value of hard work – because of this value, children were protected and not given the same hardworking, work ethic.

Table 3: (CENTRAL FOUR)

Peak Moments: 1991 – 5540 salary increase and tax rebates during Ada Administration. Abundant jobs in the 1980s and high tourist arrival.

Conditions: Adoption of Compact Impact Act passed in 1980s, no natural disasters in late 1980s and early 1990s. Construction of major hotels, foreign investments, adoption of Visa waiver program

Values – family time, thanking God for many blessings

Dream – Protect and preserve the Chamorro Culture and culture of the region. Salary increments up to par with national standards. Regional collaboration on workforce development. Improve transportation, education and promote environmental issues.

Table 4: (NORTH POLE)

Peak Moments: Occurred 1988-1992, recognized that across the region governments were stable and operated in positive revenue stream; strong tourist market, robust and diverse economies: military and tourist sectors. Cost of living comparable to wages earned.

Conditions: DOD funding in education, low unemployment rates, culture mindful of youth and what they were doing

Values: Disengagement of family members, having tremendous impact; increase in population, loss of many youth who moved away for better jobs.

Dream: Integrated educational system, beginning at pre k. Value workforce with fair compensation. Access in advances in technology and incorporating into day to day work. Cultural values, region needs to work closely together at strengthening cultural values and a return to roots.

Table 5: (DIRTY DOZEN)

Peak Moments: 5440 pay raise

Conditions/Elements: Election year

Values: Developed hardworking, exerting employees

Dream: Implement and pass new Hay Study by Dec. 15, 2009.

Table 6: (HOPEFUL NINE)

Peak Moments: Early 1970s, Micronesia part of TTPI, every island receiving money from US government. Housing and infrastructure development in the 1970s.

Conditions/Elements: Numerous super typhoons brought millions of FEMA dollars; million of dollars infused by arrival of Vietnamese and Vietnam War.

Values: Tranquility of life

Dream: History repeats itself with military buildup. Worker growth. Military will contract in and not out, hire local workers. Hoping the Marines will bring back local workers who left island. Peace and tranquility among region.

Phase I. Discovery Phase

Identify the peak moments when employment and employment opportunities in Micronesia were at its best? Think of a time when you or your agency realized that things were finally coming together and employment conditions were at its optimal state. Describe times when you experienced employment conditions at its most effective state.

What were the conditions/elements that made these experiences possible?

What types of values do these experiences indicate?

Focus Groups
"Employment"
(PINK)

Identify the peak moments when employment and employment opportunities in Micronesia were at its best? Think of a time when you or your agency realized that things were finally coming together and employment conditions were at its optimal state. Describe times when you experienced employment conditions at its most effective state.

1. Approx. between 1985-1995. Tourism boom lead to the construction boom. Military was more a part of the local community.
2. Employment conditions were at ... state when investment to build additional hotels, fuel the Guam boom in the mid 80s. The Pacific Daily News at the time runs classified ads needing more people to work in different ...
3. 80s-90s timeframe.
4. Employment at its best during the late 80s to late 90s during the Tourism boom and military being part of the local economy. Jobs were more abundant.
5. 1985-1995. Employment opportunities. Housing/hotel construction. Compact-Impact Agreement.
6. 70s-80s economic boom. Free college education—2 years. Many job opportunities. Youth perspective—high school job opportunities (passport and careers.)
7. 70s/80s—economic boom. (people who wanted to work—free college education and worked and could.) Prior to 2001 (9/11)
8. Tourism, airlines, prevailing wages, military, increase of housing developments.
9. 80s-90s military projects/pre BRAC/present; tourism/hotel conservation/industries; housing developments; compact-impact; port development projects; federal dollars/homeland; multinational corporations investing in GU.
10. "1998/2002 when federal monies were available for employment later having job available. 80-90 in Micronesia—BRAC; tourism; compact impact FSM.
11. "Tourism; airlines—military. Announcement of the military build-up. Infusion of more federal funds boom and the increase of tourism.
12. Apprenticeship programs; the boom of the 80s; construction industry.
13. "80s-90s and present; military projects; tourism: Japan/Korea; federal dollars; multinational investments (McDonald's, Kmart, and Home Depot); housing development.
14. 1990 and 1980; economic growth was felt.
15. late 80s and early 90s
16. "1985—lots of employment. When Palau was building power plant—everyone was wondering; tourism was brimming; bank was giving loans to purchase boats for their business; nursing program; garment factory.
17. Sales on gasoline overseas and competitiveness; readily available resources; tourism boom; Asian economy was better; introduction of new occupations/opportunities—specialized areas.

18. Late 70s—early 80s. 1988-1992. Boom in tourism industry. Diversity in economy. Asian economy booming. Tourists were coming to Guam; development—businesses.
19. If the military build-up pulls ... and employment ... are official and our children can come home and find good paying jobs.
20. Placement of job seekers during the start of recession from 2001 became slightly bad—prevailing wages (compact-impact were not ...)
21. late seventies and eighties when employment opportunities was abundant.
22. Compacts of Free Association w/ FSM, Marshalls, and Palau 1960-1990s. Volunteerism; community involvement.
23. 1985-2006: Job seekers—incarcerated, disabled persons; job seekers—no skills; job seekers—H2BH-1
24. 2006 placement with individual/job seekers w/ careers; early 90s to 2001; Pacific Region collaboration; 84, temporary Labor certification.
25. Before economic downturn; September 11, 2001 disaster (Tourism) HS 2003, oil prices and fuel went up. Hotel industry pay was salary. Summer of 2008, gas prices went up. Jobs—layoff. Passport. Economic boom: 70's-80s, late 70s and early 80s. Tuition resident free and college education (2 years). G.P.A academics. NOW. Residential: UOG 180.00, 99.00, 101.00 GCC.
26. After September 11, 2001; economic boom in the 1970s-1980s.
27. Before September 11; Summer of 2008, when gas prices was high/low; 70s-80s UOG Free college education (2 years)
28. During the late 70s-early 80s, when you could go to college for free for two years and if you needed a job you could get hired.
29. Before 9/11; in the 70s.

What were the conditions/elements that made these experiences possible?

1. Japan economy was expanding their business, which included Guam; GVB was also promoting our island as tourist spot as "Where America's Day Begins"; Military dependents/students attended the public school system; Because of both factors, the construction boom.
2. The experiences are possible because of the influx of people from outer islands and Guam's regular ...
3. Build-up of Tourism, hotels; Ballooning of Japan economy the move to invest in foreign areas; employment opportunities became available to accommodate the increase in tourism and infrastructure.
4. Japan economy was at balloon stage where as their people coming to Guam and because of that hotels needed to be built which lead to construction opening of more jobs not only for construction but for a variety of positions needed to run businesses. "Military dependence". Federal monies coming in.
5. Japan economy had an infusion of income and investment in Guam. GVB was promoting Guam tourism at a rise. Military presence, military children were still attending the Guam School System; 2007 we had ...
6. Training sites should be connected to job opportunities; passport to careers; jobs and careers in demand; health care—early 2000.

7. Passport careers; training should be connected to real job opportunities; high school curriculum—career based, such as health professionals include OJT.
8. Increase of employment opportunities, more federal funds
9. Increase in Development/job opportunities: Military/Japan/Korea Investments. Aggressive marketing campaign for Guam; Garment factory; control of immigration and labor laws.
10. Job opportunities increased; marketing of the island; garment factory
11. Strategic locations of Guam and mostly Guam being part of the U.S., more employment opportunity.
12. Lots of Federal funds; disaster assistance for people to re-build their lives; information technology advent came to Guam.
13. Increase development-Increase to revenue \$5440; job opportunities; apprenticeship programs; aggressive tourism marketing campaign; compact-impact \$; REAM/Homeland security \$; control of immigration/labor standards.
14. Asian economy stronger.
15. No natural disasters; Visa waiver began; construction boom
16. Foreign investment-Naru-Korea, China, Philippines; Access to goods and services transshipments; Micro Mall; Liberal qualification requirements.
17. Strong family values
18. Compact-Impact provisions were not maximized, collaborative.
19. Tourism was higher. Military presence.
20. Hub of Micronesia; village mayors and vice-mayors (former commissioners) were very active.
21. Compact/Impact Free Assn
22. Compact of the Association; Manpower development fund was increasing due to the temporary Labor Certification that the Governor of Guam was given—more employees; Typhoons
23. Training sites provide real employment or job placement opportunity, passport to careers (training), family encouragement to continue higher education; High school curriculum jobs in demand, i.e. healthcare, early 2000. Biba manhoben, hurray for youth (melting pot).
24. Training sets provide employment or job placement opportunity; passport to careers.
25. Lower gas prices, passport to career—job placements; family encouragement to go college; high school curriculum emphasize jobs. Careers in demand.
26. Family encouragement to go to college, passport to learning.
27. Free education (college) for locals for 2 years; training sites should be connected to real job placement opportunities; family encouragement to go to college; high school curriculum emphasized job

Day 1

The AI session on employment and employment opportunities also had general themes that prevailed. Employment in today's society is not particularly scarce, but the requirements for people to be eligible for decent jobs is much greater than in the past. Technological advances, higher education degrees (and in today's reality a bachelor's degree sometimes just is not enough), harder economic times for small businesses, are a few of the relevant issues that ordinary citizens face everyday.

Peak moments in employment opportunities were also available during the 1980's – 1990's. "Tourism led to the construction boom" and the military played a major role within the community. The moments varied. Because of their diversification, they are listed as:

- Apprenticeship programs
- Free college tuition for local students
- 54-40
- Government Surplus
- Mentorships
- Air travel through Guam required job recruitment

The values of stability, education, community togetherness, and family are all given credit for allowing the parents, leaders, and business people the opportunity to provide youth with the tools to necessitate learning for either higher education or prospects local trades school.

In order to accomplish these things again today, it was pointed out that reliable public transportation, more demanding qualifications for students in high school (do not allow students the option to drop-out of school), match the growth of inflation with minimum wage to help low-income families maintain a semblance of stability, offer training opportunities to everyone who is interested, take care of "displaced" citizens, and "good, professional help for all walks of life" to garner the guidance to establish training and/or a better education.

Day 2

The AI session on the Economy was very effective and all of the participants were able to knowledgably examine time periods of economic prosperity and hardship. Participants across the board agreed that during the 1980s – 1990s there was an economic boom that was reflected in the overall livelihood of many of Guam's families. Duly noted was that the government was stable and "operating with positive revenue streams." Job availability was abundant. Tourism, the military contribution, hotel construction expansion, and a tax rebate were all evidence of the island's affluence.

Families, cultural values, the economy, and job security were strong at this time.

The Dream Phase initiated a round of introspective ideas that the island community can impress upon. Creating a diverse, well-rounded, and unified educational system was what most participant felt would be the foundational necessity for a rise in the economic progression.

This AI session produced a group of exploratory observations from which all entities can take from and use them to allow ideas to become seeds of growth and expansion for the long-term health of economic reliability.



Day 1
(Top 3 Dreams)

9. Strategic Planning/Action Plans

(1) A well conceived/ thought-out and comprehensive (with world elements) PLAN.

1. (3) Preserve unique island resources while continue to improve the power of e3 + 1.

(2) Repatriate own citizens currently residing outside of Palau to return home and take over workforce and education responsibilities currently held by non-res/guest workers and to do this by a good, marketable package; i.e. land for lease, loans for home building, and a high age w/benefits, when averaged is compatible or over current US wages.

(2) More funding for all government agencies to achieve their mission.

Design/ Creative funding-source for supportive welfare.

1. Pay all previous funds for training so that everyone is given an opportunity to excel if they want. Utilize AHRD's rules of 3 criteria shown by Guam Contractor Board. Mr. Robertson- Make it user friendly

Training priority.

1. More incentives for certain skills.

Training- priority.

Provide or assist everyone to get any kind of training needed to sustain Guam's economy.

1. Funding of training/educational plan to be highest priority and significant portion of GDP...offer more training to get the workforce to its goal of providing enough employees to local employers.

Funding is not an issue- cross training from island to another.

Offer more force training (to get the workforce to its goal of providing enough local employees to decrease # of H2 employees) best trained staff.

1. Comprehensive training plan

(2) Have enough training staff, equipment to complete tasks assigned and give proper training to those seeking assistance.

1. Excellent mentors that possess good training, motivating and communication skills.

(3) Employment- Guam should match wages/pay the same as those workforce working in the states.

jobs available for those wanting employment at decent salaries.

(2) Employ all those who have received the education and bring them to employers.

Have them use the knowledge learned and apply it to better Guam.

1. Teamwork among the employees.

(3) Have low unemployment rate.

(1) Provide good professional, personable service.

(3) Continue this circle.

Education. Employment. Economic development,

1. Funding. Employers- hiring our local people and pay them.

(2) Economic development- growing of economy.

Internet connectivity- same database for all islands- interchangeable

Technology available for students/apprentices. Infrastructure

(1) Develop military industry

(2) stable and sustainable economy.

8. Training

Part II. Nov 30 top 3 dreams

7. Employment

6. Economic

1. Transportation

(1) Reliable public transportation.

(2) Exceptional transportation (which will help the environment- decrease cars on Guam's roads).

1. (3) Educate children at the elementary level with the basic education to equip them better for later school years.

1. C) Faculty exchange between educational institutions

Increase emphasis on A) English-let's face it, it's the world's language.

Increase emphasis on educational basics-reading and writing.

Increase educational forces on globalization then increased computer skills and training.

Require high schools to be trade schools.

1. Track level at middle school.

Modernize essential training and educational institutions and infrastructure

(2) Justify education will be accessible to all.

Incentives

Establish tracks in middle-school.

1. Enhancement of Education- academic and vocational programs.

(1) Education/Invest in Education.

(1) Give all people of Guam, most especially locals an incentive to education.

Affordable education and counselors in place to guide those furthering their education.

1. For the low income level- to take advantage of all the federal programs available to learn and finish education.

(2)The Guam Educational System will provide awareness and opportunity for every child to receive an education up to par with technology.

Improve educations opportunities tied to the needs of the workforce of tomorrow.

(1) Displaced in our own island- native Americans (Chamorro) should have 2 years of college supported by the government (of course there guidelines/requirements).

Free or affordable education.

(3) In middle schools- children are being guided into vocational led programs- have them start thinking of job explorations.

1. High school- enters into a "junior" training/apprenticeship program. Once the student graduates- placed directly into a "senior" training/employment program. Then gain fully employed.

1. (3) Better guidance & involvement by parents.

1. Family values.

(2) Family-Reuniting both family/community

1. An outreach department for families who are in dire needs!!

Familial Support

attitude, family values, involvement, discipline,

(1) For Gov. workers & public sector to participate in a community project, community effort (whether the environment) during working hours (every staff)

Volunteerism

1. (3) Community

Working together to make our learning environment safe and livable on our island.

Decrease of number of families relying on public assistance!

3. Community Support

4. Accountability

1. standards/ethics, accountability

In a dream world... (1) Partnership between all government agencies to make Guam self-sufficient.

1. All participating partners work together.

Quality and Team work.

1. Having our partners to work: Collaborate

Partnership with all Gov. Guam Departments.

Money and lots of it for all Gov. Guam Departments.

1. More collaboration amongst the other islands.

Regional One Stop Career Center

Action Plans (1) Make the "talk" of E3+1 "walk" and flourish.

Emphasize exposure to increasing forces of globalization.

B) travel-cross-cultured student exchange into islands of Micronesia and other countries.

Regional Collaboration

1. Micronesia/Guam is behind almost 18 years in terms of pay compared to US employees.

Appropriate pay for appropriate work.

Balancing standard of living with cost of living.

1. (3) Bringing up spending power of consumers to have a better standard of living- financial literacy.

5. Collaborative Relationships

(1) A well conceived/ thought-out and comprehensive (with world elements) PLAN.

1. (3) Preserve unique island resources while continue to improve the power of e3 + 1.

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Appropriate pay for appropriate work. **Regional Pay system comparability**

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Have them use the knowledge learned and apply it to better Guam.

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(3) Have low unemployment rate,

(1) Provide good professional, personable service

(3) Continue this circle.

Education. Employment. Economic development,

1. Funding. Employers- hiring our local people and pay them.

Part II. Nov 30 top 3 dreams

1. We are now in the process of concretizing the efforts (of the regions towards) are profoundly aligned to formulate strategies to implement plans and programs and to maximize the cooperation effort of varies of gov't and non-government agencies.

Regionalism

Guam recognized as the Pacific hub.

1. External investments
Regional- supply and demand existence.

We were connected to the forces of globalization

Globalization

Covenant agreement.
Capacity bldg money-covenant.

Government Programs/agreements

Small gov't Agreement.
54/40.

and economy.

1. Economy.

1. Asia economy.

Economy boom.

Economy was vibrant.

1. Japanese economy (bubble) was strong (not burst yet), allowing unprecedented investments in Guam.

Economic growth.

1. Encourage investors to invest in Guam.

1. Private sector was good.

1. Economic growth.

External (Big) organization investment on Guam.

World economy, including U.S. was in upward trend;

Economic growth.

tourism

Tourism was at its peak - strong Japanese market.

Tourism- affordable travel,

1. Tourism high.

1. Tourism was at its peak a strong Japanese market. More hotels were being under construction. Investments pouring into Guam.

hotel accommodations.

1. Cheaper hotel.

Tourism was high

/hotel accommodations.

1. Revenues were increased due to growth in tourism numbers.

hires 3 major airlines- insular islands benefit from this growth.

Cheaper airfares

Airline Availability.

Private sector was good in the 80's.

1. Generated Employment.

Jobs.

1. All stakeholders agreed to prioritize education and workforce initiatives with a number of input and recommendations from the private non-profit & profit organizations.

1. Grants for training.

Housing

1. Programs: passports-to-career, college bound.

Passport-to-career youth program.

2006-08 adult program.

(Self- Generated Decision). Needs- Population not as diverse. Not too expensive.

When we here in Guam were experiencing the benefits and resulting impact of multi-national and cross-cultural polination.

1. population not as diverse.

1. Population not as diverse.

Small population- small private and public sectors.

Positive Economic Factors

Tourism sub references

Transportation

Workforce

Structured Programs

Diversity of community

Disaster related

Rebuilding of homes during storms/73-80's

Educational Support Roles

1. UOG/GCC: showing what is available to the children of Guam— seeing the Presidents of these institutions speak passionately and from their hearts. Most especially during the question & answer phase. Seeing other islands participate along with private companies.

Research and development- data computing

H.S. diploma was not always required for a job but recruitment and hiring was based on skills set.

Capacity building.

Nov 30 AI Conditions/elements Factors

Strategic Planning

That there is actually a plan for workforce development and institutions are making adjustments.

Collaborative Relationships

WIA and public/private partnership.

1. Public and private partnerships.

1. Our partners in the private and public sectors.

1. Planning and teamwork "Partners in Public & Private Sectors".

Gov't leaders/ should work on growing the economy.

1. Teamwork- public/private. Individual Resident proactively.

An appreciation of military based pm WWII experiences (i.e. "here to rescue us") from our elderly (who witnessed living through the hard times).

Military buildup.

Military buildup.

DODEA was not existent.

1. The military buildup allows us to work together, realizing that we are serving the same population.

Development opportunities increase by the military

Strong military economy before tourism. Guam

Vietnam War.

1. It may have been attributed by the military buildup.

Military Relationships

I cannot identify a peak moment when the workforce development system in Micronesia was at its best. Since I am involved in today's summit, I feel that seeing the diff agencies here today, I feel that only now things are finally coming together. The more the island moves forward with the times (development), it seems that we lose focus of the basics.

1. 2005- Collaboration. 2006- Military build-up announcement
2007- GTA. 2008- 2009- Participation of partners including region. We are now in the process of visualizing.

1. This year would be the peak movement of the educational systems in Guam/ Micronesia at its best. The colleges and public school system have been in more collaborations to deal with issues addressing long term effects even in a time of economic depression.

PRESENT Collaboration w/GCC-ARRA-GDOE/GU Trades Academy providing technical assistance to the other islands.

1. Public and private partnerships.

1. Collaboration w/ Guam Trades Academy providing technical training/assistance to other islands.

Present collaboration w/GCC on the ARRA

Collaboration w/ GDOE on the passport-to-careers.

1. The peak moment was when the initiatives to form training forums and a seminar to address the workforce development w/ the (cooperative) participation of Pacific Regional Partners.

Peak Moments in Workforce Development in Micronesia

1991-93 Airport- visitors coming in airlines robust/bank loans/construction development/ PWC
Main industry prior to tourism. Pan American, TWA, Continental. Hub of the Pacific
Airlines did not furlough/ lay-off employees
Cargo was up 70-72.
1070-72 Cargo coming in, including Palau/Yap. 1982-ish
Guam's Economic Boom- 1970's to 1980's (early).
1. Communications- RCA: Cell phones/-Connect-lower rates. Banks-loans offering lower percentage rates.
2000- date- achievements in wireless and digital communications technology.
communications.
RCA- Communication capability increase in Micronesia/
1. banks offering loans at low interest.

Transportation

Communication

Banking/finance

PAST: Guam's tourism boom- 1970's to 1980's (early).
1989-1990 - hotel construction boom & market values up.
1. 1970-72 revenues via airlines commerce- passenger travel and cargo movements. Order of tourism industry. 1983- tourism boom = construction boom = employment.

Economic factors

1990's-1 million visitors - tourism market included Taiwan and Korea
Tourism is at its best 1993 to 1995 which means employment in tourism industry is at its best.
Employers in the tourism industry can work two jobs.

Tourism

Tourism was booming, restaurants doing well, jobs were available
The 90's. Early to mid. Tourism.
1. Early 80's at its peak. January.
1. Height of Japanese economy in early 90's.
Late 70's- early 80's. Hotel, jobs, restaurants, tourism.
Tourism markets expansion Taiwan, Korea.
Hotel industry. Tourism.
90-93 tourism was up.
1. including tourism.
990's (Garment/Econ boom).

Industry

Real Estate

80's real estate sales

1. Peak moments when the economy is in a slow paste & jobs minimum wage is very low with more public assistance.

Construction boom.

private (family) business was good at that time

Military was at its best on Guam 60's/70's fully operational on Guam.

Late 70's. Early 80's 70's: Military, civil service (ETA & DYA programs)

90's Military construction projects (mil con projects).

1. Military dependents graduating from JFK High School

1. Currently- Military Buildup offering a lot of job opportunities and bringing in money to improve and boost our economy.

Military buildup.

Military References:

September 1991- addressed the issue of gov't pay. Military construction projects-National Guard, Army Reserve, etc.

1. When military was here- there were relationships between the villages and military houses. Jobs were available. mentorship w/ military personnel, military children were attending public schools- they were not segregated like it is now. So because military children were attending - DOE was receiving federal \$. Military presence contributed to the environment- i.e. improved water system, grants to schools, schools doing maintenance.

Collaboration

Free tuition.

Free tuition at UOG

Education

1. UOG/GCC showing what is available to the children of Guam- seeing the Presidents of these institutions speak passionately and from their hearts. Most especially during the question & answer phase. Seeing other islands participate along with private companies

2000- school to work and WIA. Formal agreements for education & workforce activities between WIA and Palau Community College. Chamber of Commerce.

1. Unfortunately this is my first experience with the workforce development system- when all departments collaborated was very encouraging. That children of Guam are offered other than the college experience but also a trade if they choose otherwise.

1. Journeymen 1973-75/2000. 4,000 graduate apprentices.

Stateside hires beginning of Apprenticeship program (70's) -> end of 80's

Training

1. Through our years there was never has been any peak. The working on new changes we have never reached our peak times 1998 August on the master program. Apprenticeship programs

1. That there is actually a plan for workforce development and institutions are making adjustments WIA and public/private partnership. Programs: passports-to-career, college bound.

Public interns (understudy for TTPI).

(GCC Apprenticeship programs)

CETA program

1. Apprenticeship program w/GPA, GWA & Guam Shipyard 2004 and the Summer Youth Employment Training Program about 2003. Times are through natural disasters

GPA- Shipyard Apprenticeship Program.

1. SYETP- Youth training employment program (year 2004)

JTPA - 1987- lots of job training dollars for youths and adults.

Positive programming

1. 2005 announcement of the military realignment to Guam. Industry forum.

Other factors:

1. Zero unemployment.

Employment separation 1986 -> re-employment 1988 versus employment -> separation re-employment - funding not available

1. Unemployment was low.

November 30 2009 Focus Group 1

Unserviced clientele

1. My interest which was not touched on was on ExCons: what are we going to do with them in the schedule of things. They are skilled workers also. I do they get a second chance. Passports-to-career

External funding

1. \$250,000 (Covenant) funding for 7 yrs. Late 70's/Early 80's

1. \$250K from Covenant (early-late 70's & and early 80's). Married locals take-over positions. Female supervisors (immigration, teachers, public safety, etc.)

Regional Events

1. 2006-military build-up. Industry Forum I, II, III. Pacific Regional Summit- 2005-current.

Industry forum.

1. Belau Educators and Employers Alliance, & Min of Education.

A lot of jobs were opening up and a lot of FSM citizens started moving to Guam.

1. then, international student (VISA) is not that strict; had some acquaintance w/ them til completed the whole course of their stay.

1. New Retirement program.

Late 80's-pay adjustments w/in the gov't. 1990- 5440 rebate 1991- implementation of AG.

1. Early out. New Retirement opts. 54-40

Government Initiatives

1990- \$5440 pay scale

October 1998-P.L. 24-16/ Dept of Vocational Rehabilitation Lead Agency for one stop center (greater OSCC).

1. 5440 government surplus

5440 governments surplus afforded to employees-early 80's

Surplus in gov't allowed for a rebate 5440

Day 2
(Regional Economies)

Peak moment b/w 1985-1995
 Late 80's early 90's
 1985-1995
 1985-1995
 Peak late 80' to 90'.
 (1) Late 80s thru early 90's.
 1. 80's- early 1990's.
 After 1995
 (85-95),
 1991-1993
 Late 80's early 90's
 1. 1987-1995- Tourism & Military presence- all the islands were booming.
 Economic development-> 80s-90s (85-95 years
 88-90-93
 Oct '91
 70's-80's
 88-92
 1988-1992
 1983
 89-93.
 86-87
 80s-90s
 88-92 stronger
 Guam was at its best in the year 1988-93
 88-92
 90's
 1990's
 in 1991 or late 80's
 90-92.
 Late 80's, early 90's
 Bordallo admin.
 the 80's

Economic Period References

80's-90's Base Period Reference:

salary increase.
 , tax rebates,
 Rebate 90.

1. Guam recipients received a tangible amount via Rebate.

Government was stable and operating with positive revenue streams.

1. when the 54-40 was complemented across the board.

(Section 30 \$)

54/40 Ada administration

Hays Study and Tax Rebate.

1. passed after Hay study.

5440- Salary increment-

5440

1. 5440.

rebate was given out.

1. Hay study: 5440.

(HAY study).

5440

Gov't Guam

Gov't holds the most employees,

comfortable living.

cost of living was manageable.

Cost of Living manageable.

1. Cost of living more manageable.

Cost of living was more manageable-

COL was comparable with household income

Family Values

Little Crime- no drug problems

attitude of future, strong family structure.

family structure of support,

attitude is now, segmented broken families.

Better quality of life. Good living conditions.

stronger education,

1. Stronger educational system.

Education was excelling with post secondary.

Stronger educational system.

Stronger educational system

CNMI/outer island military presence.

Micronesian.

Government Programs/Incentives

Social Economic References

Education References

Regional References

Day 2 Peak Moments- Regional Economies

Military References

1. Loss of business as a result of military pro. military.

year of diversity and military in out economy.

military construction projects

1. Military pulled out of school system, development of DODEA.

opening of DODEA,

integration of military in local schools

military presence.

military presence.

military

Military is still on Guam including PWC/SRF and others.

Military.

(2) Pre BRAC closure,

military was active

Branch realignment when military started pulling back.

DOE: military children were still attending public school

pull out of SRF to the mainland

Tourism References:

Tourism was high.

tourism boomed.

(tourism

tourism at its high,

tourism booming.

Tourism was high

tourism booming

tourism

Tourism

tourism boom.

tourism boom

tourism dropped

tourism boom

Tourism high.

hotels

Jobs available compact/impact

"job abundances".

Construction boom

diverse economy

excess \$,

small businesses.

robust economy

construction boom/

Strong US economy.

Robust economic diversity

Strong tourist market.

1. Equal pay.

tourist boosted the economy

Jobs.

housing developments.

airline tourist markets created tax

economy was at a boom.

Japan's downward economy hit/crashed

economy changed to downward trend.

1. eco-boom.

because of Japanese boom,

1. Optimal economy.

outside investment

Jobs available during this time.

Downfall- crash of Japan's economy

1. federal education program pulled out of island.

Japanese economy was good

. Private sector.

private sectors.

Industry References

5. Ina'famaolek- everybody's individualized. Family values changes. Jobs not aligned.

7. Rev and Tax.

3. Steady jobs created and sense of wellbeing, more time spent with family and home purchases.

6. Security (jobs), pay increases.

4. Steady jobs, more time spent, quality of life.

8. It developed hard working deserving employees.

Community Programs and Volunteerism References

Government References

Economic References

Employment References

Family References

3. Family values.

4. Family values.

6. Family values and unity.

7. Attitude for the future. Strong family structures.

3. Happy economy= Happy family unit.

1. Family values have changed. Education and jobs are not aligned.

2. Family structure mostly diminished due to pride, lack of knowledge (education and training.

5. Home purchase, quality time w/ family. Instill culture to children and others.

Day 2- What types of values these experiences indicate?

Social-economic References

1. social values

2. Improve standard life, quality of life. Family time. Job security. Thankful to God for many blessing.

Cultural References

1. Cultural practices. Incorporate cultural with modern technology.

Education References

8. These periods do not last forever. Must prepare for "downside"- creative economy development. Must invest in education to prepare future workforce. Don't put eggs all in one basket.

Improvement of transportation, islands and region.
transportation. **Transportation References**

Protect and promote Chamorro culture and the region.

1. Recognize contribution of other ethnic groups or other nationalities.

Cultural References

1. Cultural values restored.

Education by making it culture.

1. inter-relational revival of culture and traditions.

Work well and collaborate within our island and outer islands for a common goal to improve life and welfare of all out people.

Regional Collaboration

EEDC to have an office (region) for the Micronesian islands and to make the advantage on a settlement.

1. That the regional partners continue their collaborative efforts spanning education, training and workforce and became the "Tiger of the Pacific" as a whole.

.... Support our local business economy

airline rooms,

a. Flexible market

Develop local Entrepreneurs.

Economic/Regulatory References

1. Small business increase job opportunities.

Develop small businesses.

Develop by local people making jobs

1. Have required career center exposure in High School.

1. Education-business ownership and opportunities

Rethink education to make sustainable for our kids.

Education to sustain our children culture

Education is the key factor is the improvement of the workforce system of our island.

1. Thus, my dream is to formulate the educational curriculum that's geared toward the maximization of the student potential to develop them to a more productive citizen by implementing a work-... curriculum.

Integrate educational system (local students and military students).

1. Educational system must be unified.

Education References

... Educational system.

education

Education

Rethink education to make it relevant-back to the basics.

1. Provide education and business support to locals.

Make the foundation strong through education of value,

All High School students will graduate from high school with necessary skills to either proceed to higher education or enter into a workforce training program. The concept of the learning continuum is carried forth from elementary to middle school to high school and beyond.

basic skills

more housing.

Housing References

5440,

Pay raise across the board. Implement the New Hay Study by Dec 15

1. 5440 by December or by election time. Hay study.

Government References

1. Implement and pass the new Hay Study by Dec 15, 2009 so that we can all go shopping and further boost the economy and it will help our private sector.

a. Equitable facts

Day 2 Dream Phase If you could make the economy in Micronesia the best in the world, how and what would you do to achieve this dream. In as much detail as possible, list your top 3 dreams you have for making the regional economy exceptional.

Technology References

Advancement of technology and the availability of resources.

Access to advance for technology.

Health References

1. Affordable health care.

1. Health care demands

Training more family values with respect to education, small business status, look at the structure.

Equal pay for equal work equivalent to US mainland.

Value the workforce- compensate the worker comparable to other areas,

entice workers and retain workers.

Valuing the workforce, fair compensation.

job security,

more opportunities in areas of employment;

job market,

1. Make jobs to get more jobs for our local people, revenue amongst ourselves.

Job creations, education/training,

training

Value of earning hard work and it is earned

a. Job security

1. Better quality of life b. Jobs

Back to the basics in life.

Back to basics (family values)

Parents to know where they came from family values.

Morals,

A community of inclusive, not discrimination.

living conditions

a. Living conditions

Rebuild the family.

hard work.

Family/Community References

Leadership References

A leader/public leader that is not racist.

Environmental References

Environmental issues (recycling).

Collaborate- environment.

Military References

1. How will the marine movement affect the economy.

mil projects

Navy Study

Day 3

(Conditionals/Elements)

1. During the late 70s-early 80s, when you could go to college for free for two years and if you needed a job you could get hired.

1. 70s-80s UOG Free college education (2 years)

Free college education-2 years.

1. (people who wanted to work-free college education and worked and could.) Prior to 2001 (9/11)

Tuition resident free and college education

G.P.A academics.

federal dollars/homeland

Infusion of more federal funds

federal dollars;

readily available resources

Volunteerism

community involvement.

port development projects

When Palau was building power plant-everyone was wondering

1. Compact-Impact Agreement.

compact-impact

compact impact FSM.

Pacific Region collaboration

Compacts of Free Association w/ FSM, Marshalls, and Palau 1960-1990s.

Sales on gasoline overseas and competitiveness

gas prices went up

when gas prices was high/low

1. If the military build-up pulls ... and employment ... are official and our children can come home and find good paying jobs.

military projects

Announcement of the military build-up.

airlines-military

80s-90s military projects/pre BRAC/present;

military

1. Military was more a part of the local community.

increase of housing developments.

housing developments

housing development

Educational References

Government References

Community References

Infrastructure References

Regional References

Transportation References

Military References

Housing References

Economic References

Boom in tourism industry.
Tourism boom
Tourism
tourism/hotel construction/industries
tourism;
increase of tourism.
Tourists were coming to Guam;
Tourism
tourism
tourism was brimming
Japan/Korea
tourism boom;
Hotel industry pay was salary
September 11, 2001 disaster (Tourism)
construction boom.
Housing/hotel construction.
construction industry.

airlines
Asian economy was better
Diversity in economy.
Asian economy booming.
1. development-businesses.
Before economic downturn
oil prices and fuel went up

Investment References:
multinational corporations investing in GU
multinational investments
(McDonald's, Kmart, and Home Depot)
bank was giving loans to purchase boats for their business;
garment factory.

Economic Periods Reference:
Summer of 2008
Approx. between 1985-1995.
1. 80s-90s timeframe.
1985-1995
70s-80s economic boom.
"80s-90s and present;
70s/80s-economic boom.
Late 70s-early 80s.
1985-2006
After September 11, 2001
early 90s to 2001
Before 9/11
economic boom in the 1970s-1980s.
Before September 11
Summer of 2008
the boom of the 80s
1. 1990 and 1980; economic growth was felt.
1988-1992.
in the 70s.
1. late 80s and early 90s
Economic boom: 70's-80s, late 70s and early 80s.

nursing program;
introduction of new occupations/opportunities-specialized areas
temporary Labor certification.
Employment conditions were at ... state when investment to build additional hotels, fuel the Guam boom in the mid 80s.

Apprenticeship programs
The Pacific Daily News at the time runs classified ads needing more people to work in different prevailing wages
80-90 in Micronesia-BRAC
1998/2002 when federal monies were available for employment later having job available.
"1985-lots of employment.

Job seekers-incarcerated, disabled persons
job seekers-no skills
Jobs-layoff
job seekers-H2BH-1
2006 placement with individual/job seekers w/ careers.

1. late seventies and eighties when employment opportunities was abundant.
Employment at its best during the late 80s to late 90s during the Tourism boom and military being part of the local economy.
Placement of job seekers during the start of recession from 2001 became slightly bad-prevailing wages (compact-impact were not ...)

1. Jobs were more abundant.
Employment opportunities.
Many job opportunities.
1. Youth perspective-high school job opportunities (passport and careers.)

Youth References:

Day 3- Peak Moments

**Day 3
Conditions/Elements**

Education References

Biba manhoben, hurray for youth (melting pot).
 High school curriculum jobs in demand, i.e. healthcare, early 2000
 high school curriculum emphasize jobs.
 1. high school curriculum emphasized job

Community/Family References

collaborative.
 Strong family values
 1. village mayors and vice-mayors (former commissioners) were very active.
 family encouragement to go college
 Family encouragement to go to college
 training family encouragement to go to college

Economic References

Training sets provide employment or job placement opportunity;
 apprenticeship programs;
 1. employment opportunities became available to accommodate the increase in tourism and infrastructure.
 Training sites should be connected to job opportunities; passport to careers; jobs and careers in demand;
 passport to career-job placements
 Passport careers
 1. passport to careers.
 1. passport to learning.
 Careers in demand.

Employment References

Free education (college) for locals for 2 years
 training should be connected to real job opportunities
 sites should be connected to real job placement opportunities;
 Manpower development fund was increasing due to the temporary Labor Certification that the Governor of Guam was given-more employees.
 Training sites provide real employment or job placement opportunity, passport to careers (training), family encouragement to continue higher education;
 1. high school curriculum-career based, such as health professionals include OJT.
 Increase of employment opportunities.
 1. more federal funds
 Job opportunities increased
 1. more employment opportunity.
 job opportunities

Military References

Military presence.
 Military dependents/students attended the public school system
 "Military dependence".
 1. Military presence, military children were still attending the Guam School System; 2007 we had ...

Regional References

Compact of the Association;
 1. Compact/Impact Free Assn
 Hub of Micronesia;
 Compact-Impact provisions were not maximized
 : Access to goods and services transshipments
 Strategic locations of Guam and mostly Guam being part of the U.S.,
 The experiences are possible because of the influx of people from outer islands-and Guam's regular compact-impact \$

Government Program References

1. Federal monies coming in.
 Lots of Federal funds
 disaster assistance for people to re-build their lives
 Visa waiver began
 1. control of immigration and labor laws.
 1. control of immigration/labor standards.
 1. Liberal qualification requirements.

Tourism References
 aggressive tourism marketing campaign
 GVB was promoting Guam tourism at a rise.
 Japan economy had an infusion of income and investment in Guam.
 Japan economy was at balloon stage where as their people coming to Guam and because of that hotels needed to be built which lead to construction opening of more jobs not only for construction but for a variety of positions needed to run businesses.
 Ballooning of Japan economy the move to invest in foreign areas
 Japan economy was expanding their business marketing of the island
 GVB was also promoting our island as tourist spot as "Where America's Day Begins"
 Build-up of Tourism, hotels
 Tourism was higher
 information technology advent came to Guam.
 Increase in Development/job opportunities: Military/Japan/Korea Investments.
 Aggressive marketing campaign for Guam
 Asian economy stronger.
 Foreign investment-Naru-Korea, China, Philippines

External Economies

Lower gas prices,
 Garment factory
 garment factory
 the construction boom
 construction boom
 health care-early 2000.
 Micro Mall,

Appendix – F

MCES Communiqué, Strategic Plan, and Resolutions



PROGRAM
Venue: Sheraton Guam Resort and Spa
December 2-4, 2009

Wednesday, December 2, 2009

6:30p.m. Square Welcoming Reception – Sheraton Laguna Resort, Atrium
Attire: Casual

Thursday, December 3, 2009

Day 1 – Summit
Sheraton Laguna Resort, Ocean Sirena Ballroom
Attire: Business Casual / Island Wear

8:00 a.m. - 9:00 a.m. Registration
8:45 a.m. Posting of Colors
National Anthem

9:00 a.m. - 12:00 p.m. Session I
9:00a.m. - 10:00a.m. Opening Remarks
10:15a.m. – 10:35a.m. Pacific Workforce Investment Council
10:45a.m. – 11:05a.m. Invasive Species Council
11:10a.m. – 11:30a.m. Micronesia Challenge
11:35a.m. – 11:55a.m. Renewable Energy Committee

12:00 p.m.-1:30pm Lunch – Sheraton Laguna Guam, Laguna Square

2:00 p.m. - 5:00 p.m. Session II
2:00p.m. – 2:20p.m. Pacific Island Regional Recycling Initiative Committee
2:25p.m. – 2:45p.m. Regional Transportation Committee
2:50p.m. – 3:10p.m. Regional Tourism Council
3:15p.m. – 3:35p.m. Regional Health Council
3:40p.m. – 4:00p.m. Center for Sustainability

4:00 p.m. – 6:00 p.m. Free Time

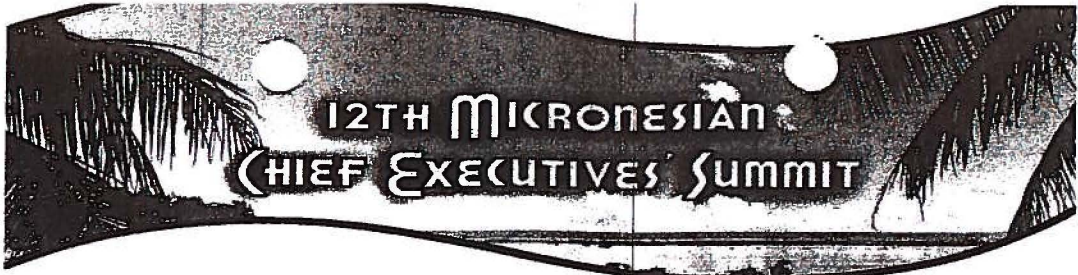
7:00 p.m. Dinner - Weslin Resort, Somnak Ballroom
Attire: Casual

Friday, December 4, 2009

Day 2 – Summit
Sheraton Laguna Resort, Ocean Sirena Ballroom
Attire: Business Casual / Island Wear

8:00 a.m. - 9:00 a.m. Registration

9:00 a.m. – 10:00 a.m. New Business



10:00 a.m. – 11:00 a.m.

Presentations

10:00a.m. -10:30 a.m.

Guam Military Buildup Program Update
Presented by: David Bice, Executive Director – Joint Guam Program Office

10:30 a.m.-11:00 a.m.

Office of Economic Adjustment: Regional Response to the Military Buildup.
Presented by: Mr. Gary Kuwabara, Western Regional Director -Department of Defense, Office of Economic Adjustment

11:30 a.m. – 12:00 p.m.

Signing of 12th Joint Communiqué
Closing Remarks
Retiring of Colors

12:00 p.m.-12:30 p.m.

Photo Opportunity

12:30 p.m.

Lunch - Sheraton Laguana Guam, Laguna Square



REGIONAL WORKFORCE
DEVELOPMENT COUNCIL
STRATEGIC PLAN 2010-2015

MICRONESIA WORKS!

SHAPING A REGIONAL TALENT DEVELOPMENT SYSTEM

Regional Workforce Development Council (RWDC)

The goal of the RWDC is to provide the much needed regional guidance and development of a regional workforce strategic plan.

Globalization has forced changed in every region and impacted every aspect of our economy. This will force change unseen during modern times for Micronesia. To remain competitive and meet the challenges ahead, the region must shift from change challenges to transformative opportunities. Transformative opportunities will require increased partnerships with the Pacific community—businesses, researchers, entrepreneurs and government entities, and citizens. As our regional communities and our culture change, our governments, our institutions, and our partnerships must change to remain relevant.

A regional workforce development strategic partnership is critical for the growth and sustainability of the region's economy and values the importance of shared accountability, collaboration, responsibility and increased engagement around talent development.

The Micronesian Chief Executives endorsed the establishment a Regional Workforce Development Council (RWDC); the alignment of workforce development, vocational education and other training programs and leverage resources; the collaboration, integration and formation of partnerships with the private sector; and the creation and implementation of training programs for demand-driven occupations.

Special points of interest:
Master Apprenticeship Program for Arts & Handicraft Strategy

Rethinking our workforce system strategy, begins on building on our strengths and assets as a unified region, preparing Micronesia's human capital for training opportunities,

Vision:

A unified competitive and just-in-time talent development system that strengthens and embraces the region's unique diversity.

Mission:

To improve the quality of life and standard of living of our citizens by maximizing their potential for employment in a competitive economy.

Pacific Workforce Investment Workgroup (PWIW)

The PWIW serves as the advisory panel for the RWDC. The PWIW is comprised of various technical workgroups representing the region and includes both government and private sector representation and other related workforce development stakeholders. The workgroup contributed towards developing the RWDC governing guidelines for program development.

This panel helps to align the key elements making up workforce development aligning vocational education, training programs, leveraging resources, addressing demand-driven occupations and promoting collaboration across education and business and industry (economic development).

RWDC Goal Areas

Goal 1. Regional convener of talent development	4
Goal 2. Strengthen, Embrace, Align regional e3+1	5
Goal 3. Micronesian One-Stop Career Center	5
Goal 4. Regional Recruitment Pipeline System	6
Goal 5. Talent Development Incentives	6

Plan Organization

- Part I. RWDC and PWIW Introduction
- Part II. Setting the Stage
- Part III. Regional Focus Areas
- Part IV. Goals and Priority Actions

Setting the Regional Stage:

The Chief Executives agreed that workforce investment opportunities in the region are critical to the development of future economic growth and sustainable development.

The Chief Executives also agreed that each island state should be committed to providing program services to improve the quality of life of each of our citizens by maximizing their potential for employment in a competitive world economy. The Executives further agreed that the support of registered apprenticeship programs certified by the U.S. Department of Labor should be jointly pursued for the benefit of the regional workforce. The Chief Executives requests that all islands support increasing the productivity of their respective workforce. To accomplish this, Governor Camacho introduced

the motion to develop a regional strategic plan to implement regional apprenticeship training and workforce investment in Micronesia.

The MCES emphasized that training should focus on capitalizing the region's assets by forging collaborative partnerships with institutions of higher learning, our schools and communities. "Innovation Micronesia" becomes the talent development reference representing the evolving framework for the region's talent development. This includes accessing training resources, broad based community education, capacity building, entrepreneurship, regional data for economic and community solutions, lifelong learning through talent development, military growth and impact, regional asset/resource mapping.

This workgroup continues to advance the various overarching themes and strategies common throughout the RWDC and PWIW collaborative efforts. This workgroup identified five core areas throughout this regional planning process:

1. Convener for Micronesia Works (Regional Talent Development system)
2. E3+1 Collaborative Framework
3. Micronesian One-Stop Career Center
4. Regional Recruitment Pipeline
5. Talent Development Incentives

The core areas fields the doable and common interests indicating a clear need to prioritize initiatives over its slated implementation period.

• Regional Workforce Action Plan Strategy Areas for the RWDC

The seven action plan strategies represent the many ongoing discussions with various strategic partnerships inclusive of both regional and federal government collaborators.

Strategy 1: **RWDC Data Initiative**

Strategy 2: **Regional Entrepreneurship/Enterprise Initiative**

Strategy 3: **Workforce Readiness Credentialing System**

Strategy 4: **Workforce Pipeline Development Initiative**

Strategy 5: **RWDC/PWIW Communications Plan**

Strategy 6: **Computer and Financial Literacy Initiative**

Strategy 7: **Succession Planning Initiative (replacement of key staff and mentoring junior staff).**



• Regional Partnerships

This section profiles the range of discussions and staging of regional strategies and action items.

Workforce Innovation in Regional Economic Development (WIRED). Localizing the U.S. Department of Labor's federal regional economies model—(WIRED) inclusive of the following elements:

- Definition of the regional economy;
- Development of a leadership group that can create a regional vision and strategy;

- Regional Assessment to map the area's human capital assets;
- Creation of a regional workforce training consortium.

Military Impact and Growth to Regional Communities.

- Support the RWDC and PWIW planning efforts to respond to the military buildup.

Regional Asset/Resource Mapping.

- Conducting a talent development asset/resource map is essential for evolving and adjusting the planning strategies.

Communications Framework for Collaboration.

- This involves implementing regular training and communication protocols for all workforce strategy teams.

• Workforce System Regional Framework Process

The framework process builds from the preceding summit sessions of the RWDC and PWIW workforce development deliberations. This includes the updates and adaptation, leveraging of regional assets, expertise, alignment and common consensus on practical talent development action plans.

The workforce system regional framework represents the RWDC many guided and facilitated discussions with the regional PWIW advisory group, and collaborators, forums, summits and seminars. This framework presents the RWDC's overarching goals, core objectives and priority areas and key performance indicators.

The RWDC recognizes the changing marketplace and programming dynamics of government and industry needs allowing this process to remain sensitive and remaining a living document with allowances for revising strategies as needed by the RWDC.

The result of this process represents a coherent and practical framework aligned through the three overarching strategic Plan focus areas:

1. Workforce Demand Initiatives;
2. Workforce Supply Initiatives;
3. Comprehensive local/regional based training systems.

During the early RWDC period, the workgroup identified three initial focus areas to evolve the RWDC workforce development Five-Year Strategic Plan. Year 1 and 2 of the plan focuses on Capacity Building— This area considers the importance of technical team development, cross-planning and working with workgroups and collaborators;

Locality Based Entrepreneurship— focuses on regional collaboration and support for youth entrepreneurship;

Regional Data for Economic and Community Solutions—focuses on regional data on workforce develop-

ment and common program design and reporting.

Workforce Development strategies

Year's 3-5 of the Strategic Plan focuses on conducting the feasibility of establishing a Micronesian Job Corp and the incorporating and aligning lifelong learning with the recognized learning continuum for training and workforce development.

The Chief Executives recognized to meet region training needs, the approach has to be practical and should include both short-term and long-term training sensitive to demand-driven occupations. Where possible, to use existing institutions in a coordinated and regional manner.

• Towards a Micronesian Transformation

The Micronesian Workforce Transformation becomes the vehicle for enhancing the region's workforce development agenda. This includes providing incentives for employment opportunities, increasing the pool of new employers, and addressing effective retention and expansion strategies.

The Micronesian Transformation includes common recurring themes aligned closely with the proposed goal areas:

- Learning continuum embedding lifelong learning through appropriate manpower development and capacity building programs;
- Occupational and vocational instruction and career counseling for youth, adults;
- Online Learning and Distance Education;
- Localizing best-practice training programs;
- Updating manpower needs and aligning the various strategic plan documents;
- Establish a marketing and branding campaign for Micronesia Works!;
- Establish and align economic development priorities, private sector initiatives, Entrepreneurial support and promote regional tax incentives for intra-region investments;
- Incentives & scholarships including the establishment of regional internships and scholarships;
- Leveraging resources;
- Promoting accountability, outcomes and performance measures of programs and activities;



E3+1 Education, Employment, Economic Development and Ethics

Workforce One e3 system.

The Chief Executives adopted the RWDC's recommendation of regionalizing the Power of E3: Education, Employment, and Economic Development from the U.S. Department of Labor's Employment and Training Administration (ETA) framework guiding employment and training programs. Ethics was added as recommended by CNMI Governor Benigno R. Fitial localizing this framework and establishing the e3+1.

Each jurisdiction represented by its PWIW advisory workgroup helped established its objectives and consensus of goals and action areas. The e3+1 provides the constant of which these discussions evolved aligning the regional discussions of

the PWIW and the RWDC. The endorsement and common consensus of these goals and strategies evolved through the workgroup minutes and many forms of input sessions and discussions. This includes building from existing workforce initiatives and efforts.

Defining the common tenets of workforce development priorities embeds the need to link strategic collaboration with education and economic development and ethics as the guiding elements to ensure that the workgroup and council efforts are based guided by strong values sensitive to our unique pacific island heritage.

The endorsement of the Micronesian Workforce Transformation Fo-

rum—Micronesia Works! Provides the unifying brand for the region's diverse workforce development strategies.

Special points of interest:

Regional Joint Training Board

Calendar strategy

Goal Areas

1. *A goal of the RWDC is to become the regional convener of talent development systems.* The many workgroup discussions continue to promote the need to establish a comprehensive, integrated service system that harmonizes workforce development services and programs.
2. *Strengthened, embrace, and align the power of e3 plus 1 approach to the region's talent development efforts (education, economic development and employment).*
3. *Establish a Micronesian One Stop Talent Development Center*
4. *Support a regional talent development pre-apprenticeship recruitment pipeline system.*
5. *Strengthen incentives for demand driven occupations*

Goal Area 1—Talent Development Regional Convener

Objective A. Leverage and align Micronesia's talent development resources.

Priority Action

1. *Conduct a regional asset/resource map for youth programming.*
2. *Promote collaboration and partnerships with education institutions K-16*
3. *Align funding systems to build leveraging opportunities with partners.*
4. *Impact and Solutions Outreach/Initiative campaign for grassroots.*

Objective B. Increase and strengthen talent development service providers, strategies, and collaborative initiatives

Priority Action:

1. *Establish a regional communications framework for collaboration.*
2. *Promote collaboration and partnerships with community groups.*
3. *Leverage and identify capacity and expertise pool with collaborators.*
4. *Strengthen and build technical workgroup partnerships.*

Goal Area 2—Embrace, strengthened, and align the power of e3 plus 1

Objective A. To address the three areas of workforce demand, supply and training, the issue of workforce information remains a high priority for the regional team to address.

Priority Actions:

1. *Harmonize data reporting system.*
2. *Establish a regional workforce and industry monograph*
3. *Data Automation and consistent data availability*
4. *Real-time statistics based on partner requirements.*

Integration of the Power of e3 +1 Alignment

Objective B. Develop an automated regional workforce reporting system for all RWDC and workforce partners

Priority Actions:

1. *Cross-agency talent development training, technical assistance, capacity building*
2. *Conduct periodic data needs assessments.*
3. *Establish a centralize reporting system.*
4. *Share workforce data products and reports.*
5. *Adoption of the U.S. Dept of Labor WISPR System for regional reporting*

Goal Area 3—Establish a Micronesian One-Stop Talent Development Center

Objective A. Enhance integration of service delivery through One-Stop delivery system.

Priority Actions :

1. *Partner MOU revisions and realignment for integrated and leveraged system.*
2. *Retreats and training (team building sessions).*
3. *Integrate recruitment, coordination and articulation for general partners.*

Regional Job Corps Center

Objective B. Attract, recruit and retain a diverse quality workforce.

Priority Actions:

1. *Reorganize and reshape organizational structure of One-Stop programs.*
2. *Career/talent development programs in support of recruitment, retention, graduation and placement of 21st century workforce.*

Objective C. Establish a Micronesian Job Corp Program.

Priority Actions:

1. *Continue workgroup coordination and development of action plan*

Goal Area 4—Pre-Apprenticeship Recruitment Pipeline System

Objective A. Align high school students for a seamless transition into registered apprenticeship/post-secondary training and education.

Priority Actions:

1. *Coordinate Youth and educational programs by establishing regional Passports-to-Careers (PTC), School-to-work, Youth Build/Job Corps, Junior Statesmen.*
2. *Establish a Master's Apprenticeship Program for Handicrafts. This action will coincide with the development of the Made-in-Micronesia Regional Product Seal.*

Objective B. Provide basic skills training for job seekers and incumbent workers

Priority Actions:

1. *The RWDC/PWIW established the Workforce Readiness and Credentialing Initiative establishing the training alignment and adoption of a comprehensive regional School of Apprenticeship and U.S. Department of Labor approved registered apprenticeship program.*
2. *Recruit and retain quality service training providers and establish a registry of active training providers.*
3. *Establish systems to encourage career mapping.*
4. *Strengthen infrastructure support that supports the learning continuum innovations.*
5. *Locality-based Entrepreneurship*

Goal Area 5—Talent Development Incentives

Objective A. Identify workforce and education skills competencies needed for Micronesia

Priority Actions:

1. *Link workforce development jobs with educational programs aligned to learning continuum.*
2. *Support school based workforce initiatives.*
3. *Curriculum mapping between secondary and post-secondary programs.*
4. *Pilot certifications for pathways to green jobs and emerging industries.*

Objective B. Articulation of secondary and post-secondary programs that offer career preparation and life long learning.

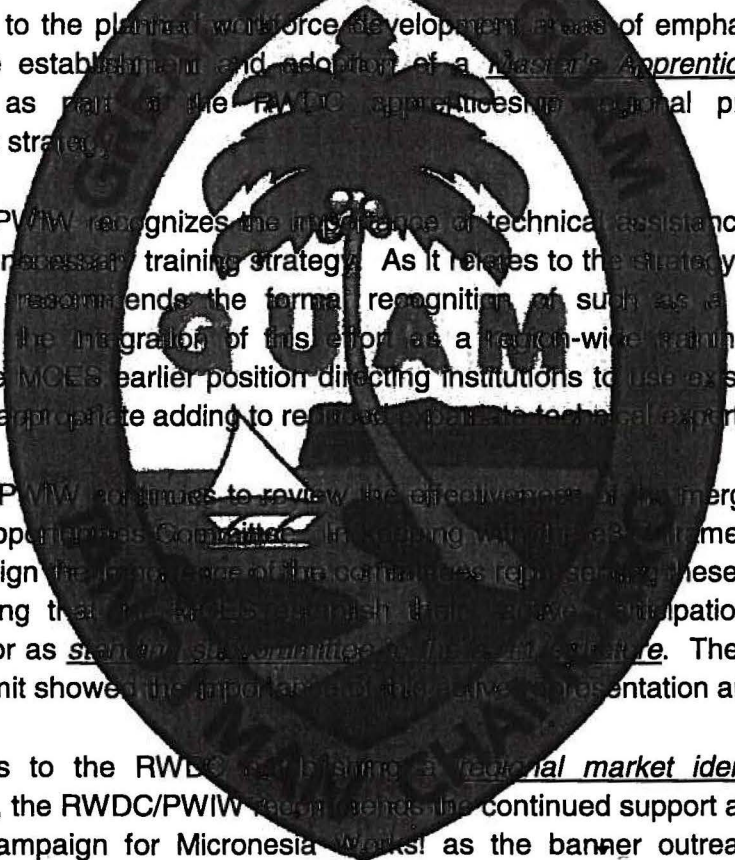
Priority Actions:

1. *Joint faculty partnerships between the Guam Community College and the University of Guam.*
2. *Curriculum mapping between secondary and post-secondary programs.*
3. *Promote youth career ladder programming.*



12th MICRONESIAN CHIEF EXECUTIVES' SUMMIT
Results of the Regional Workforce Development Council and Pacific Workforce
Investment Workgroup Meetings
Guam, Sheraton Hotel 27 November – 2 December 2009

The RWDC and the PWIW identified the following issues related to the RWDC purview that could influence and impact the region's current and planned workforce development/policy/programs. These issues/discussions, as appropriate, folded into the workgroup and council planned programs and presented as summit updates and as part of the RWDC recommendations.

- 
- As it relates to the planned workforce development areas of emphasis, the workgroup supports the establishment and adoption of a Master's Apprenticeship Program for Handicrafts as part of the RWDC apprenticeship regional program manpower development strategy.
 - The RWDC/PWIW recognizes the importance of technical assistance and peer-to-peer training as a necessary training strategy. As it relates to the strategy under the capacity development recommends the formal recognition of such as a best-practice, and recommends the integration of this effort as a region-wide training plan. This issue maintains the MOES earlier position directing institutions to use existing resources and expertise as appropriate adding to regional capacity to technical expertise leakage.
 - The RWDC/PWIW continues to review the effectiveness of the merger of the Regional Education Opportunities Committee. In ongoing with the EOP framework, the time has come to re-align the mandate of the committees representing these areas as essential and requesting that the EOPs establish their active participation in the existing workgroups or as standing sub-committee to the EOP structure. The recent Micronesia Works! Summit showed the importance of the active representation and alignment.
 - As it relates to the RWDC establishing a regional market identity for workforce development, the RWDC/PWIW recommends the continued support and development of a regional campaign for Micronesia Works! as the banner outreach strategy. The RWDC recognizes the importance of recruiting the Micronesian Worker of the 21st century, establishing a uniform marketing strategy building on the common manpower development needs.
 - As it relates to career planning strategies, the RWDC/PWIW supports the need to align and or develop a common career assessment tool to determine career strengths and placement assessment.
 - As it relates to the RWDC's collaborative communication framework strategy, the PWIW and the RWDC supports the development of a unified website for workforce development discussions, and sharing program information and data.

MICRONESIAN CHIEF EXECUTIVES' SUMMIT

Pacific Workforce Investment Workgroup

5th JOINT COMMUNIQUÉ

The Chief Executives endorsed the creation of a Workforce Strategy Taskforce Team. The Team would adopt strategic goals for Year One actions and decisions. The Chief Executives agreed to these goals that speak to the essential elements for carrying out the Taskforce's vision and mission.

The Chief Executives endorsed the establish a Regional Workforce Development Council; the alignment of Workforce Development, Vocational Education and other training programs and leverage resources; the collaboration, integration and formation of partnerships with the private sector; and the creation and implementation of training programs for demand-driven occupations.

6th JOINT COMMUNIQUÉ

The Workforce Strategy Taskforce Team and the Regional Workforce Development Council created in the Fifth Summit were furthered in Workgroup discussion and reported to the Chief Executives on activities since being created and strategic goals for the future.

The Workgroup identified the following key areas: 1) Collaboration on regional networking of educational systems, linkages across local, state, federal, national, international and private sectors, and open communication systems, 2) Learning continuum or life-long learning through Manpower development & capacity-building (apprenticeships & training programs), Occupational and vocational instruction and career counseling for youth and adults, Online learning (Distance Education), and Localizing best-practice training programs (e.g. Job Corps, etc.); 3) Regional workforce database and needs assessment through Regional listing of priority fields of study for post-secondary education, Regional institutional research and Updating manpower needs and strategic plans; 4) Marketing and branding of our regional workforce; 5) Economic development priorities such as Sector development (Tourism, Aquaculture, Fisheries, etc.). Private sector initiatives, Entrepreneurial support, and Regional tax incentives for intra-regional investments; 6) Incentives & Scholarships, including Regional scholarship programs and Regional internships; 7) Leveraging scarce resources available to us; and 8) Accountability, outcomes & review of program delivery, including Program evaluation and potential outsourcing for greater efficiency, the proper privatization initiatives and Regional workforce accountability teams.

The Workgroup continues to work on prioritizing from among these following Capacity Building elements for its plans for the first two years. Its goals are to develop a young and older youth pipeline for recruitment in needed areas in apprenticeship programs (e.g., allied health, construction, or manufacturing). The objectives include identification of a curriculum pilot appropriate for the region, increasing support and training for career counseling, endorsement of partner development and tracking of participants through an Individual Strategy Plan, and obtaining pipeline data. The Workgroup also intends to encourage Locality-Based Entrepreneurship by working with partners toward the objective of curriculum-pilot delivery. The Workgroup also stressed use of economic data, i.e., Gross Domestic Product, and the update of existing strategic plan (e.g., for land use, manpower, health, etc.). Finally, the Workgroup will seek stakeholder input in the form of surveys, focus groups, scans and advisory groups.

The Chief Executives have accepted the Workgroup's recommendations and have appointed representatives to the Regional Workforce Development Council. The Council will oversee the guidance and development of the Regional Workforce Strategic Plan.

The Chief Executives have accepted the Workgroup's recommended adoption of the framework of the Power of E3: Education, Employment and Economic Development from the U.S. Department of Labor's framework, guiding employment and training programs to include appropriate initiatives as recommended by the Council. The Council will be tasked with developing its organizing rules and framework. The E3 = Education, Employment to Economic Development may be amended to include Ethics per the suggestion of Governor Fitial.

The workgroup also endorses the creation of a regional Data collection strategy to include by not limited to community and economic development. This Western Micronesia Data collection system for Regional and Community and economic Development will be aligned to E3. This strategy will include the appointment of a regional workgroup that will prepare and develop an action plan based on stakeholder input and needs assessment of the Western Micronesian data environment. The Chief Executives endorses the establishment of Regional Data for Economic and Community Solutions (DECS) workgroup as it aligns to the power of e3. Through a shared, open and timely collection of data critical for the region's overall development, the Chief Executives' recognize the importance of building on current programs and expanding best practices of data collection throughout the Western region. The workgroup will be appointed and will begin the work effort to formalize the DECS plan of work and will present this DECS program at the Seventh Western Micronesia Chief Executives Summit.

The Chief Executives have acknowledged the future needs to decrease government sector employment.

7th JOINT COMMUNIQUÉ

The creation of the Workforce Strategy Taskforce Team was mandated in the Fifth Summit. The Regional Workforce Development Council (RWDC) was created following the Sixth WMCES to provide overall development and guidance of the Regional Workforce Development Plan (RWDP). The RWDP workgroup is comprised of various technical workgroups representing the regions and includes both government and private sector representation. The workgroup has developed interim by-laws for the RWDC to serve as the governing guidelines for program development. The workgroup has also developed a 5-Year Strategic Plan. Year's 1 and 2 of the Plan focus on:

- Capacity Building – Focusing on technical team development, cross-planning and working with workgroups and collaborators;
- Locality Based Entrepreneurship – Focusing on collaboration in all jurisdictions and support for youth entrepreneurship; and
- Regional Data for Economic and Community Solutions – focusing on the gathering of data from all jurisdictions and integration with program design.

Year's 3-5 of the Strategic Plan focus on:

- The feasibility of establishing a Micronesia Job Corp and
- Life long learning through talent development.

Within this context, the Workgroup recommended the following to the Chief Executives:

- Innovation Micronesia – A Regional Partnership
 - Localizing the U.S. DOL federal regional economies within the Workforce Innovation for Regional Economic Development (WIRED), including the following elements:
 - Definition of the regional economy;
 - Development of a leadership group that can create a regional vision and strategy;
 - Regional assessment to fully map the area's assets; and
 - Development of a regional strategy and implementation plan;
 - Continued adoption of the framework of the Power of E3 plus1; and
 - Creation of a regional workforce training consortium.
- Military Impact and Growth to Regional Communities – In light of the expansion of the U.S. Military in Guam, the Workgroup recommends that the Chief Executives support, in respect to the Department of Defense, the planning efforts of the workforce to respond to the impacts of this troop increase.
- Regional Asset/Resource Mapping – This involves a year 1 and 2 comprehensive regional asset mapping aligned to defined program areas.
- Communications Framework for Collaboration – This involves implementing regular training and communications protocols for all Workforce Strategy Teams to continue dialogue in support of Chief Executive Initiatives.

The Chief Executives recognized that the region needs to be practical in its approach to training its workforce. Within this context, the Chief Executives focused on providing the skills to the work force that deal, not only with long-term training, but also short-term training as well, based on real opportunities, such as the expansion of the military in Guam. The Chief Executives also emphasized that training should focus on the use of existing institutions in a coordinated and regional manner. With this as an overall directive, and based upon the recommendations of the Workforce, the Chief Executives recommended the following:

1. The implementation of Innovation Micronesia – A Regional Partnership as recommended by the Workforce;
2. The support of Guam in its planning efforts to respond to the military expansion in Guam, as recommended by the Workforce;
3. The establishment of a regional asset mapping program, as recommended by the Workforce; and
4. The adoption of the Communication Framework for Collaboration, as recommended by the Workforce.

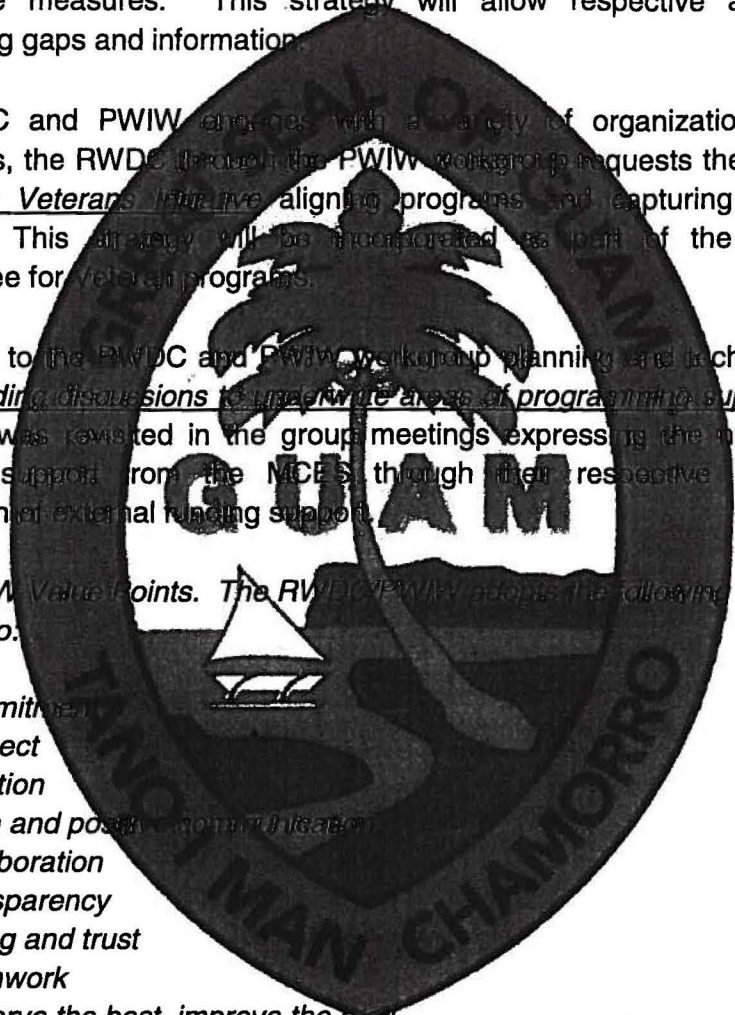
8th JOINT COMMUNIQUÉ

The Regional Workforce Development Council was created during the 5th WMCES and charged with the development of initializing strategic goals for year one and two. This includes the following items endorsed by the Chief Executives:

- Alignment of workforce development, vocational education, and other training programs, and leveraging of resources
- Collaboration, integration, and formation of partnerships with the private-sector; and
- Creation and implementation of training programs for demand-driven occupations.

The workgroup reported that it has drafted years one and two of the five year strategic regional plan.

- As it relates to the many categories of programming reference for workforce development, the RWDC and the PWIW recognizes the need to develop a workforce classification system to track specific programming areas of interest to the RWDC and the region related to workforce development. This classification system will provide the RWDC to align and compare programming information and track outcome and performance measures. This strategy will allow respective areas to address programming gaps and information.
- The RWDC and PWIW, engaged with a variety of organizations, programs, and stakeholders, the RWDC through the PWIW workgroup requests the establishment of a Micronesian Veterans Initiative aligning programs and capturing vital programming information. This strategy will be incorporated as part of the PWIW workgroup subcommittee for veteran programs.
- As it relates to the RWDC and PWIW workgroup planning and technical meetings, the issue of funding discussions to underwrite areas of programming support for the RWDC and PWIW was revisited in the group meetings expressing the need to explore this avenue of support from the MCEs through their respective institutions and or consideration of external funding support.
- RWDC/PWIW Value Points. The RWDC/PWIW adopts the following values as part of its guiding credo.
 - Commitment
 - Respect
 - Tradition
 - Open and positive communication
 - Collaboration
 - Transparency
 - Caring and trust
 - Teamwork
 - Preserve the best, improve the rest.



**12TH MICRONESIAN CHIEF EXECUTIVES SUMMIT
3-4 DECEMBER 2009**

Training capacity, talent development, and availability of a skilled workforce are inherent challenges when facing a massive buildup. The need for 10 to 20,000 skilled labor in the construction industry alone is creating enormous challenges for Guam and Micronesia that require aggressive talent development and training recommendations and solutions to satisfy the demands. However, the challenges present an enormous employment opportunity for our island residents.

Hafa Adai, Manana Si Yu'us and Good Morning. My name is Maria Connelley, Director of the Guam Department of Labor and a member of the Pacific Workforce Investment Workgroup and Regional Workforce Development Council.

Your Honorable Excellencies, Distinguished Guests, Ladies and Gentlemen...the tasks before us are overwhelming. Although DOD and the government of Guam have both started planning for temporary defense construction labor requirements, however, these plans are still preliminary until DOD's Master Plan has been finalized.

The Navy estimated that the annual construction spending of \$1 billion would require about 5,000 to 10,000 construction workers. While the impact will primarily affect Guam's workforce, it is expected that neighboring island citizens will seek employment opportunities on Guam. The shift from a Guam only workforce system towards a region wide workforce agenda was mandated by the Chief Executives which created the Regional Workforce Development Council (RWDC) at the 8th summit.

The RWDC partners have undertaken numerous efforts to address a regional economic and employment challenges, and to better understand regional interdependency, share exemplary practices, share data and information, form common policy, and understand how major global and other trends affect the partner's workforce development system.

The regional response to the many issues shaping workforce development calls for a different approach for shifting from the many forms of the undocumented conversations around workforce issues and towards a structured response in support of considering possibilities of positive outcomes. Several capacity development workshops were organized as part of the ongoing efforts to address the region's talent development organizing and planning efforts.

250 conference participants from around Micronesia participated at the Micronesia Works investment summit in this same ballroom three days ago. In concert with the University of Guam Cooperative Extension Service, the UOG-CES employed a qualitative research method to explore conference participants that extended beyond the workforce system and strategic partners, plus business leaders, Chamber of commerce members, industry organizations, youth organizations, veterans group, faith and community-based organizations. The first phase of the workshop provided an orientation and primer on setting the stage for aligning the workforce program environment, discuss and demonstrate the importance of asset mapping. Data were gathered through the use of a modified form of the Appreciative Inquiry (AI) technique.

As the themes (education, employment and economic development) unfolded, conference participants were given the opportunity to work in defined workgroups and then asked to present their findings to the entire workgroup. This included expanded discussions on the different points and issues as well as providing the group to reach a consensus on the ideal AI themes to include ranking the themes offering the best probability for success.

To bring us to the next step, with me is the Chair of the Guam Workforce Investment Board Planning Committee, Peter Barcinas, who continues to guide and lead the RWDC. The RWDC partners have undertaken numerous efforts addressing regional economic and employment challenges. After months of partnering and collaborating with PWIW workgroups and member of the RWDC, Peter will introduce the latest workforce agenda, shaping a regional talent development system framework,



ISLAND OF GUAM
OFFICE OF THE GOVERNOR
HAGÁTÑA, GUAM 96932
U.S.A.

EXECUTIVE ORDER NO. 2005 - 26

**RELATIVE TO ESTABLISHING FOCUS GROUPS IN THE AREAS OF
ECONOMIC AND STATISTICAL DATA; WORKFORCE
DEVELOPMENT; REGULATORY ENVIRONMENT AND PUBLIC
SERVICE CULTURE; AND FINANCING AND BUSINESS SERVICES**

WHEREAS, the Office of the Governor, the Guam Economic Development and Commerce Authority, and the Guam Chamber of Commerce with assistance provided by private sector sponsors, partnered up to host the 2005 Economic Development Conference, the first of its kind in 30 years; and

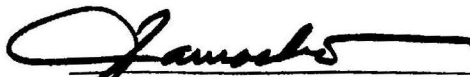
WHEREAS, the theme of the conference, "Realigning in a Resurging Economy: Resolve, Recover, Results" was held on March 30-31, 2005 at the Guam Marriot Resort & Spa; and

WHEREAS, it is critical that the momentum crystallized at the conference continue through focus groups in areas of Economic and Statistical Data; Workforce Development; Regulatory Environment and Public Service Culture; and Financing and Business Services to ultimately achieve a "business friendly" environment on Guam.

NOW, THEREFORE, I, FELIX P. CAMACHO, *I Maga' lãhen Guåhan*, Governor of Guam, by virtue of the authority vested in me by the Organic Act of Guam, as amended, do hereby order:

1. Based on the recommendations of the conference participants to ensure that the momentum at the conference continues, the following focus groups in the areas of Economic and Statistical Data, Workforce Development; Regulatory Environment and Public Service Culture; and Financing and Business Services are established.
2. The four groups to be steered by the private sector shall be supported through active participation, within their legal limits, of key government agencies such as the Department of Labor, the Bureau of Statistics and Plans, the Department of Public Works, the Department of Revenue and Taxation, the Civil Service Commission, the Guam Public School System, the Department of Land Management, the Guam Police Department, the Guam Fire Department, the Department of Administration, and the Guam Economic Development and Commerce Authority.
3. These focus groups shall continue to work on the four major issues discussed in the conference break-out sessions:
4. The objective of the focus groups is to formulate action plans in the above-described four priority areas that are broad-based, participatory, transparent, comprehensive, sustainable and effective and then implement these action plans through necessary means, including legislation, if required, that will ultimately result in the creation of a true "business friendly" environment in Guam.

SIGNED AND PROMULGATED at the Capital City of Hagåtña, Guam this 28th day of July, in the Year of Our Lord, *Anno Domini*, Two Thousand Five.


FELIX P. CAMACHO
I Maga' lãhen Guåhan
Governor of Guam

FIRST REGIONAL WORKFORCE DEVELOPMENT COUNCIL MEETING

JANUARY SESSION – 2008

1ST RWDC R. NO. – 01-01

**A RESOLUTION OF THE
1ST REGIONAL WORKFORCE DEVELOPMENT COUNCIL**

A Resolution of the Regional Workforce Development Council

To endorse the establishment of the Administrative Structure of the Regional Workforce Development Council.

WHEREAS, the Regional Workforce Development Council (RWDC) was mandated in the 5th Western Micronesian Chief Executives Summit and created in the 6th WMCES; and

WHEREAS, the goal of the RWDC is to provide regional guidance and development of a regional workforce strategic plan; and

WHEREAS, the RWDC agrees that a regional workforce development partnership is critical for the growth and sustainability of the region's economy and recognizes the importance of shared accountability, working across programs and shores, shared responsibility and increased engagement around talent development is a common priority; and

BE IT RESOLVED that the Regional Workforce Development Council shall be composed of representatives from Workforce Development, Education and Economic Development

BE IT FURTHER RESOLVED that the membership shall include but not limited to representatives from Guam, CNMI, Palau and FSM

BE IT FURTHER RESOLVED that the Guam Department of Labor submit a single Regional Innovations Grant to begin the foundational framework for a regional workforce development strategy for council members.

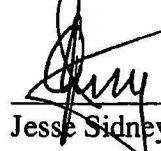
BE IT FURTHER RESOLVED that the RWDC endorses Maria Connelley, Director of the Guam Department of Labor as the representative to advance the council's interest in regional, national and international forums and will present a progress report to the council and to the WMCE at its next meeting.

Adopted and certified this 29th day of January 2008 by:

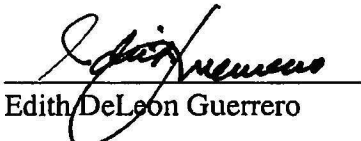
Guam:


 Maria S. Connelley

Federated States of Micronesia:

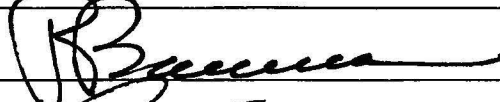
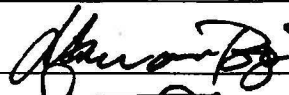
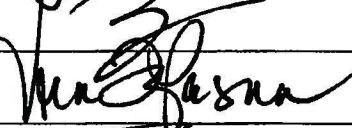
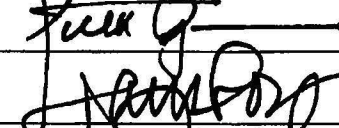

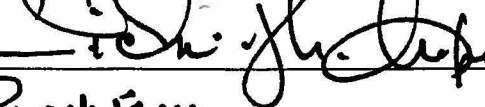

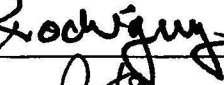



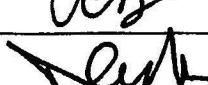
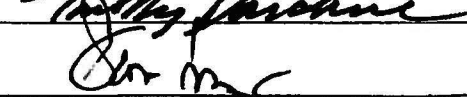


 Jesse Sidney

Commonwealth of the Northern
 Marianas Islands:


 Edith DeLeon Guerrero

Republic of Palau:


 Josephine Ulengchong

REGIONAL WORKFORCE DEVELOPMENT COUNCIL

MAY 2009 SESSION

RWDC RESOLUTION NO. 01-02

**A RESOLUTION OF THE REGIONAL
WORKFORCE DEVELOPMENT COUNCIL**

A Resolution of the Regional Workforce Development Council (RWDC) to endorse recommendations for implementation of its Regional Workforce Development Plan.

WHEREAS, the goal of the RWDC is to provide regional guidance and development of a regional workforce development plan; and

WHEREAS, the RWDC has developed the framework for identifying the seven strategies for meeting workforce demands of the global economy:

- Strategy 1: Implement the RWDC Data Plan Initiative (Guam)
- Strategy 2: Regional Entrepreneurship / Enterprise Initiative (FSM)
- Strategy 3: Implement Pilot Workforce Readiness Credentialing (FSM) System
- Strategy 4: Develop a Regional Workforce Pipeline Development Initiatives (Palau)
- Strategy 5: Regional Communications RWDC Plan (Guam)
- Strategy 6: Computer and Financial Literacy (CNMI)
- Strategy 7: Succession Planning Initiative (RMI); and

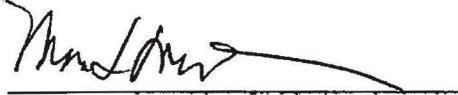
BE IT RESOLVED that the RWDC hereby endorses the following action areas for implementation of the Regional Workforce Strategic Plan:

1. Adopt the US Department of Labor Employment and Training Administration (USDOL ETA), Office of Apprenticeship School to Apprenticeship strategy for developing a Workforce Pipeline (aligned to Strategy 4); and
2. Adopt the PACIFIC Workforce Investment Streamlined Performance Reporting (WISPR) Project Plan (aligned to Strategy 1); and
3. Coordinate with the Micronesian Chief Executives' Summit nine program area chairs to discuss and prioritize, and identify workforce development and investment issues (aligned to Strategy 7); and
4. Request each of the RWDC teams to provide a briefing of their funding and mandates for workforce development and training (aligned to Strategy 7); and
5. Continue representation of industry collaborators in all RWDC and Pacific Workforce Investment Workgroup (PWIW) sessions and meetings; and
6. Pursue replication of the USDOL ETA Transformation Forum for the RWDC.

Adopted and certified this 6th day of May 2009 by:

Republic of the Marshall Islands:

Guam:


 Marie Maddison



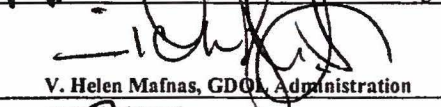


 Maria Connelley

Commonwealth of the Northern
 Marianas Islands:

Republic of Palau:


 Edith DeLeon Guerrero


 Josephine Ulengchong

 Peter Burtinas, Guam Workforce Investment Board, UOG	 Charito Untalan, Guam Workforce Investment Board
 James Martinez, Guam Workforce Investment Board, GCA	 Felicitas Abraham, Northern Marianas College
 Tany King, ONMI Board of Education	 Larry Gamboa, University of Guam/PPEC
 Joleen Santos, GDOL One-Stop Career Center	 Catalina Cruz, GDOL Employment Services
 Ruth Leon Guerrero, GDOL/AHRD	 Martha Rubie, GDOL /AHRD Planning
 Jeanne Mantanona, GDOL/AHRD Planning	 Jaime Rodriguez, GDOL Systems and Programming
 V. Helen Mafnas, GDOL Administration	 Celine Cruz-Aguilar, GDOL /AHRD Planning
 Rita Nauta, Guam Workforce Investment Board/GEDCA	 Lorraine Okada, Guam Workforce Investment Board
 Mary Torre, Guam Workforce Investment Board, GHRA	 Gregorio Calvo, OASIS Empowerment

PACIFIC WORKFORCE DIRECTORS' WORKGROUP

Resolution No. 09-001

A RESOLUTION TO ADOPT THE PACIFIC WORKFORCE DIRECTORS' WORKGROUP'S ACTIONABLE STRATEGIES

WHEREAS, the Pacific Workforce Directors' Workgroup participated in the U.S. Department of Labor Employment and Training Administration sponsored orientation and technical assistance meetings on February 3-5, 2009, in Honolulu, Hawaii. Participation included members from American Samoa, Federated States of Micronesia, Commonwealth of the Northern Mariana Islands, Guam, Department of the Interior/Office of Insular Affairs, U.S. Department of Labor Bureau of Apprenticeship; and

WHEREAS, recognizing the need to promote practical regional workforce initiatives and building stronger collaboration across all key public and private sector partners is essential to support the ideal regional training system; and

WHEREAS, during these networking, presentations and technical discussions, the workgroup acknowledged the need to align and address the common issues of data specific challenges related to reporting workforce outcomes and addressing technical capacity in each of the jurisdictions. The workgroup also acknowledged existing regional efforts and the need to align workforce development/programming efforts by collaborators and respective island workforce initiatives; and

WHEREAS, key discussions covered realizing the early efforts to establish a satellite Job Corps Center in the Micronesian region with specific interest in developing an anchor program in the territory of Guam and allows for multiple workforce and training synergies to occur and allowing a natural alignment with the training interests of all collaborators making up the region's training system; and

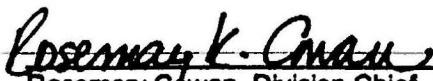
NOW THEREFORE BE IT RESOLVED, that the Pacific Workforce Directors' Workgroup hereby adopts the following actionable strategies to include specific recommendations for all collaborators, federal partners, local, state and regional organizations to consider:


- 1. To request that the Pacific Directors' and the Micronesian Chief's Regional Workforce Development Council endorse the establishment of a Regional Job Corps Working Committee to establish a proposed plan of work to initialize the phases for a regional Job Corps within the next 3-6 months;**

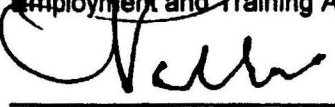
2. Pacific Directors' meeting discussed options for providing technical assistance to develop a data action plan that evolves the Pacific Workforce Investment Streamlined Performance Reporting (WISPR) framework for data capacity development;
3. Develop A Regional Workforce Pre-Pipeline Development Initiative and consider the funding option for the economic stimulus opportunity for financing pre-proposal framework;
4. Continue sharing and networking exemplary and programming successes through a structured pacific jurisdiction report.

Adopted this 5th day of February 2009.

ATTESTED:


 Rosemary Cowan, Division Chief
 U.S. Department of Labor
 Employment and Training Administration


 John Jacobs, Federal Project Officer
 U.S. Department of Labor
 Employment and Training Administration

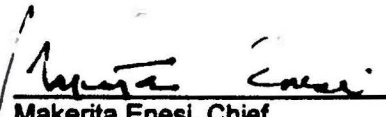

 Alfred Valles
 State Apprenticeship Director
 Bureau of Apprenticeship and Training



 Steve Sanders, Legislative Director
 Department of the Interior


 Peter Barcinas
 Member
 Guam Workforce Investment Board


 Maria Connelley
 Director
 Guam Department of Labor


 Edith DeLeon Guerrero
 Executive Director
 Workforce Investment Agency
 CNMI


 Makerita Enesi, Chief
 Employee Training Development Division
 Department of Human Resources
 American Samoa


 Grilly Jack, Vocational Training Coordinator
 College of Micronesia
 Federated States of Micronesia Government

Appendix – G

Registrant Listing

"Shaping a Regional Talent Development System"

Workforce Investment Summit

November 30 - December 2, 2009

Sheraton Laguna Guam Resort

No.	LAST NAME	FIRST NAME	TITLE	COMPANY/ORGANIZATION	CONTACT INFORMATION		
					TEL	FAX	EMAIL
1	ABRAHAM	FELICITAS	DEAN FOR COMMUNITY PROGRAM SERVICES-	WORKFORCE INVESTMENT AGENCY	670-664-1708	670-664-1710	teea@nmcnet.edu
2	ACOSTA	VICTORIA	ADMINISTRATIVE ASSISTANT	OKKODO HIGH	671-300-1870	671-635-1174	vickiaccosta@hotmail.com
3	ADA	ANTHONY					
4	ADA	ROSANNE					
5	ADVANI	KISHIN	REALTOR	THE REAL ESTATE PROFESSIONALS	671-649-7377	671-649-7377	realtor@kishinadvani.com
6	AGUON	ANTONE	CORRECTIONS OFFICER SUPERVISOR II	GUAM DEPARTMENT OF CORRECTIONS	671-688-6638	671-472-5176	afaguon@gmail.com
7	AGUON	ELAINE	PERSONNEL OFFICER	GDOL	671-475-7021	671-475-7045	elaine.aguon@dol.guam.gov
8	AGUON	MARIA		NORTHERN MARIANAS COLLEGE - TINIAN	670-433-0657		
9	AGUON	DORIS	PROGRAM MANAGER	SERVE GUAM/GUAM DEPARTMENT OF LABOR			
10	ALCANTARA	JOAN	CLERK TYPIST I	JOSE RIOS ELEM	671-633-1382	671-653-5305	joanalcantara@gdoe.net
11	ALDIS	KASMA	PRESIDENT	FSM ASSOCIATION OF GUAM			
12	ALOKA	ESTHER	HR SUPERVISOR	CITY HILL CO. (GUAM) LTD.	646-7803	646-7809	hr@guamplaza.com
13	ANGOCO	JOHN	CHIEF HUMAN RESOURCES OFFICER	UNIVERSITY OF GUAM	671-735-2359	671-734-6005	jvangoco@uguam.uog.edu
14	AQUILIZAN	DOMETILA	EDWI	GDOL/GES	475-7004	475-7018	dometila.aquilizan@dol.guam.gov
15	ARRIOLA	FRANCES	PERSONNEL SPECIALIST III	JOSE D. LEON GURRERO COMMERCIAL PORT	671-477-6340	671-477-0069	ftarriola@portguam.com

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No.	LAST NAME	FIRST NAME	TITLE	COMPANY/ORGANIZATION	CONTACT INFORMATION		
					TEL.	FAX	EMAIL
16	ARRIOLA	THERESE	PRESIDENT	PUA' TAOTAO TANO			
17	ARTERO	DR. MARGARET	DEO COUNSELOR	UNIVERSITY OF GUAM	671-735-2244/25	671-734-0430	efgogue@uguam.uog.edu
18	ATALIG	BERNO	CHAIRPERSON	STATE REHABILITATION COUNCIL/DVR	671-653-0493		bernopgl@yahoo.com
19	ATKISON	JAMES	ENGINEER MANAGER	CHUGACH WORLD SERVICES, INC.			
20	ATOIGUE	PHILLIP		GDOL/AHRD			
21	BABAUTA	JOAQUIN	COMP OPERATOR III	OCEANVIEW	671-565-2961	671-565-3259	jbabauta@gdoe.net
22	BALTAZAR	LUISITO	GENERAL MANAGER	KONSTRAK BUILDERS	671-632-4312/88	671-632--4312	konstrak_builders@yahoo.com
23	BARCINAS	PETER	MEMBER	GUAM WORKFORCE INVESTMENT BOARD			
24	BARCINAS TA	JESSICA	CAREER AND TECHNICAL EDUCATION PROGRAM	CNMI PUBLIC SCHOOL SYSTEM			
25	BARRETT-ANI	SCOTT					
26	BAUMGARTN	MARIA	CUSTOMER SERVICE REPRESENTATIVE	GUAM DEPARTMENT OF LABOR			
27	BELL	FRANCES	EXEC. DIRECTOR, OSSC	GUAM DEPARTMENT OF LABOR			
28	BICKLE	GRANT	ASSET PROTECTION MANAGER	HOME DEPOT	671-648-0440		grant_r_bickle@homedepot.com
29	BILSON	SANDRA	SECRETARY I (TYPIST)	SPED	671-300-1323		sdciesiolka@gdoe.net
30	BLAS	SOPHIA	RMU	DEPARTMENT OF LABOR			
31	BLAS	ANN	SCSEP PROJECT STAFF	GDOL			

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No.	LAST NAME	FIRST NAME	TITLE	COMPANY/ORGANIZATION	CONTACT INFORMATION		
					TEL	FAX	EMAIL
32	BLAZ	ANTHONY	ADMINISTRATOR	GUAM ECONOMIC DEVELOPMENT			
33	BONDOC	MR	STUDENT	C/O: JDC			
34	BORJA	AGNES	ADMINISTRATIVE ASSISTANT	CHIEF BRODIE	671-647-4444	671-646-8052	abborja@gdoe.net
35	BORJA	VICTORIA					
36	BROWN	JOANNE					
37	BUKIKOSA	SHANNON	PROG COORDINATOR I	FEDERAL PROGRAM	671-300-1262	671-477-4587	sbbukikosa@gdoe.net
38	CABACAR	EVANGELINE	EXECUTIVE DIRECTOR	V.A.R.O. VICTIM ADVOCATES REACHING	671-477-5552	671-477-8276	varo.director@yahoo.com
39	CACDAC	SALLY	HR MANAGER	PRIME CARE, INC. DBA PEREZVILLE PHARMACY	671-632-6000	671-632-9000	sally.cacdac@medpharmusa.com
40	CADAWAS	FELIPE	SECURITY STAFF		671-727-7218		phillipc54@gmail.com
41	CALVO	GREG		GDOL	475-7000		
42	CALVO	JON	STUDENT				
43	CALVO	RAY	EEO COUNSELOR/ENVIRONM	GUAM EPA	671-475-1658		RAY.CALVO@EPA.GUAM.GOV
44	CALVO-MON	MARIE	ASSITANT GENERAL MANAGER.EXECUTIVE	KUAM		671-637-5826	mcalvo@kuam.com
45	CAMACHO	NORA	DEPUTY DIRECTOR	OFFICE OF THE GOVERNOR/GUAM	671-475-9380	477-2007	
46	CAMACHO	MARTIN	STUDENT				

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No.	LAST NAME:	FIRST NAME:	TITLE:	COMPANY/ORGANIZATION:	CONTACT INFORMATION:		
					TEL:	FAX:	EMAIL:
47	CAMACHO	JANAWAY	STUDENT				
48	CAMACHO	ANTHONY	STUDENT				
49	CAMACHO	BRUCE	STUDENT				
50	CANDOLETA	PATRICK		GDOL			
51	CARBULLIDO	ARLENE		GDOL/AHRD			
52	CARLOS	MARYANN	STUDENT				
53	CASTRO	CHRISTOPHER	ASST PRINCIPAL	OCEANVIEW	671-565-2961	671-565-3259	cicastro@gdoe.net
54	CASTRO	MARISSA	ADMINISTRATIVE ASSISTANT	PC LUJAN ELEM	671-734-3971	671-734-7473	mqcastro@gdoe.net
55	CASTRO	SHERRYLINE	LIBRARY TECH II	WETTENGEL ELEM	671-632-7770	671-637-2319	slcastro@gdoe.net
56	CASTRO	MONEKA	STUDENT	C/O: JDC			
57	CELINO	JON	STUDENT				
58	CEPEDA	EVANGELINE	SECTION 8 PROGRAM COORDINATOR	GUAM HOUSING AND URBAN RENEWAL	671-475-1367	671-477-7075	ecepeda1@ghura.org
59	CEPEDA	LINDA	SCHOOL AIDE III	LP UNTALAN	671-735-3110	671-734-8029	lindcep@hotmail.com
60	CEPEDA	SHAWN	PERSONNEL SPECIALIST I	JOSE D. LEON GURRERO COMMERCIAL PORT	671-477-6340	671-477-0069	sbcepeda@portguam.com
61	CEPEDA	ELAINE		UOG/CES			

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No.	LAST NAME	FIRST NAME	TITLE	COMPANY/ORGANIZATION	CONTACT INFORMATION		
					TEL.	FAX	EMAIL
62	CEPEDA	JEANNE		GDOL/AHRD			
63	CEPEDA	JOE	EDW TRAINEE	GDOL			
64	CEPEDA	FARIN	STUDENT				
65	CEPEDA	JOLEEN	STUDENT				
66	CERVO	JORGE		GIDDEONS INTERNATIONAL, GUAM			jorgecervo@yahoo.com
67	CHARGUALAF	LORRAINE	ADMINISTRATIVE OFFICER	SPED	671-300-1323		llchargulaf@gdoe.net
68	CHIEN	WEI CHEN	VICE PRESIDENT	NORTH EAST CONSTRUCTION	649-4196	649-5568	Islander75wei@yahoo.com
69	CHOI	CHARLIE	VICE PRESIDENT	KEUM YANG CORPORATION	671-646-7435	671-7722	charliechoi@keumyang.net
70	CLAROS	ELIZABETH		GUAM MEMORIAL HOSPITAL AUTHORITY			
71	CLIMACO	ELEANOR	COMPUTER OPERATOR II	ASTUMBO ELEMNTARY	671-635-4363	671-637-5352	enclimaco@gdoe.net
72	CONCEPCION	FELIX	SCHOOL AIDE III	JROTC	671-565-2961 EXT.5778/9		jrotc1@ite.net
73	CONNELLEY	MARIA	DIRECTOR	GUAM DEPARTMENT OF LABOR	671-475-7043	671-475-7045	maria.connelley@dol.guam.gov
74	CORDERO	HELEN	PAYROLL CLERK II	GDOL/AHRD	671-475-7039	671-475-7045	Helen.cordero@dol.guam.gov
75	CORTEZ	CARMENCITA		EPA			
76	CRUZ	ALAN	SOCIAL WORKER II	HEAD START	671-300-1587	671-477-1535	aacruz@gdoe.net

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No.	LAST NAME:	FIRST NAME:	TITLE:	COMPANY/ORGANIZATION:	CONTACT INFORMATION		
					TEL:	FAX:	EMAIL:
77	CRUZ	ANN MARIE	ADMINISTRATIVE ASSISTANT	MACHANANAO	671-635-4381	671-632-0020	atcruz@gdoe.net
78	CRUZ	EDMOND	PROGRAM DIRECTOR	GUAM CLIENT ASSISTANCE PROGRAM	671-646-4227	671-649-4211	edmund_cruz@yahoo.com
79	CRUZ	MARISA	PROBATION OFFICER	JUDICIARY OF GUAM PROBATION SRVC	671-475-3457	671-477-3321	macruz@mail.justice.gov.gu
80	CRUZ	MANUEL	VICE CHAIRPERSON	GUAM STATE REHABILITATION	671-475-4200	671-735-9127	manuel.cruz@gddc.guam.gov
81	CRUZ	MARGARET	EEO OFFICER	PERSONNEL	671-300-1612	671-477-0698	mecruz@gdoe.net
82	CRUZ	MARIA	PERSONNEL MANAGEMENT ANALYST	D.O.A.	671-475-1271	671-477-3671	mlgcruz@mail.gov.gu
83	CRUZ	RITA	ADMINISTRATIVE ASSISTANT	PRICE ELEM	671-734-7766	671-734-2983	rheetas@yahoo.com
84	CRUZ	SUSAN	CLERK TYPISTII	ASTUMBO ELEMNTARY	671-635-4363	671-637-5352	sbcruz@gdoe.net
85	CRUZ	MIKE		GUAM ECONOMIC DEVELOPMENT			
86	CRUZ	TERRI	FORMER TEACHER				
87	CRUZ	ANNETTE		GDOL			
88	CRUZ	CATALINA	ADMINISTRATOR, GES	GUAM DEPARTMENT OF LABOR			
89	CRUZ	JLAWRENCE		GDOL/AHRD			
90	CRUZ	JUANITA					
91	CRUZ	CARL	STUDENT				

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92	CRUZ	MANNY	STUDENT				
93	DAMES	BOB	CHAPLAIN	PRISON FELLOWSHIP GUAM			
94	DAVIS	VICTORIA	CLERK TYPIST III	UPI ELEM	671-633-1382	671-653-5305	vldavis@gdoe.net
95	DAVIS P.E.	SCOTT	PRESIDENT	CHUGOCH WORLD SERVICES INC.			
96	DEJESUS	NIKKIE		UOG/CES			
97	DEJESUS	WILFREDO	CUSTOMER SERVICE REPRESENTATIVE	GUAM DEPARTMENT OF LABOR			
98	DELA CRUZ	TIM		UOG/CES			
99	DELEON GUE	EDITH	EXECUTIVE DIRECTOR	CNMI WORKFORCE INVESTMENT AGENCY	670-664-1708	670-664-1710	gov.wia@pticom.com
100	DELL'ISOLA	DAVID	DIRECTOR	AGENCY FOR HUMAN RESOURCES	671-475-7072	671-475-7045	david.dellisola@dol.guam.gov
101	DEVER	GREG		PIHOA			
102	DIAZ	NANCY	SCHOOL PRINCIPAL	CHIEF BRODIE	671-647-4444	671-646-8052	nwdiaz@gdoe.net
103	DOERKSEN	MIA	MANAGER, WESTERN PACIFIC REGION	GUAM TRAINING CENTER	671-688-4827	649-2493	joy.eternal@gmail.com
104	DUENAS	JERALDINE	SCHOOL AIDE III	INARAJAN ELEMENTARY	671-828-8641	671-828-2606	icduenas@gdoe.net
105	DUENAS	EVELYN	DISABILITY ADVOCATE				
106	DUNGCA	RAYMOND	PROG COORDINATOR III	FEDERAL PROGRAM	671-300-1262	671-477-4587	rrdungca@gdoe.net

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No.	LAST NAME	FIRST NAME	TITLE	COMPANY/ORGANIZATION		CONTACT INFORMATION		
				ON	TEL	FAX	EMAIL	
107	DUNGCA	MICHAEL	EMPLOYMENT DEVELOPMENT WORKER	GUAM DEPARTMENT OF LABOR				
108	EBANCULLA	ALICIA	SCSEP PROJECT STAFF	GDOL				
109	EBB	MIKE	EXECUTIVE DIRECTOR	PIHOA				
110	ELIZAGA	LEONORA	LPN II	FINEGAYAN	671-632-9364	671-632-3444	ldelizaga@gdoe.net	
111	ESTES	JUBILEE	PROJECT COORDINATOR	O.P.E.N. PEACE Coalition				
112	FACULO-GOG	ELAINE	INSTITUTIONAL COMPLIANCE OFFICER	UNIVERSITY OF GUAM, EEO/ADA 7 TITLE IX				
113	FLORES	EVEAN	PERSONNEL SPECIALIST I	PERSONNEL	671-300-1610	671-477-0698	epflores@gdoe.net	
114	FLORES	JANELLE		GDOL/AHRD				
115	FLORES, JR.	VINCENT	STUDENT	C/O: JDC				
116	FRIDAY	GEORGE	REGIONAL ADMINISTRATOR	USDOL WAGE & HOUR				
117	FULLERTON	JOANNALYNN	WCC ADMINISTRATOR	GDOL/WCC	671-475-7033/34	671-475-7026	joannalynn.fullerton@dol.guam.gov	
118	GARCIA	CHRISTINE "TIN"	DEPUTY ADMINISTRATOR	GUAM ECONOMIC DEVELOPMENT				
119	GARRIDO	BERNIECE	SOCIAL WORKER III	DEPT. OF PUBLIC HEALTH &	671-735-7256	671-734-5955	berniece.garrido@dphss.guam.gov	
120	GARRIDO	DIANE	ADMINISTRATIVE ASSISTANT	TAMUNING ELEM	671-646-8058	671-649-8055	dugarrido@gdoe.net	
121	GARRIDO	ROXANNE						

"Shaping a Regional Talent Development System"

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No.	LAST NAME:	FIRST NAME:	TITLE:	COMPANY/ORGANIZATION:	CONTACT INFORMATION:		
					TEL:	FAX:	EMAIL:
122	GILL	PETER	CHAIRMAN	GUAM WORKFORCE INVESTMENT BOARD			
123	GOFIGAN	FRED	MEMBER	GUAM WORKFORCE INVESTMENT BOARD			
124	GUERRERO	MARINA		DOCOMO PACIFIC			marinaguerrero@docomopacific
125	GUERRERO	ABBIE		GDOL/AHRD			
126	GUERRERO	JAMES	STUDENT				
127	GUMABON	CHERYL	ADMINISTRATIVE OFFICER	OCEANVIEW	671-565-2961	671-565-3259	ms_cher@hotmail.com
128	GUTIERREZ	DOROTHY	ADMINISTRATOR, SCSEP	GUAM DEPARTMENT OF LABOR			
129	HERNANDEZ	YOLINDA	SCHOOL PRINCIPAL	OCEANVIEW	671-565-2961	671-565-3259	lsavill@gdoe.net
130	HERRERA	ROSE	ASST PRINCIPAL	OCEANVIEW	671-565-2961	671-565-3259	rdherrera@gdoe.net
131	HERTSLET	BORIS		UOG			
132	HOCOG	ROXANNE	PRIVATE SECRETARY	GDOL/AHRD	671-475-7123	671-475-7045	raoxanne.hocog@dol.guam.gov
133	IIAO	JOHN		BOARD MEMBER			
134	JACK	GRILLY					
135	JACKSON	GERSON	CONSUL GENERAL	FSM	646-9154/5/6	649-6320	fsmgumam@teleguam.net
136	JAKL	TODD		POWER UP			

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No.	LAST NAME	FIRST NAME	TITLE	COMPANY/ORGANIZATION	CONTACT INFORMATION		
					TEL.	FAX	EMAIL
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143	KOFFMAN	RANDY		ASMUYAO			
144	KUPER	ANNA MARIE	STUDENT				
145	LAGUANA	VAUN	STUDENT	C/O: JDC			
146	LASTIMOZA	CHRISTIAN	STUDENT	C/O: JDC			
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150	LEON GUERRI	VIRGINIA		GDOL			
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No.	LAST NAME	FIRST NAME	TITLE	COMPANY/ORGANIZATION	CONTACT INFORMATION		
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No.	LAST NAME	FIRST NAME	TITLE	COMPANY/ORGANIZATION		CONTACT INFORMATION	
				ON	TEL	FAX	EMAIL
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175	MEEKS	ROSALIN	SCHOOL PRINCIPAL	ALTERNATIVE ED	671-565-5291	671-565-3117	rfmeeks@gdoe.net
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178	MENDIOLA	MARTIN		NMC ROTA INSTRUCTIONAL SITE	670-285-5488		
179	MENDIOLA	VIRGINIA	EDW III	GDOL			
180	MENDIOLA	CONNIE		GUAM AIRPORT	642-4646		
181	MENO	MELISSA	ADMINISTRATIVE OFFICER	JFK	671-642-2100 EXT.4330/05		mcmeno@gdoe.net

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196	OKADA	MARY	PRESIDENT/MEMBER	GUAM COMMUNITY COLLEGE/GWIB			

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				ON	TEL	FAX	EMAIL
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224	REYES	CARMEN	EDW TRAINEE	GDOL			
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No.	LAST NAME	FIRST NAME	TITLE	COMPANY/ORGANIZATION		CONTACT INFORMATION	
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236	ROSALEZ	RUBEN		U.S. DEPARTMENT OF LABOR			
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276	THOMAS NEEDS	SARAH	PRESIDENT	PAYUTA, INC.			
277	TOMADA	PACITA		GUAM TRAINING CENTER			
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299	ZACARIAS	VANESSA	PRESIDENT	DB'S BUILDERS	671-632-5498	671-632-3334	
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 FSM Consulate Office
 Bank of Guam
 Payless Markets
 DCK Pacific
 Department of Parks and Recreation
 Pacific Islands Development Bank
 Guam Dry Cleaners
 Oasis Empowerment Center
 Lighthouse Recovery Center Aftercare
 McDonald's Restaurants
 Doring's Food Service
 Pepsi Bottling Company of Guam
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