

PUERTO RICO PYS 2020-2023

CONTENTS

Puerto Rico PYs 2020-2023	1
I. WIOA State Plan Type and Executive Summary	3
a. WIOA State Plan Type.....	3
II. Strategic Elements	3
a. Economic, Workforce, and Workforce Development Activities Analysis.....	3
b. State Strategic Vision and Goals.....	68
c. State Strategy	73
III. Operational Planning Elements.....	76
a. State Strategy Implementation.....	76
b. State Operating Systems and Policies	104
IV. Coordination with State Plan Programs.....	140
V. Common Assurances (For All Core Programs).....	140
VI. Program-Specific Requirements for Core Programs	142
Program-specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B	142
Program-Specific Requirements for Wagner-Peyser Program (Employment Services)	193
Program-specific Requirements for Adult Education and Family Literacy Act Programs...	230
Program-Specific Requirements for Vocational Rehabilitation (Combined or General)	259
VII. Program-Specific Requirements for Combined State Plan Partner Programs	340
Performance Indicator Appendix	340
All WIOA Core Programs	340
Additional Indicators of Performance	341

I. WIOA STATE PLAN TYPE AND EXECUTIVE SUMMARY

A. WIOA STATE PLAN TYPE

This is a unified plan

II. STRATEGIC ELEMENTS

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

1. ECONOMIC AND WORKFORCE ANALYSIS

II. a. 1. A. Economic Analysis

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

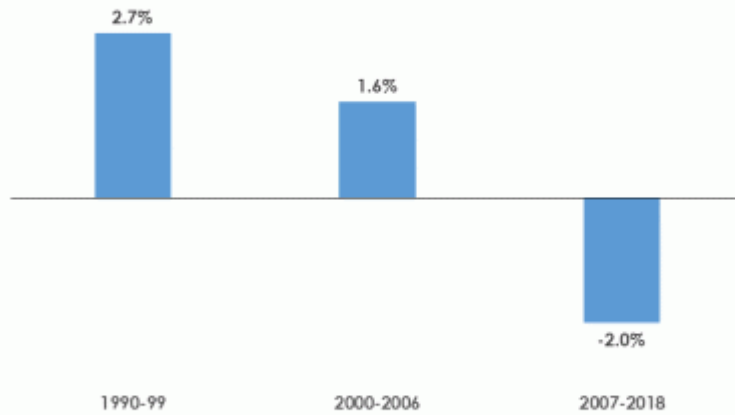
- Puerto Rico Economic Overview

The evolution of the Economy of Puerto Rico in the Past 50 Years shows that P.R. moved from an agrarian economy in the 1960's, with the production of sugar cane and tobacco, to an industrial economy targeting petrochemical, electronics, needle and textiles manufacturing, in the period from 1970's until 2000.

The 21 century and the globalization launched the economy transformation to advanced manufacturing, service and knowledge economics, in industries like advance pharmaceuticals, medical devices, biotechnology, food, export services, etc. Beyond the 2000's the PR economy are moving to the aerospace industry.

Real GNP growth in Puerto Rico has experienced long-term stagnation from fiscal 1970 onwards, with the average annual growth in real GNP per decade since 1950 becoming progressively smaller for almost the entirety of the 1950-2018 period. Between the onset of the actual contraction in 2006 and 2018, the economy has contracted by 24.1%. Fiscal year 2018 real GNP contracted at -4.7%, mostly reflecting the impact of Hurricane María.

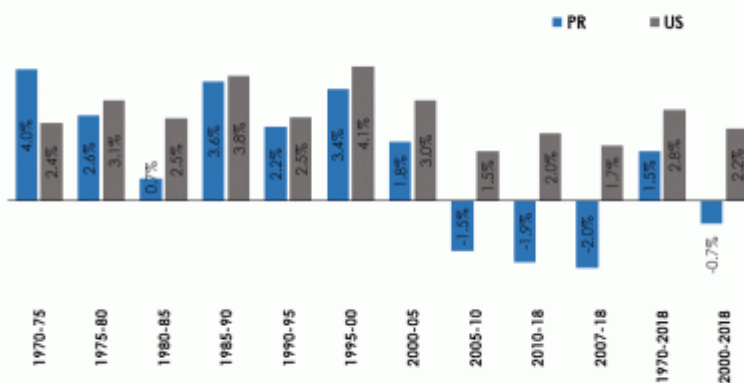
Graph 1. Real GNP Growth: Averages (Fiscal Years)



Source: P.R. Planning Board (2019).

Moreover, the growth gap between the local economy and that of the mainland has widened considerably since 2000. The performance of the U.S. economy does have an impact on our economy, but the impact has weakened. During the second half of the 80s, P.R.'s real GNP growth averaged 3.6%, while in the case of the US it was 3.8%. Since 2007 until fiscal 2018 it declined an average of -2.0%, while the US economy expanded at an average annual rate of 1.7%.

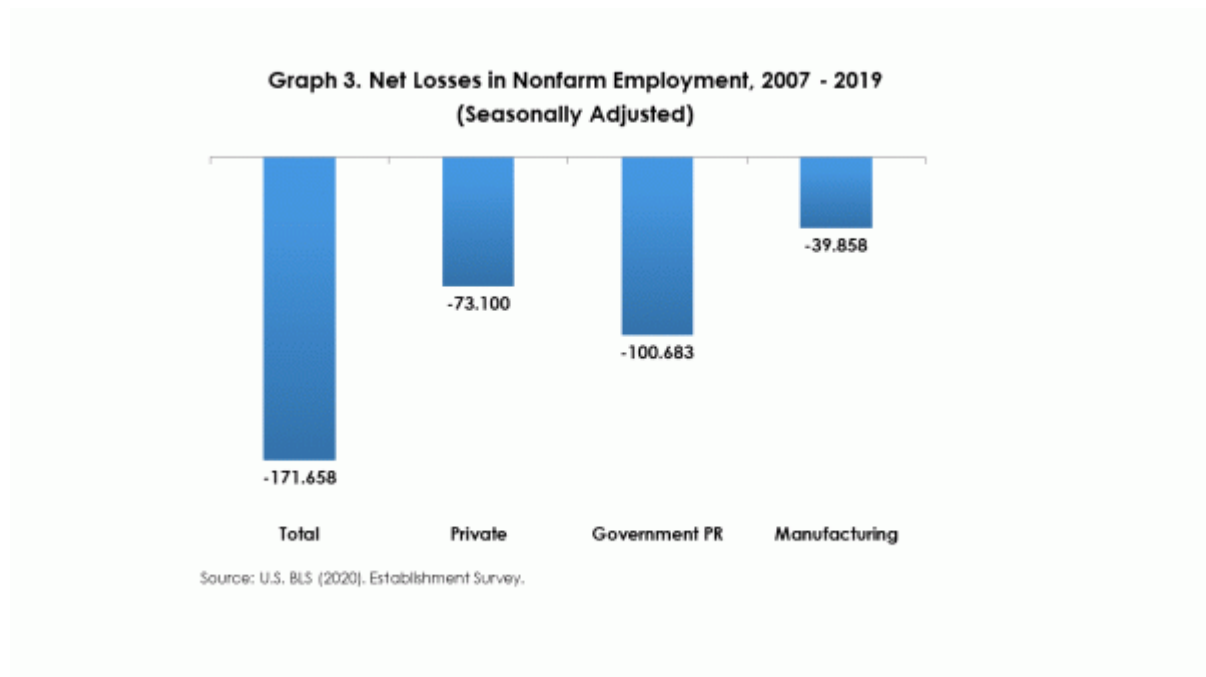
Graph 2. Average Annual Growth of Real GNP: Puerto Rico and U.S., 1970 to 2018*



Sources: P.R. Planning Board; U.S. BEA. * U.S. data on P.R.'s fiscal year basis.

In 2006, Congress ended special tax breaks that historically aided the Puerto Rican economy. The island's job market has been ailing ever since. While the mainland U.S. added millions of jobs following the Great Recession, Puerto Rico never got back on its feet. Between the onset of the current contraction in 2007 and 2019, the economy has lost 171,658 salaried jobs (net),

most of them public jobs, while over half of those lost in the private sector were in manufacturing.



Outlook for the fiscal and economic crisis

- In the past decade more than 300,000 people have left Puerto Rico. The impact of Hurricanes Irma and María accelerated this trend with an additional 600,000 people or 19% decline expected by FY22.
- Student population has declined by over 40% since 2000 with an additional 16% decline expected by FY22.
- About 43% of Puerto Rico residents live in poverty, which is the highest poverty rate of any U.S. state (Mississippi is the next highest at 19.7%). Puerto Rico's 8.2% unemployment rate (In 2019) is almost three times the national level.
- Concerns about quality of life, poor delivery of public services and high unemployment have led to a historic population exodus.
- Puerto Rico is treated unequally under key federal programs such as Medicaid as compared to states. For example, the Census Bureau has reported that Oregon, a relatively prosperous state with a population similar in size to Puerto Rico, received over \$29bn from the Federal Government, whereas Puerto Rico received \$19bn for the same year (GAO Report United States March 2014: Information on How Statehood Would Potentially Affect Selected Federal Programs and Revenue Source).
- Periods of fiscal irresponsibility and lack of economic planning and transparency also contributed to Puerto Rico's financial crisis
- Overestimation of economic growth projections resulted in massive deficits that were covered with one-time measures and debt financing
- Frequent policy changes and lack of economic planning led to economic decline.

- The Economic Activity Index remained on the negative side, excepting 2012, until 2017. The recuperation afterwards reflects the recuperation and investment undertaken as a result of Hurricane María.
- Unchecked fiscal deficits between 2001 and 2008 led to a recurrent practice of deficit financing, resulting in a 131% growth in public debt during the period.
- An increase in expenditures and public debt led to a consistent decline in Puerto Rico's credit ratings, except for the period between 2009 and 2012. (Puerto Rico Credit Rating FY00 –FY16: *S&P Rating on General Obligation Bonds*).
- **Lenders enabled the island's debt binge** - For years, bond holders extended credit to Puerto Rico, capitalizing on federal, state and municipal tax advantages. But the lending continued well into the 2010s, when the island was careening toward economic chaos. Like a subprime borrowing that can't afford to pay for a huge mortgage, Puerto Rico was broke — but the credit was provided anyway. The additional debt compounded the island's crisis.

Basic Economic Facts:

- **Privileged geographical location:** Easy access to U.S., Latin America and Europe.
- **Population:** 3.2 million (as of July 2018)
- **Languages:** Spanish & English
- **Direct flights to major cities**
- Puerto Rico residents and businesses are subject to the legal protection of both the U.S. and the Puerto Rico Constitutions.
- **GNP (2018):** \$68.1.1billion
- **GDP (2018):** \$101.1 billion
- **GNP PER CAPITA (2018):** \$20,874
- **EXPORTS VALUE (2018):** \$60.6 billion
- **IMPORTS VALUE (2018):** \$46.5 billion

Table 1 - Puerto Rico Economy World Rating

	Rating
Ease of Doing Business	55
Starting a Business	51
Dealing with Construction Permits	131
Getting Electricity	65
Getting Credit	7
Paying Taxes	135
Trading across Borders	62

Source: The World Bank Group, Economy Rankings 2017

Socioeconomic Conditions

The median household income is the lowest in the US, equivalent to a half of the lowest in the nation, and three time lower than the US Median. In 2018, the U.S. Median Household Income (\$mm's) was \$57,652, meanwhile for PR was \$20,166, a difference of -65% (United States Census Bureau, 2020).

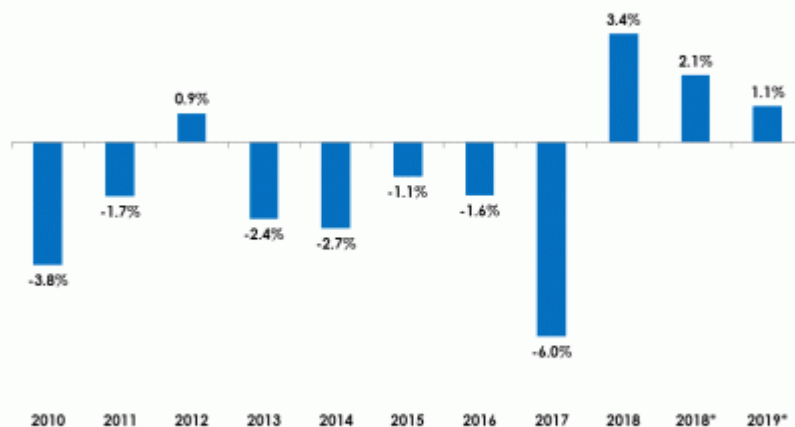
Table 2 - Socioeconomics Welfare Conditions

	PR	PR	PR	USA	USA	USA
Population	2010	2015	2017	2010	2015	2017
CHILDREN LIVING IN POVERTY	56.0%	58.0%	57.3%	22.0%	21.0%	20.3%
CHILDREN WITH PARENTS WITHOUT JOB SECURITY	54.0%	57.0%	56.0%	33.0%	29.0%	27.0%
CHILDREN LIVING IN HOUSES WITH HIGH COST OF HOUSING	32.0%	31.0%	29.0%	41.0%	33.0%	31.0%
ADOLESCENTS WHO DO NOT ATTEND SCHOOL OR WORK	18.0%	11.0%	13.0%	9.0%	7.0%	7.0%

Source: U.S. Census Bureau (2019). American Community Survey 5-Year Estimates; Kids Count Data Center (2020). Data.

Since 2000 the economic activity index reflected a downward trend, reaching a decrease of -6.0% in 2017, a reflection of the impacts of the hurricanes in September. Afterwards, though, the EIA has moved up as a result of the reconstruction activities post-María.

Graph 4. Annual Average Growth of FAFAA's Economic Activity Index (Calendar year)



Source: Economic Development Bank. * January-November.

Total public debt in circulation increased from \$24.2 billion in fiscal year 2000, to \$69.0 billion in fiscal year 2017. Overestimation of economic growth projections resulted in massive deficits that were covered with one-time measures and debt financing.

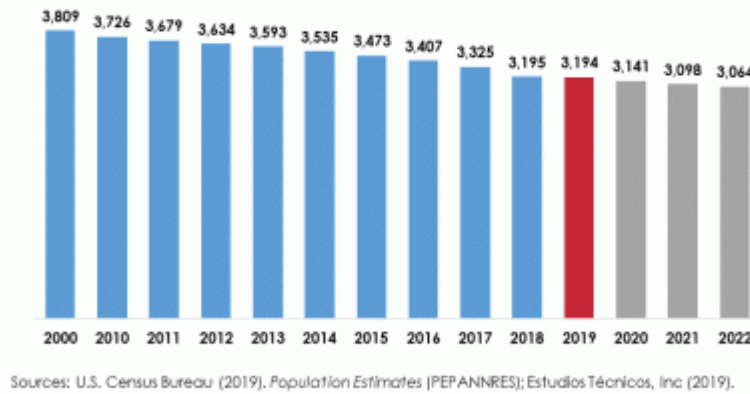
Table 3 - Total Public Debt in Circulation of Puerto Rico (\$Mm)

FY	GO's	Public Corp.	Mun.	Extra Constitutional	SUT (COFINA)	Total Central Gov.*	Gross Public Debt**	Other Debt***	Total
2007	\$8,167	\$24,159	\$2,463	\$5,204	\$2,825	\$16,196	\$42,818	\$3,365	\$46,183
2008	\$8,759	\$26,342	\$2,819	\$2,683	\$6,329	\$17,770	\$46,932	\$6,461	\$53,393
2009	\$9,006	\$26,641	\$2,997	\$2,760	\$11,576	\$23,342	\$52,980	\$5,435	\$58,415
2010	\$9,511	\$27,288	\$3,231	\$2,575	\$14,218	\$26,304	\$56,823	\$5,383	\$62,206
2011	\$9,682	\$28,118	\$3,537	\$3,070	\$14,535	\$27,287	\$58,942	\$5,337	\$64,279
2012	\$10,945	\$30,801	\$3,872	\$3,160	\$15,982	\$30,087	\$64,760	\$5,188	\$69,948
2013	\$10,599	\$31,209	\$3,882	\$4,044	\$15,224	\$29,866	\$64,957	\$5,086	\$70,043
2014	\$13,401	\$30,312	\$4,193	\$3,944	\$15,224	\$32,568	\$67,073	\$4,994	\$72,267
2015	\$13,061	\$29,424	\$4,126	\$4,048	\$15,224	\$32,332	\$65,882	\$4,935	\$71,217
2016	\$12,664	\$27,641	\$3,733	\$4,610	\$15,174	\$32,448	\$63,821	\$4,685	\$68,906
2017	\$12,664	\$27,591	\$3,724	\$4,665	\$15,174	\$32,503	\$63,819	\$4,665	\$68,835
CAGR	5.20%	4.30%	5.60%	1.60%	18.30%	7.90%	6.00%	16.10%	6.30%

Population Decline

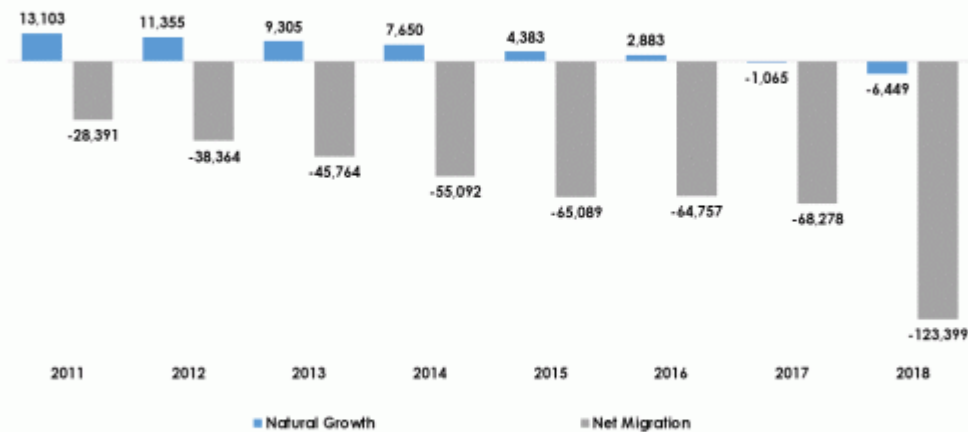
One important demographic trend that characterizes Puerto Rico's economy is the decline in population, in particular after 2010. Between 2010 and 2019 there has been a reduction of 532,000 persons. That trend is expected to continue, with a further decline to 3.1 inhabitants by 2022.

Graph 5. Population: Historical and Projected (Thousands) 2000-2022



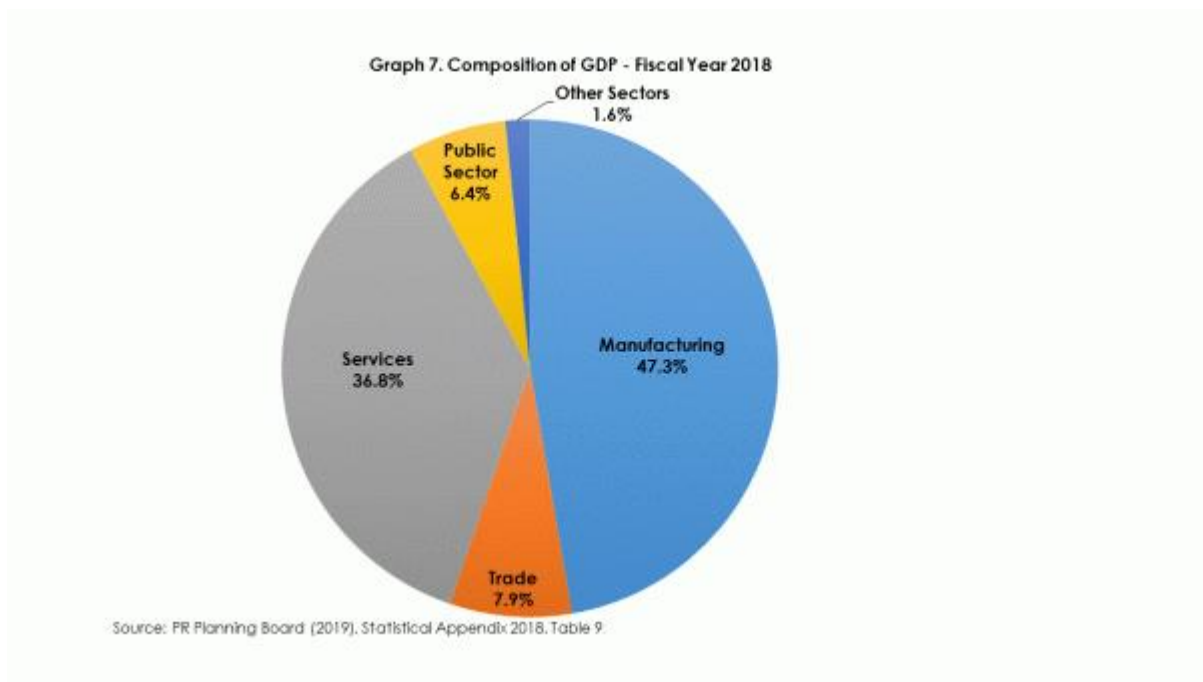
One factor in that decline is emigration. Net migration has been increasing steadily since 2011. By 2018 net migration rose to 123,400 people, reflecting the impact of Hurricane María.

Graph 6. Puerto Rico Natural Growth & Net Migration (2011-2018)



Structure of Production: Gross Domestic Product (GDP)

Manufacturing represents almost half of the total value of economic production, but services do have also an important share. The pharmaceutical industry is still the key industry in manufacturing, with aerospace, computer and electronic increasing their economic impact among the manufacturing industry. The current manufacturing sector relies in high technology, medical device, chemical, and electronics.



Transformation and Innovation in The Wake of Devastation

After hurricanes Irma and María, thousands of people lost their jobs, schools were closed, government services and private enterprise could no longer operate effectively, landslides caused flooding hazards, and wastewater polluted marine environments. The Government of Puerto Rico views the recovery efforts as an opportunity to transform the Island by implementing solutions that are cost effective and forward looking, that harness innovative thinking and best practices, and revitalizes economic growth.

Recovery efforts are an opportunity to use recovery investments to help transform the Island by implementing solutions that are:

- cost-effective and forward-looking;
- harness innovative thinking and best practices from around the world; and
- contribute to greater economic development, revitalization, and growth as well as enhanced human capital.

Puerto Rico’s recovery plan sets out a path to help guide recovery investments toward this broader transformational vision by:

- defining what recovery means for Puerto Rico;
- establishing principles for how the Government of Puerto Rico, nongovernmental, private, and nonprofit agencies should work together towards recovery;
- describing the phases, the recovery will progress through;
- identifying the most pressing recovery issues and the priority actions, as well as potential partners and resources to address each issue; and
- committing to measuring and reporting on the progress of the recovery.

The Central Recovery and Reconstruction Office of Puerto Rico

The Government of Puerto Rico— through the Central Recovery and Reconstruction Office (CRRO), established by executive order in 2017 and now also known as the Central Office of Recovery, Reconstruction, and Resilience (COR3), is in charge of developing this recovery plan in response to the “Further Additional Supplemental Appropriations for Disaster Relief Requirements Act, 2018” (Public Law No. 115-123). COR3 plans to use third-party assistance to manage recovery funds and optimize the long-term reconstruction process.

Development of The Recovery Plan

The plan was developed over the course of three dynamic and overlapping phases:

1. Identifying damage, needs, and priorities for recovery
2. Identifying potential courses of actions (and their related costs)
3. Aligning the plan objectives and courses of action and identifying funding sources.

Fiscal transparency and strong Governance

Transparency is a key guiding principle of Puerto Rico’s entire recovery process.

The Central Recovery and Reconstruction Office of Puerto Rico, as a division of the P3 Authority, have the authority to centralize and oversight of the recovery and reconstruction of Puerto Rico. It will ensure that the Government of Puerto Rico can implement reconstruction efforts with efficiency, effectiveness, and transparency.

The COR3’s responsibilities are to:

- **Monitor** contracting for compliance and effectiveness purposes.
- **Implement and enforce** checks and balances for procurement and approval of contracts and payments.
- **Deploy** a proven grant-management software and provide external visibility via frequent status updates to its public website.
- **Coordinate and channel** all efforts and activities of the Government related to recovery efforts.
- **Process, finance, and execute** works and infrastructure projects related to recovery efforts.

PROMESA ACT

Since July 1st, 2016, Puerto Rico is under federal legislation geared to the goal of restructuring Puerto Rico’s public debt, and stabilizing government spending and long-term growth.

The Puerto Rico Oversight, Management, and Economic Stability Act, Pub. Law 114-187 (“PROMESA” or the “Act”), was enacted into law on June 30, 2016. The Senate had passed PROMESA on June 29, 2016, and President Obama signed the Act into law on June 30, 2016. PROMESA is a federal legislative enactment. PROMESA includes a variety of provisions applicable to Puerto Rico, its instrumentalities and their liabilities and operations.

The Act established a seven-member Board, the members of which are designated by Congress and the President. The Oversight Board is provided with broad authority over Puerto Rico and instrumentalities of Puerto Rico, which the Oversight Board designates as “covered” instrumentalities. A key authority of the Board is that no budget can be submitted to the

Legislature unless the Oversight Board has approved a fiscal plan, and the budget is consistent with the fiscal plan. The Oversight Board can submit its own budget if the governor’s budget is not acceptable.

A critical component of PROMESA is the requirement that Puerto Rico and covered instrumentalities must develop and maintain a fiscal plan. The first fiscal plan was submitted by the Board on September 2016. The most recent one was approved in May of last year. Also, in September the FOMB issued its Debt Adjustment Plan, as required under Title III of the Law, with the purpose of restricting the public debt and stabilizing debt repayment in the coming years.

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

Industry sectors in general

As shown in table below, the principal industrial sectors with the highest share of GDP output in FY 2018 were Manufacturing (47.3%), Real Estate and Rental (15.88%), Government (6.37%), Retail Trade (5.2%), and Finance and Insurance (4.47%). These top five sectors comprised almost 80% of Puerto Rico’s 2018 GDP output.

Table 4 - Series of Income and Product, Total, and Per Capita: FY 2005, 2011, 2014, 2018

	2005	2011	2014	2018
Total in current dollars (\$millions)				
Gross national product	54,861.9	65,720.7	68,797.5	68,048.7
Per capita	14,346.0	17,742.0	19,373.0	20,873.8
Gross domestic product	83,914.5	100,351.7	102,445.8	101,130.9
Per capita	21,943.0	27,092.0	28,745.0	31,021.7
Per Industrial Sector (sector as % of GDP, subsector as % of sector)				
Agriculture	0.6	0.79	0.85	0.78
Construction	2.5	1.3	1.10	0.85
Manufacturing	42.4	46.6	46.73	47.30
Wholesalers Trade	3.21	2.9	2.75	2.72
Retail Trade	5.57	4.77	4.91	5.20
Transportation and Warehousing	1.12	0.89	0.89	1.08
Information	2.32	2.6	2.58	2.73
Finance and Insurance	7.4	5.59	4.31	4.47
Real Estate and Rental	11.43	14.32	15.42	15.88
Professional, Scientific, Technical Services	2.08	1.54	1.79	2.25

	2005	2011	2014	2018
Management	0.16	0.08	0.07	0.09
Administrative Services and Support	1.75	1.68	1.78	1.91
Educational Services	0.97	0.68	0.68	0.57
Health Care and Social Services	3.48	3.38	3.63	3.72
Art, Entertainment and Recreation	0.3	0.09	0.14	0.14
Accommodation and Food Services	2.03	1.77	1.97	2.03
Other Services	0.48	0.38	0.42	0.40
Government	9.71	8.19	7.64	6.37
Commonwealth	86.28	81.59	80.32	76.52
Municipalities	13.72	18.41	19.68	23.48
Gross national product	7,314.7	6,431.7	6,343.9	5,726.5
Per capita	1,913	1,736	1,780	1,757
Gross domestic product	11,379.2	10,589.2	10,434.1	9,436.5
Per capita	2,976	2,859	2,928	2,895
Salaries and wages (\$millions)	25,393.1	25,268.5	25,188.5	23,850.8
Employment, total (thousands)	1,213	1,044	987	971
Productivity (\$)	9,381	10,143	10,572	9,718

Source: PRPB, Statistical Appendix 2014.

From FY 2005 to FY 2018, the top nonfarm industrial sectors that were able to expand their share of GDP were Manufacturing, Real Estate and Rental, Information, and Health Care and Social Services. Moreover, the sectors that experienced a drop in their share of GDP were Government, Finance and Insurance, and Construction.

When focusing on the changes in GDP output among major industrial sectors between 2014 and 2018, additional movers emerged with Management of companies and enterprises increasing by 36.3%, Professional, Scientific and Technical services by 23.9%, and Transportation and Warehousing by 19.9%. On the other hand, Construction, Government, and Educational services have diminished the most by -23.6%, -17.7%, and -17.6%, respectively.

The table below depicts the major industrial sectors with the highest estimated jobs for the first two quarters of 2019. Out of the 39 sectors and subsectors, 23 (59%) had an uptick in employment and 16 (41%) experienced a decrease between 2017-2019.

The largest employment sectors were Retail Trade (14.5%), Government (13.9%), Health Care and Social Services (10.5%), and Educational Services (9.7%). Together, they made up almost half (48.6%) of employment in 2019. The sectors that declined the most during this period were Agriculture (-21.9%), Educational Services (-10.5%), Government (-8.5%), Utilities (-7.6%), and Information (-6.8%).

Table 5 - Employment Estimates by Major Industry, Q1-Q2 2019

Industrial Sector	Total	As % of total	Change 2017-2019
Agriculture	9,835	1.1%	-21.9%
Mining	519	0.1%	3.9%
Utilities	8,147	0.9%	-7.6%
Construction	26,462	3.0%	28.0%
Manufacturing	74,267	8.5%	2.6%
Food	11,680	1.3%	-0.7%
Beverage and Tobacco Product	2,285	0.3%	-5.6%
Apparel	6,725	0.8%	25.2%
Leather and Allied Product	1,022	0.1%	-4.8%
Wood Product	397	0.0%	13.5%
Paper	926	0.1%	-5.2%
Printing and Related Support Activities	1,556	0.2%	-5.4%
Petroleum and Coal Products	563	0.1%	29.4%
Chemical	16,309	1.9%	-2.5%
Plastics and Rubber Products	1,667	0.2%	3.7%
Nonmetallic Mineral Product	1,447	0.2%	4.6%
Primary Metal	336	0.0%	34.4%
Fabricated Metal Product	3,733	0.4%	25.5%
Machinery	2,138	0.2%	4.7%
Computer and Electronic Product	5,580	0.6%	6.3%
Electrical Equipment, Appliance, and Component	3,970	0.5%	-3.1%
Transportation Equipment	1,691	0.2%	14.3%
Furniture and Related Product	1,032	0.1%	1.8%
Miscellaneous	11,209	1.3%	0.2%
Wholesalers Trade	30,025	3.4%	2.1%
Retail Trade	125,864	14.5%	-1.9%
Transportation and Warehousing	21,012	2.4%	8.1%
Information	16,371	1.9%	-6.8%
Finance and Insurance	29,962	3.4%	2.7%

Industrial Sector	Total	As % of total	Change 2017-2019
Real Estate and Rental	14,117	1.6%	2.6%
Professional, Scientific, and Technical Services	32,837	3.8%	6.6%
Management of Companies and Enterprises	14,917	1.7%	9.9%
Administrative Services and Support and Waste Management and Remediation	75,121	8.6%	4.6%
Educational Services	84,887	9.7%	-10.5%
Health Care and Social Services	91,511	10.5%	-0.4%
Art, Entertainment and Recreation	4,342	0.5%	-2.6%
Accommodation and Food Services	74,257	8.5%	-2.8%
Other Services	15,047	1.7%	1.8%
Government	120,913	13.9%	-8.5%
Total	870,729	100.0%	-1.4%

Source: PRDOLHR, OES Estimates, 2017, 2019.

Occupations

In 2018, the occupations with the largest net gain in employment between 2014 and 2018 were Assemblers and Fabricators, Combined Food Preparation and Serving Workers, Business and Financial Operations, Middle School Teachers, Cooks, and Teacher Assistants, among others.

Moreover, the top hiring occupations in 2018 were Business and Financial Operations (42,300), Security Guards (28,290), Registered Nurses (19,230), Stock Clerks and Order Fillers (17,790), and Combined Food Preparation and Serving Workers (13,720). These positions combined had an average hourly wage of \$12.60 in 2018.

Table 6 - Occupations with the largest increase in employment, 2014-2018

Occupations	Est. 2014	Est 2018	Net gain	% gain	MHW 2014 (\$)	MHW 2018 (\$)
Assemblers and Fabricators, All Other, Including Team Assemblers	4,030	9,140	5,110	126.8%	\$8.50	\$10.02
Combined Food Preparation and Serving Workers, Including Fast Food	10,710	13,720	3,010	28.1%	\$8.16	\$8.58
Business and Financial Operations Occupations	39,510	42,300	2,790	7.1%	\$18.32	\$19.10
Middle School Teachers, Except Special and Career/Technical Education	710	3,500	2,790	393.0%	N/A	N/A
Cooks, Institution and Cafeteria	4,310	7,050	2,740	63.6%	\$8.53	\$10.96
Teacher Assistants	6,610	9,230	2,620	39.6%	N/A	N/A

Occupations	Est. 2014	Est 2018	Net gain	% gain	MHW 2014 (\$)	MHW 2018 (\$)
Computer and Mathematical Occupations	9,170	11,070	1,900	20.7%	\$20.61	\$20.90
Medical Secretaries	4,360	6,160	1,800	41.3%	\$10.56	\$10.57
Maintenance and Repair Workers, General	5,570	7,100	1,530	27.5%	\$10.86	\$10.20
Registered Nurses	17,740	19,230	1,490	8.4%	\$16.22	\$16.80
Security Guards	27,050	28,290	1,240	4.6%	\$8.34	\$8.85
Stock Clerks and Order Fillers	16,630	17,790	1,160	7.0%	\$9.06	\$9.65

Source: BLS (2019). OES.

Table below shows the principal occupations that are projected to have the largest expansions (in absolute terms) between 2016 and 2026, according to Puerto Rico's Department of Labor and Human Resources (PRDLHR) report on skills and occupations in high demand. The top five occupations that are estimated to have the highest numeric change between 2016 and 2026 are Combined Food Preparation and Serving Workers, Security Guards, Janitors and Cleaners, Pharmacy Technicians, and Waiters and Waitresses.

Of the top 30 occupations, 20 (66.7%) had San Juan as the local area with the largest employment increase. Another 5 (16.7%) were in the Caguas-Guayama region.

Table II-4 below highlights the occupations with the largest decreases in employment (in absolute terms) between 2014 and 2018. The top occupations that fell the most were Office and Administrative Support, Sales and Related, Retail Salespersons, Production, and Food Preparation and Serving Related occupations.

Within these occupations, the ones with the highest employments were Office and Administrative Support (153,920), Sales and Related (98,120), Food Preparation and Serving Related (64,890), Production (55,240), and Transportation and Material Moving Occupations (42,780).

Table 7 - Occupations with the largest projected increase in employment, 2016-2026

#	SOC Code	Occupation	Employment 2016	Employment 2026	Numeric Change	Percent Change	Local area with the largest increase	Local Area increase
3	35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	14,941	18,451	3,510	23.5%	San Juan	419
17	33-9032	Security Guards	24,407	26,309	1,902	7.8%	San Juan	872
26	37-2011	Janitors and Cleaners, Except Maids and	31,726	33,402	1,676	5.3%	San Juan	215

#	SOC Code	Occupation	Employment 2016	Employment 2026	Numeric Change	Percent Change	Local area with the largest increase	Local Area increase
		Housekeeping Cleaners						
2	29-2052	Pharmacy Technicians	5,277	6,555	1,278	24.2%	San Juan	218
12	35-3031	Waiters and Waitresses	11,838	12,955	1,117	9.4%	San Juan	569
5	35-2014	Cooks, Restaurant	6,265	7,204	939	15.0%	San Juan	375
4	43-6013	Medical Secretaries	4,204	4,993	789	18.8%	San Juan	145
1	31-1011	Home Health Aides	2,086	2,612	526	25.2%	San Juan	130
7	41-3021	Insurance Sales Agents	3,314	3,808	494	14.9%	San Juan	162
9	11-9051	Food Service Managers	4,092	4,570	478	11.7%	San Juan	60
21	39-9021	Personal Care Aides	6,112	6,537	425	7.0%	San Juan	72
10	35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	3,593	3,972	379	10.6%	Ponce	19
11	11-3031	Financial Managers	3,899	4,268	369	9.5%	San Juan	166
6	31-9091	Dental Assistants	2,311	2,657	346	15.0%	Caguas-Guayama	91
14	43-3021	Billing and Posting Clerks	3,961	4,288	327	8.3%	San Juan	147
27	11-1021	General and Operations Managers	6,124	6,444	320	5.2%	San Juan	115
13	51-9199	Production Workers, All Other	3,204	3,476	272	8.5%	Caguas-Guayama	105

#	SOC Code	Occupation	Employment 2016	Employment 2026	Numeric Change	Percent Change	Local area with the largest increase	Local Area increase
8	29-1051	Pharmacists	2,177	2,447	270	12.4%	San Juan	38
18	41-9091	Door-to-Door Sales Workers, News and Street Vendors, and Related Workers	3,015	3,249	234	7.8%	NA	NA
24	41-1012	First-Line Supervisors of Non-Retail Sales Workers	3,987	4,215	228	5.7%	San Juan	36
15	29-2011	Medical and Clinical Laboratory Technologists	2,616	2,831	215	8.2%	Caguas-Guayama	28
16	53-7081	Refuse and Recyclable Material Collectors	2,110	2,281	171	8.1%	Norte Central - Arecibo	38
19	35-9021	Dishwashers	2,273	2,444	171	7.5%	San Juan	80
30	41-3099	Sales Representatives, Services, All Other	3,696	3,854	158	4.3%	San Juan	103
20	51-3021	Butchers and Meat Cutters	2,059	2,213	154	7.5%	Caguas-Guayama	30
25	11-3011	Administrative Services Managers	2,719	2,872	153	5.6%	Guaynabo-Toa Baja	24
29	17-2112	Industrial Engineers	2,992	3,132	140	4.7%	Caguas-Guayama	27
22	11-2022	Sales Managers	2,039	2,163	124	6.1%	San Juan	53
23	37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	2,078	2,202	124	6.0%	Guaynabo-Toa Baja	7

#	SOC Code	Occupation	Employment 2016	Employment 2026	Numeric Change	Percent Change	Local area with the largest increase	Local Area increase
2839-5012		Hairdressers, Hairstylists, and Cosmetologists	2,358	2,478	120	5.1%	San Juan	13

Source: PRDOLHR, Long Term Projections by Occupation 2016-2026.

Note: Only includes occupations with 2,000 or more jobs in 2016. For confidentiality reasons some local area data was not disclosed.

On the other hand, the occupations that have had the largest net losses between 2014 and 2018 are Office and Administrative Support Occupations, Sales and Related, and Retail Salespersons with a combined total of 36,040 jobs. Furthermore, the occupations that have contracted the most during this period were Food preparation workers (-34%), First-Line Supervisors of Food Preparation and Serving Workers (-28.9%), and Laborers and Freight, Stock, and Material Movers, Hand (-24.5%).

Table 8 - Occupations with the largest decrease in employment, 2014 and 2018

Occupations	Est. 2014	Est 2018	Net loss	% loss	MHW 2014 (\$)	MHW 2018 (\$)
Office and Administrative Support Occupations	166,720	153,920	-12,800	-7.7%	\$11.33	\$12.04
Sales and Related Occupations	110,610	98,120	-12,490	-11.3%	\$10.60	\$11.10
Retail Salespersons	42,840	32,090	-10,750	-25.1%	\$9.01	\$9.33
Production Occupations	63,340	55,240	-8,100	-12.8%	\$10.93	\$11.65
Food Preparation and Serving Related Occupations	72,640	64,890	-7,750	-10.7%	\$8.67	\$9.13
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	24,540	19,090	-5,450	-22.2%	\$10.03	\$10.79
Transportation and Material Moving Occupations	48,200	42,780	-5,420	-11.2%	\$10.43	\$10.99
Building and Grounds Cleaning and Maintenance Occupations	43,580	39,520	-4,060	-9.3%	\$8.93	\$9.76
Food Preparation Workers	11,890	7,850	-4,040	-34.0%	\$8.83	\$8.83
Construction and Extraction Occupations	31,130	27,630	-3,500	-11.2%	\$10.21	\$10.59

Occupations	Est. 2014	Est 2018	Net loss	% loss	MHW 2014 (\$)	MHW 2018 (\$)
Laborers and Freight, Stock, and Material Movers, Hand-	12,470	9,300	-3,170	- 25.4%	\$10.55	\$12.02
Personal Care and Service Occupations	15,980	13,500	-2,480	- 15.5%	\$8.97	\$9.49
Police and Sheriff's Patrol Officers	16,320	13,860	-2,460	- 15.1%	\$8.76	\$15.23
First-Line Supervisors of Food Preparation and Serving Workers	7,750	5,510	-2,240	- 28.9%	\$10.62	\$10.64

Source: BLS (2019). OES.

According to the forecasts done by PRDLHR from 2016-2026, the occupations that are estimated to reduce substantially are Office Clerks, Executive Secretaries and Executive Administrative Assistants, Secretaries and Administrative Assistants, Police and Sheriff's Patrol Officers, and Sewing Machine Operators.

Most of the occupations that are estimated to decrease are in San Juan (70%) while 13% are in the South and 10% are in the Caguas-Guayama region.

Table 9 - Occupations with the largest projected decrease in employment, 2016-2026

#	SOC Code	Occupation	Employment 2016	Employment 2026	Numeric Change	Percent Change	Local area with the largest decrease	Local Area Decrease
1	43-9022	Word Processors and Typists	3,587	2,197	-1,390	-38.8%	San Juan	-435
2	43-6012	Legal Secretaries	3,618	2,536	-1,082	-29.9%	San Juan	-499
3	43-6011	Executive Secretaries and Executive Administrative Assistants	9,585	6,866	-2,719	-28.4%	San Juan	-1,245
4	33-3012	Correctional Officers and Jailers	4,644	3,406	-1,238	-26.7%	Caguas-Guayama	-91
5	43-9021	Data Entry Keyers	2,583	1,911	-672	-26.0%	San Juan	-277
6	51-6031	Sewing Machine Operators	7,326	5,551	-1,775	-24.2%	Suroeste	-631
7	51-2092	Team Assemblers	5,916	4,567	-1,349	-22.8%	Manatí-Dorado	-146

#	SOC Code	Occupation	Employment 2016	Employment 2026	Numeric Change	Percent Change	Local area with the largest decrease	Local Area Decrease
8	51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	3,564	2,971	-593	-16.6%	Sureste	-98
9	33-3051	Police and Sheriff's Patrol Officers	15,438	13,171	-2,267	-14.7%	San Juan	-1,024
10	33-1012	First-Line Supervisors of Police and Detectives	3,087	2,651	-436	-14.1%	San Juan	-196
11	13-1023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	2,040	1,755	-285	-14.0%	San Juan	-89
12	53-7064	Packers and Packagers, Hand	3,477	3,004	-473	-13.6%	Caguas-Guayama	-101
13	43-3071	Tellers	3,183	2,773	-410	-12.9%	San Juan	-71
14	43-9061	Office Clerks, General	23,689	20,678	-3,011	-12.7%	San Juan	-1,010
15	21-1093	Social and Human Service Assistants	5,046	4,466	-580	-11.5%	San Juan	-265
16	43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	23,586	20,984	-2,602	-11.0%	San Juan	-946
17	43-3011	Bill and Account Collectors	2,702	2,409	-293	-10.8%	San Juan	-114
18	25-1194	Vocational Education Teachers, Postsecondary	2,039	1,830	-209	-10.3%	Bayamón-Comerio	-303

#	SOC Code	Occupation	Employment 2016	Employment 2026	Numeric Change	Percent Change	Local area with the largest decrease	Local Area Decrease
19	47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	3,842	3,460	-382	-9.9%	San Juan	-120
20	47-2031	Carpenters	4,858	4,391	-467	-9.6%	San Juan	-110
21	25-2011	Preschool Teachers, Except Special Education	2,932	2,657	-275	-9.4%	San Juan	-80
22	51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	2,293	2,088	-205	-8.9%	Sureste	-51
23	43-3031	Bookkeeping, Accounting, and Auditing Clerks	8,695	7,945	-750	-8.6%	San Juan	-281
24	47-4051	Highway Maintenance Workers	5,772	5,299	-473	-8.2%	Caguas-Guayama	-72
25	39-9011	Childcare Workers	3,279	3,023	-256	-7.8%	San Juan	-82
26	21-1021	Child, Family, and School Social Workers	3,741	3,453	-288	-7.7%	San Juan	-194
27	29-2061	Licensed Practical and Licensed Vocational Nurses	4,504	4,160	-344	-7.6%	San Juan	-44
28	51-1011	First-Line Supervisors of Production and Operating Workers	4,405	4,075	-330	-7.5%	Sureste	-34
29	47-2061	Construction Laborers	10,933	10,162	-771	-7.1%	San Juan	-132

#	SOC Code	Occupation	Employment 2016	Employment 2026	Numeric Change	Percent Change	Local area with the largest decrease	Local Area Decrease
30	25-9041	Teacher Assistants	7,289	6,796	-493	-6.8%	San Juan	-455

-

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

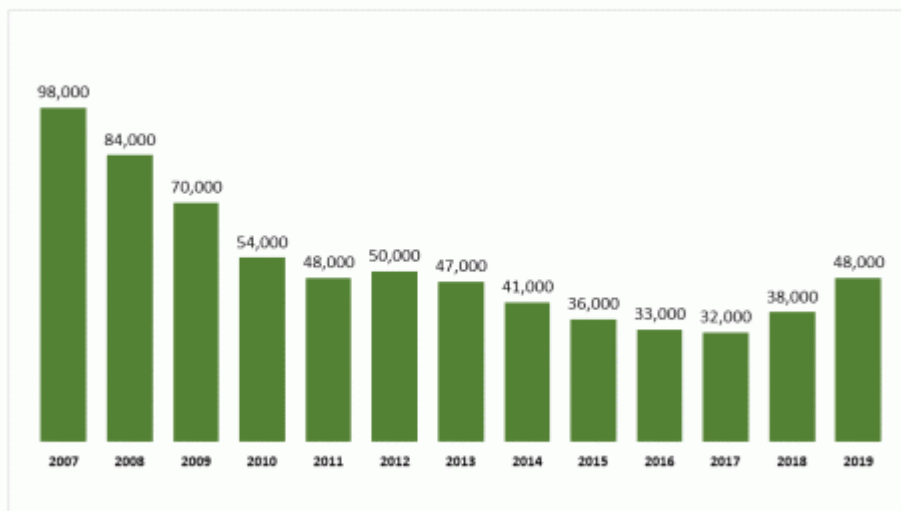
Industry Sectors in General

Construction Sector Insights

Construction is one of the largest industry sectors in Puerto Rico. Although it has been decreasing due to the housing crisis of 2006, it is expected to grow in the following years. This is due to the reconstruction funds allocated by the federal government following the 2017 hurricanes.

This growth will require training and retraining of members of the labor force to satisfy the demand of labor in this sector. The training required for these trades is not commonly offered in traditional post-secondary institutions.

Graph 8. Construction Sector Employment Projection



Source: PR Department of Labor & Human Resources (2020). Household Survey.

As stated before, the construction sector in Puerto Rico will grow in the following years, requiring trained personnel to satisfy the increase in demand. In 2018, the construction sector exhibited its first growth in employment since 2012. During those years, the disbursement of

federal funds for diverse reconstruction and recovery projects had a positive effect in the amount of employment in this sector. In the year 2012, when the American Recovery and Reinvestment Act had been in effect, the employment in the construction sector increased by 11.3%. Following a similar pattern as in 2012, employment increased in the years 2018 and 2019, the same time period in which FEMA funds were assigned to the island. Since these disbursements are only 30% from the total allocated funds for recovery, it can be argued that employment in the construction sector will be steadily increasing until all funds have been disbursed.

Table 10 - Construction Employment

Fiscal Year	Construction Employment	Change (Absolute)
2019	48,000	
2020	50,686	2,686
2021	51,567	881
2022	57,075	5,508
2023	61,676	4,602
2024	64,151	2,474

Source: Estimates by Estudios Técnicos, Inc.

Among other effects of the arrival of federal recovery funds are the increase in the construction sector employment. According to estimates from Estudios Técnicos, the average increase in employment in the construction sector will be of 3,230 per year. In total, approximately 16,000 jobs in the construction sector are estimated to be created from 2020 to 2023.

In addition to the total increase in employment, the turnover in the construction sector needs to be considered for training purposes. The employment turnover consists in the percentage of job openings that are posted at the end of a period. This means another amount of potentially new workers in the field. As reported by the U.S. Bureau of Labor Statistics, the rate of job openings in the construction sector for December 2019, was 3.1%. This rate was applied to the previously presented projections and the results are presented in the following table.

Table 11 - Construction Training Demand

Fiscal Year	Construction Employment	New Employees	Construction Industry Turnover (3.1%)	Total Training Demand
2019	48,000			
2020	50,686	2,686	1,571	4,257
2021	51,567	881	1,599	2,480
2022	57,075	5,508	1,769	7,277
2023	61,676	4,602	1,912	6,514
2024	64,151	2,474	1,989	4,463
	Total	16,151	8,840	24,991

Source: Estimates by Estudios Técnicos Inc

Note: The construction industry turnover is published by the Bureau of Labor Statistics:

<https://www.bls.gov/jlt/>

The total sum of the new employees per year and the industry turnover results in the total demand for training for that year. The total training demand is almost 25,000 persons. It is worth mentioning that not all these jobs belong to trades that are associated with formal instruction.

Below follows an estimate of which instructional programs (CIP) -post-secondary educational programs, of any length- will be needed to satisfy this increase in job openings in the construction industry.

Table 12 - Educational Program to Satisfy the Job Opening in the Construction Industry

Instructional Program Description	CIP CODE	Annual Graduates	Total Employment 2018	Job Openings	Demand by Instructional Program
Other Non-degree disciplines	99.9999	-	328,103	36,091	36,091
General Office Occupations and Clerical Services	52.0408	55	23,512	2,318	2,263
Truck and Bus Driver/Commercial Vehicle Operator and Instructor	49.0205	-	15,914	1,683	1,683
Receptionist	52.0406	-	10,540	1,344	1,344
Executive Assistant/Executive Secretary	52.0402	219	13,627	1,282	1,063
Floriculture/Floristry Operations and Management	01.0608	42	9,940	1,051	1,010
Customer Service Support/Call Center/Teleservice Operation	52.0411	-	7,526	954	954
Accounting Technology/Technician and Bookkeeping	52.0302	51	9,370	999	948
Home Health Aide/Home Attendant	51.2602	63	7,298	958	895
Building/Property Maintenance	46.0401	19	9,180	913	893
Office Management and Supervision	52.0204	233	11,246	1,064	831
Administrative Assistant and Secretarial Science, General	52.0401	573	14,846	1,397	823
Sales, Distribution, and Marketing Operations, General	52.1801	6	7,305	740	734

Instructional Program Description	CIP CODE	Annual Graduates	Total Employment 2018	Job Openings	Demand by Instructional Program
Teacher Assistant/Aide	13.1501	235	9,565	928	693
Banking and Financial Support Services	52.0803	163	7,850	763	600
Criminalistics and Criminal Science	43.0111	102	10,485	675	573
Selling Skills and Sales Operations	52.1804	-	4,823	546	546
Operations Management and Supervision	52.0205	33	6,223	490	458
Retailing and Retail Operations	52.1803	-	3,278	433	433
Quality Control Technology/Technician	15.0702	11	3,518	387	376
Medical Office Management/Administration	51.0705	9	3,980	376	368
General Merchandising, Sales, and Related Marketing Operations, Other	52.1899	1	3,647	364	362
Finance, General	52.0801	278	7,936	627	348
Teacher Education, Multiple Levels	13.1206	111	6,970	459	348
Industrial Mechanics and Maintenance Technology	47.0303	26	3,493	350	324
Construction/Heavy Equipment/Earthmoving Equipment Operation	49.0202	-	3,168	317	317
Insurance	52.1701	2	3,493	296	294
Other Academic Programs		56,218	297,638	25,688	- 30,530
Total		58,450	844,474	83,491	25,042

Source: IPEDS data, 2020. Bureau of Labor Statistics, 2020. Estimates by Estudios Técnicos.

A conversion from the occupation to instructional program was applied to determine the projected demand for instructional disciplines in the construction sector. Using a crosswalk from the Analyst Resource Center, the occupation by SOC code was converted to instructional programs by CIP codes. From the crosswalk and labor data, one can observe that the relationship between employment and instructional programs is not always one-to-one but may be one-to-many or not have a relationship with an instructional program at all. This information is reflected in the construction sector as it is found that there are multiple construction jobs,

including construction laborers, that are non-degree requiring occupations and, therefore, are not represented by any CIP code.

Life sciences: pharmaceutical manufacturing

Two segments of the pharmaceutical industry are currently experiencing excellent growth in the world's markets: (1) generic medications and (2) biologicals. Therefore, the panorama for growth in both fields represents an excellent opportunity for Puerto Rican labor. Some of the strategies involve:

- Protecting existing pharmaceutical operations through collaboration with companies in this sector
- Actively intervening in the sale of closed plants or plants in the process of closing, ensuring a connection to interested companies so that they may take over or adapt the operation of those plants, thereby minimizing downtime
- Fostering the establishment of a pharmaceutical industry specializing in the production of generics and biologicals, using local capital investment. Use the Puerto Rico Industrial Development Corporation (PRIDCO) as a partner for businesses
- Attracting retail packaging and distribution operations to complement already existing manufacturing operations
- Developing local abilities for pharmaceutical research and development in order to create intellectual property in Puerto Rico
- Developing joint training programs with universities and companies in the private sector in order to strengthen the future labor force and offer better job and growth opportunities

With five decades of pharmaceutical manufacturing, Puerto Rico has a highly experienced workforce knowledgeable in GMP, FDA and other global regulations. Although 60% of employees in the life sciences have at least a bachelor's degree, Puerto Rico offers the lowest labor costs of any region under U.S. jurisdiction – with hourly earnings in manufacturing averaging 65% to 80% of the U.S. average.

Life sciences: manufacturing of medical devices

This sector is expected to experience a growth rate of 6% per year through 2020. Puerto Rico is in a unique position to take advantage of this trend, with an impressive history of \$4.5 billion in exports in the manufacturing of medical devices, along with thirteen of the world's twenty largest firms in this sector are in Puerto Rico. Some of the strategies involve:

- Attracting new lines of production to companies established in Puerto Rico
- Fostering research and development, and manufacturing of new products in Puerto Rico
- Focusing promotional efforts in high-growth sectors and corporations, especially including companies in the fields of orthopedics, trauma, invasive surgery, and visual devices
- Attracting companies within the medical devices supply chain, in order to consolidate the cluster and expand growth horizons

- Workforce advantages in this sector are comparable to that of the pharmaceutical manufacturing subsector.

Agricultural biotechnology

According to Puerto Rico Industrial Development Company, Puerto Rico has emerged as an important center for agricultural biotechnology. There's ongoing research with corn, soy, sorghum, sunflower, cotton, among others since 1983. It is one of the fastest growing sectors and is supported by the following conditions: year around stable weather and environmental conditions, skilled and professional labor, soil quality, proximity to the U.S., rapid transportation system, agricultural academic research centers, and intellectual property protection. Pioneer Hi-Bred, BASF Agrochemical, Bayer-Crop science, Syngenta Seeds and Rice Tec are among many seed companies that have found the island to be fertile ground for research and development. The sector is made up of 18% of all agricultural employment (over 2,500 employees). Puerto Rico must become a center for the scientific production and improvement of seeds in Latin America, and it must become a leader in an industry that is slated to grow at 6% per year. Some of the strategies involve:

- Supporting the expansion of production by companies currently doing business in Puerto Rico by preparing personalized offers
- Attracting additional companies in this sector by promoting existing incentives, infrastructure, and talent in Puerto Rico
- Fostering additional research and development in this sector

A highly educated workforce is sustained by an array of current programs, including: those offered at the Biotechnology Development and Training Center at the Mayagüez campus of the UPR, which is a public-private initiative that offers customized training programs for students and employees with degrees in science and engineering. In addition, pharmaceutical professionals who want to transition into the life sciences. There is a five-year bachelor's degree in industrial biotechnology from the UPR, Mayagüez campus, and Ph.D. programs in biomedical science from the UPR, Medical Sciences campus, and the Ponce School of Medicine/Pontifical Catholic University of Puerto Rico.

Outsourcing

Puerto Rico is quickly emerging as a knowledge-services hub both for online monitoring as well as telecommunication-related operations like call centers. Income from outsourcing or expert services at the global level is estimated to be some \$506 billion in the first half of 2018[1]. The industry is composed of four segments: (1) outsourcing of information technology, (2) outsourcing of business processes, (3) outsourcing of knowledge processes, and (4) outsourcing of engineering and R&D. Some of the strategies involve:

- Creating an outsourcing cluster linking universities, the private sector, and government
- Developing training programs in coordination with universities and companies in this sector, which includes offering students' internships in various companies within the sector
- Attracting large operations offering Business Process Outsourcing (BPO) and integrated outsourcing services through aggressive and personalized promotion

- Promoting the development of local software for eventual export, through promotion of current legislation
- Expanding the aerospace and defense sector, paying special attention to outsourcing in the area of research and development

Maintenance, repair, and operations (MRO) cluster

The MRO market is projected to total \$76 billion by 2022, some 36% more than the current \$56 billion. The trend shows that airlines are increasingly interested in outsourcing their secondary activities. An MRO cluster could represent as much as \$600 million to the GDP with important effects on small and medium businesses and local economies. Aside from the principal services of assembly, cleaning, and coordination, most of the jobs are provided by businesses with fewer than 10 employees. Puerto Rico's MRO cluster would be located in the aerospace triangle in the northwest part of the island, whose center is in Aguadilla. This region has proved itself to be one of the driving forces of the aviation industry in Puerto Rico, with emphasis on the aerospace industry. Some of the strategies involve:

- Beginning operations of Lufthansa Technik in 2015
- Creating an MRO school in Aguadilla and adapting its program to current university curricula in order to ensure quantity and quality of the labor force, helping to support the industry's development
- Identifying opportunities for set up businesses and creating links to the existing aerospace industry in Puerto Rico

A highly educated and skilled workforce supports this sector. Puerto Rico is home to two of the top 35 largest engineering programs in the nation at the Polytechnic University of Puerto Rico and the UPR, Mayagüez Campus. More than 20,000 degrees in science, engineering and technology are awarded each year by colleges on the Island.

Tourism

A Destination Marketing Organization (DMO) seeks to professionalize and give consistency to Puerto Rico's brand as a major tourist destination in the Caribbean and be recognize as a premier destination globally.

Tourism marketing strategies beyond the act will be based on the needs and trends of the national and global market. Through the DMO, Puerto Rico will display as a trademark the culture, natural sites, culinary experiences, and entertainment. Among its first initiatives should be the creation of a permanent brand for Puerto Rico. The brand will help leave behind the inconsistency of the brand and react quicker to market needs.

The Corporation for the Promotion of Puerto Rico as a Destination (DMO) officially begun its work on August 2, 2017, with the appointment of its board members and the creation of internal committees.

Aerospace

In recent years, Puerto Rico has become a magnet for some of the world's leading aviation and aerospace companies. With a long history of manufacturing expertise and a strong pipeline of engineering talent, the island has attracted multimillion-dollar investments by these and other major firms during recent years:

- Pratt & Whitney is performing engineering design and analysis for the jet turbine power plants of several aircraft from its Infotech Aerospace Service's division.
- Lockheed Martin has more than 60 employees conducting software support services from Puerto Rico for its global operations.
- Honeywell Aerospace employs more than 400 people in its shared services center that supports the company's global defense and space business.
- Hamilton Sundstrand manufactures aircraft climate control and electronic systems at its Puerto Rico plant, employing more than 900 workers.
- AXON Group and Pratt & Whitney established a world-class SAP services center that will create 300 jobs.
- Florida Turbine and ESSIG Research both have major operations on the island.

Employment Forecasting

According to PRDOLHR's Long-Term Occupations Demand 2016-2026, the top three industries of mayor employment growth will be in Food, Health, and Administrative services.

Furthermore, the industries with the highest projected employment are Self-Employed (132,587), Administrative and Support (72,958), Food Services and Drinking Places (70,228), Ambulatory Health Care (43,777), and Professional, Scientific, and Technical services (32,174).

Table 13 - Industries estimated job increases

NAICS Code	NAICS Title	Projected 2026	Total increase	Change (%)
722000	Food Services and Drinking Places	70,228	8,736	14.2%
621000	Ambulatory Health Care Services	43,777	7,243	19.8%
561000	Administrative and Support Services	72,958	6,102	9.1%
6010	Total Self Employed Not Incorporated	132,587	5,428	4.3%
446000	Health and Personal Care Stores	22,443	3,774	20.2%
523000/524000	Securities, Commodity Contracts, and Other Financial Investments and Related Activities/Insurance Carriers and Related Activities	17,514	1,844	11.8%
541000	Professional, Scientific, and Technical Services	32,174	1,680	5.5%
424000	Merchant Wholesalers, Nondurable Goods	18,412	1,562	9.3%
452000	General Merchandise Stores	27,446	1,468	5.7%
623000	Nursing and Residential Care Facilities	7,443	1,153	18.3%
551000	Management of Companies and Enterprises	14,614	837	6.1%
488000	Support Activities for Transportation	5,530	804	17.0%
531000	Real Estate	11,363	755	7.1%

NAICS Code	NAICS Title	Projected 2026	Total increase	Change (%)
485000	Transit and Ground Passenger Transportation	3,230	682	26.8%
562000	Waste Management and Remediation Service	4,221	548	14.9%
512000	Motion Picture and Sound Recording Industries	3,483	530	17.9%
453000	Miscellaneous Store Retailers	5,481	501	10.1%
518000	Data Processing, Hosting and Related Services	2,812	402	16.7%
713000	Amusement, Gambling, and Recreation Industries	3,478	366	11.8%
812000	Personal and Laundry Services	5,423	333	6.5%

Source: PRDOLHR: Long Term Projections by Industry 2016-2026.

As per the same report, the industries with the largest estimated employment decreases between 2016-2026 are State and Local Government, and Educational Services, signifying in a potential reduction of around 30,000 jobs.

Table 14 - Industries with largest estimated job decreases

NAICS Code	NAICS Title	Projected 2026	Total decrease	Change (%)
920000	State Government, Excluding Education and Hospitals	70,934	-18,742	-20.9%
930000	Local Government, Excluding Education and Hospitals	49,088	-6,348	-11.5%
611000	Educational Services	88,514	-4,995	-5.3%
236000	Construction of Buildings	7,903	-2,465	-23.8%
448000	Clothing and Clothing Accessories Stores	16,297	-2,399	-12.8%
311000	Food Manufacturing	9,367	-2,178	-18.9%
313000/314000/315000	Textile Mills, Textile Product Mills, and Apparel Manufacturing	4,405	-2,091	-32.2%
622000	Hospitals	29,837	-1,689	-5.4%
624000	Social Assistance	9,078	-1,398	-13.3%
522000	Credit Intermediation and Related Activities	11,916	-1,271	-9.6%
517000	Telecommunications	6,932	-1,105	-13.8%
334000	Computer and Electronic Product Manufacturing	4,200	-1,080	-20.5%

NAICS Code	NAICS Title	Projected 2026	Total decrease	Change (%)
325000	Chemical Manufacturing	16,307	-1,070	-6.2%
339000	Miscellaneous Manufacturing	10,363	-908	-8.1%
721000	Accommodation, including Hotels and Motels	13,586	-901	-6.2%
444000	Building Material and Garden Equipment and Supplies Dealers	7,707	-730	-8.7%
335000	Electrical Equipment, Appliance, and Component Manufacturing	3,686	-600	-14.0%
493000	Warehousing and Storage	1,208	-592	-32.9%
332000	Fabricated Metal Product Manufacturing	2,451	-559	-18.6%
237000	Heavy and Civil Engineering Construction	2,851	-481	-14.4%

Source: PRDOLHR: Long Term Projections by Industry 2016-2026.

[1] FN: IDC (2018). Worldwide Services Revenue Led by Steady Growth in the Americas During the First Half of 2018, According to IDC (November 15, 2018). At: <https://www.idc.com/getdoc.jsp?containerId=prUS44448618>.

•

With regard to the industry sectors and occupations identified in (A)(ii) and (iii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

Industries

In 2018, the industries with the most difficult establishments to fill vacancies were Other Services, Agriculture and Mining, Real Estate and Leasing, and Professional, Scientific, Technical Services. Additionally, the jobs with the highest rate of job vacancies were Transportation Warehousing (49.3%), Agriculture and Mining (27%), and Utilities (22.6%).

Table - 15 Industries with most difficult to fill vacancies, vacancies' rates and over-qualification rates, 2018

Industry	Establishments with difficult to fill vacancies (%)	Job vacancies' rate (%)	Over-qualification rate (%)
Other services	89.3%	6.0%	30.6%
Agriculture and Mining	86.6%	27.0%	47.2%
Real Estate and Leasing	78.8%	2.1%	64.4%
Professional, Scientific, Technical Services	77.0%	4.9%	25.7%

Industry	Establishments with difficult to fill vacancies (%)	Job vacancies' rate (%)	Over-qualification rate (%)
Transportation and Warehousing	70.7%	49.3%	37.1%
Health Care and Social Services	68.5%	2.7%	28.5%
Administrative Services and Support	67.5%	4.0%	47.0%
Construction	66.7%	4.9%	48.1%
Manufacturing	64.8%	1.9%	40.3%
Educational Services	51.7%	3.0%	22.8%
Retail Trade	48.3%	2.6%	44.6%
Accommodation and Food Services	46.9%	5.4%	69.4%
Wholesale Trade	45.0%	1.2%	49.5%
Public Administration	27.1%	12.2%	57.8%
Finance and Insurance	23.7%	4.3%	43.9%
Information	22.6%	13.0%	85.3%
Art, Entertainment and Recreation	21.6%	4.0%	81.3%
Management	0.0%	1.1%	0.0%
Utilities	0.0%	22.6%	0.0%

Source: PRDOLHR, Skills and Occupations in High-Demand, 2018.

Occupancies

Out of the top ten occupancies with vacancies most difficult to fill, three required high school diploma or equivalent while four did not require any formal educational credential. Moreover, four of the occupations were related to repair, maintenance, and/or equipment work. Another two were associated with food preparation and fast food cooks.

Table 16 - Occupations with the most difficult to fill vacancies, 2018

SOC Code	Occupation Title	Vacancy Rate (%)	Education
45-2092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	5.3	No formal educational credential
35-2011	Cooks, Fast Food	3.0	No formal educational credential

SOC Code	Occupation Title	Vacancy Rate (%)	Education
43-3031	Bookkeeping, Accounting, and Auditing Clerks	2.8	Some college, no degree
49-9071	Maintenance and Repair Workers, General	2.7	High school diploma or equivalent
35-2020	Food Preparation Workers	2.3	No formal educational credential
49-3023	Automotive Service Technicians and Mechanics	2.2	Postsecondary nondegree award
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	2.0	High school diploma or equivalent
45-2091	Agricultural Equipment Operators	1.9	No formal educational credential
47-4021	Elevator and Escalator Installers and Repairers	1.9	High school diploma or equivalent
41-3099	Sales and Related Workers, All Other	1.9	No formal educational credential

Source: PRDOLHR, Skills and Occupations in High-Demand, 2018.

Table below shows the skillsets that are most sought from employers, according to the PRDOLHR employee survey. Punctuality and responsibility remain as top skills followed by the ability to follow instructions, verbal and written communication, teamwork, and customer oriented. Most of the essential abilities required can be labeled as “soft skills”, meaning that employers are looking for employees that meet skills beyond technical and academic competencies.

The over qualification rate could be used as a proxy of the industries in need of more education and training. Industries with low over qualification rate means that the new employees had the exact or less level of education recommended for the position. The industries with the lowest over-qualification rates were Management, Utilities, educational services, and professional, scientific and technical services.

Table 17 - Most important skillsets sought by an employer, 2018

Skill	%
Punctuality and responsibility	84.3
Capacity to follow instructions	78.4
Oral and writing communication	62.6
Teamwork capacity	60.9
Ability to provide customer service	55.8
Learning capacity	55.7

Skill	%
Ability to anticipate and avoid problems	37.5
Ability to identify and solve problems	36.9
Ability to work under minimum supervision	36.9
Ability to work under pressure	35.6

Source: PRDOLHR, Skills and Occupations in High Demand 2018

i. Employment and Unemployment

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

Employment, Unemployment and Labor Force Participation

The labor force in Puerto Rico has been contracting since the start of the Puerto Rican recession in FY 2017. From 2007 through 2019, the labor force fell 24%. For this reason, the labor force participation rate plunged from 48.6% in 2007 to 40.6% in 2019. In other words, 6 of every 10 people who are of working age are not in the labor market. Since 2010, unemployment on the Island has decreased in number and rate. However, Puerto Rico continue being the jurisdiction with the highest unemployment rate among all states. Even more significant, Puerto Rico's low labor force participation rate remains not just as the lowest among all jurisdictions but also one of the lowest in the World.

Table 18 - Average labor force, participation and unemployment, 2000-2019

FY	Non-institutionalized civil population 16 years and over (000s)	Labor force (000s)	Labor force participation rate (%)	Unemployment (000s)	Unemployment rate (%)
2000	2,797	1,292	46.2%	142	11.0%
2001	2,808	1,274	45.4%	133	10.5%
2002	2,842	1,301	45.8%	156	12.0%
2003	2,870	1,337	46.6%	162	12.1%
2004	2,884	1,339	46.4%	152	11.4%
2005	2,886	1,357	47.0%	144	10.6%
2006	2,899	1,410	48.6%	156	11.0%
2007	2,906	1,413	48.6%	150	10.6%
2008	2,908	1,355	46.6%	152	11.2%
2009	2,910	1,325	45.5%	181	13.7%
2010	2,915	1,285	44.1%	210	16.3%
2011	2,911	1,245	42.8%	201	16.2%
2012	2,895	1,206	41.7%	183	15.2%

FY	Non-institutionalized civil population 16 years and over (000s)	Labor force (000s)	Labor force participation rate (%)	Unemployment (000s)	Unemployment rate (%)
2013	2,880	1,177	40.9%	165	14.0%
2014	2,859	1,153	40.3%	165	14.3%
2015	2,829	1,121	39.6%	145	13.0%
2016	2,799	1,121	40.0%	131	11.7%
2017	2,763	1,109	40.1%	128	11.5%
2018	2,710	1,086	40.1%	112	10.3%
2019	2,658	1,079	40.6%	91	8.5%

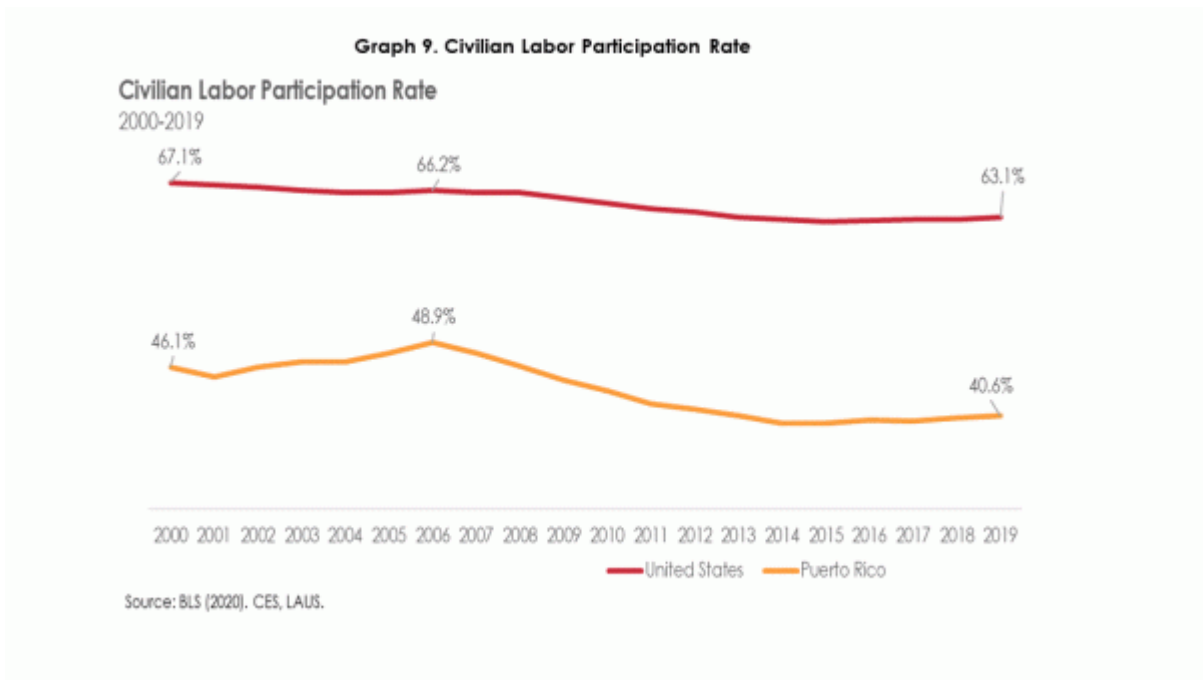
Source: PR Department of Labor and Human Resources.

Puerto Rico's recession has impacted the labor participation rate among young age groups. From 2015 to 2017, the age group of 20 to 24 years old was the group with the largest decrease in participation rate (-4.7%). With a participation rate of 43.4%, Puerto Rico remains well below the participation of 63.2% observed in US. The biggest differences in participation rates among age groups are noted in the age groups of 16 to 24 years old and 55 to 64 years old.

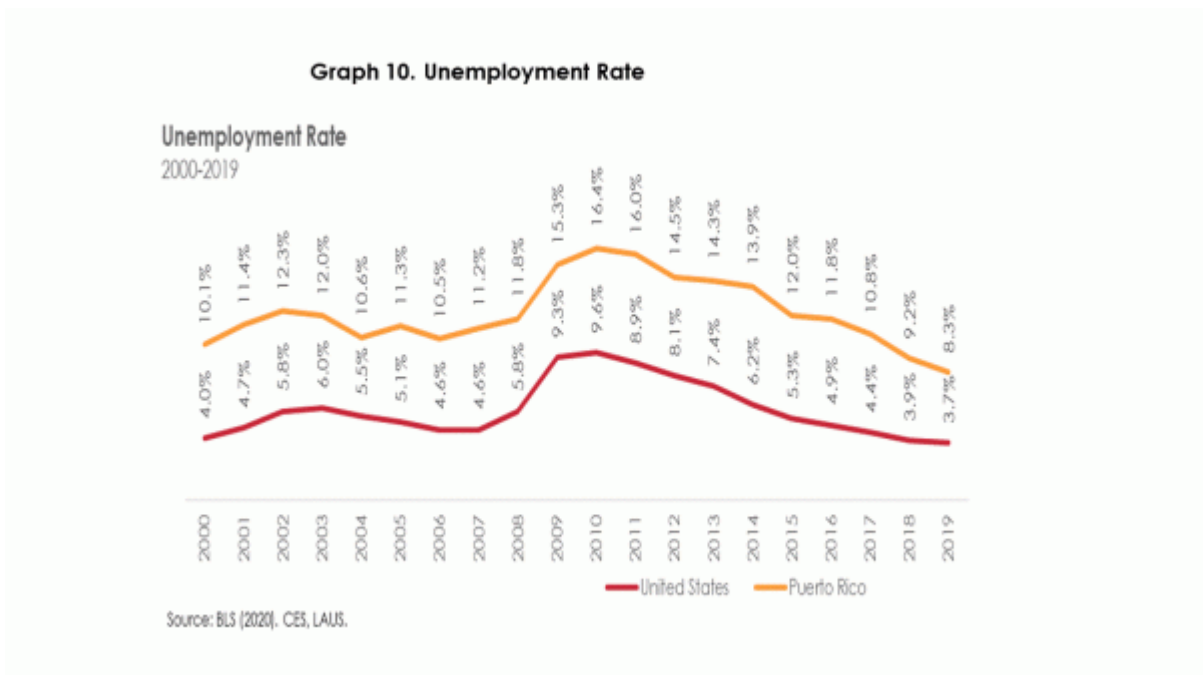
Table 19 - Population by age in labor force (%), 2015 and 2017

Age	PR 2015	PR 2017	Change 2015-2017	US 2017	Difference PR-US
16 years and over	44.7%	43.4%	-1.3%	63.2%	-19.8%
16 to 19 years	14.9%	13.3%	-1.6%	38.3%	-25.0%
20 to 24 years	53.4%	48.7%	-4.7%	74.8%	-26.1%
25 to 29 years	73.0%	70.2%	-2.8%	82.8%	-12.6%
30 to 34 years	74.8%	72.9%	-1.9%	82.8%	-9.9%
35 to 44 years	73.1%	72.6%	-0.5%	82.4%	-9.8%
45 to 54 years	60.5%	61.9%	1.4%	80.6%	-18.7%
55 to 59 years	42.3%	44.0%	1.7%	72.3%	-28.3%
60 to 64 years	25.2%	28.4%	3.2%	57.0%	-28.6%
65 to 74 years	9.6%	9.6%	0.0%	25.8%	-16.2%
75 years and over	2.7%	2.9%	0.2%	6.8%	-3.9%

Source: U.S. Census Bureau, 2017 and 2015 American Community Survey 1-Year Estimates



The Federal Reserve Bank of New York (FRBNY) characterized Puerto Rico’s labor market as being "quite weak" (an update in the competitiveness of the Puerto Rican economy, 2014). Along with the wide gap that persists between the unemployment rates of Puerto Rico and the US. The low rate of participation in the labor force, particularly among less educated workers was stressed by the FRBNY as the most important factor in the labor market limiting the island’s competitiveness. It further urged to counter skills atrophy through the promotion of work experience and creating jobs and encouraging active participation in the labor market, especially for the young uneducated.



Youth Workforce Participation

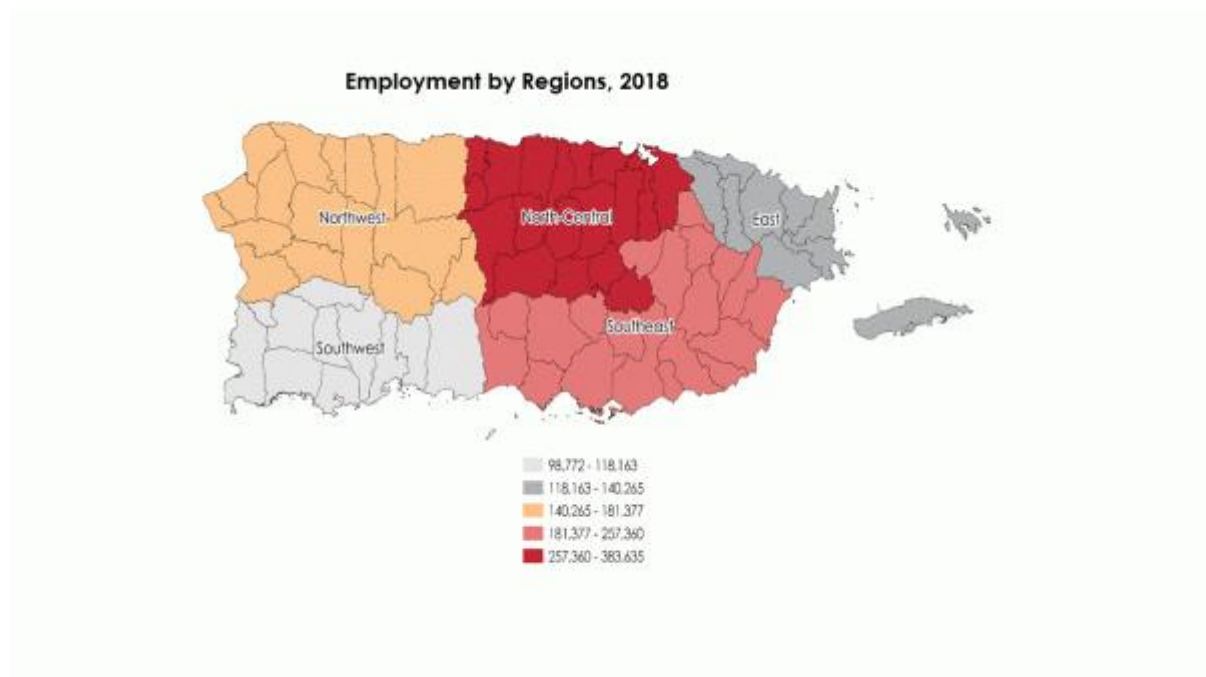
The Youth Development Institute (YDI) of Puerto Rico, a nonprofit organization working to advance public policies- at both the federal and commonwealth level- that improve the lives of children and youth in Puerto Rico, presented a recommendation focuses on targeting the youth workforce development outcomes by providing specific youth workforce participation data for Puerto Rico.

Moreover, comparing employment and educational attainment data between years 1990, 2000 and 2016, the YDI can observe an important increase for youth ages 16 to 25 in Puerto Rico. However, these improvements have not translated to decreases in poverty levels among the same population; Puerto Rico’s youth workforce remains poor. These statistics pre-date Hurricane Maria but taken together they present a sobering picture of the state of youth employment prior to the hurricane and will likely be exacerbated by current conditions in Puerto Rico.

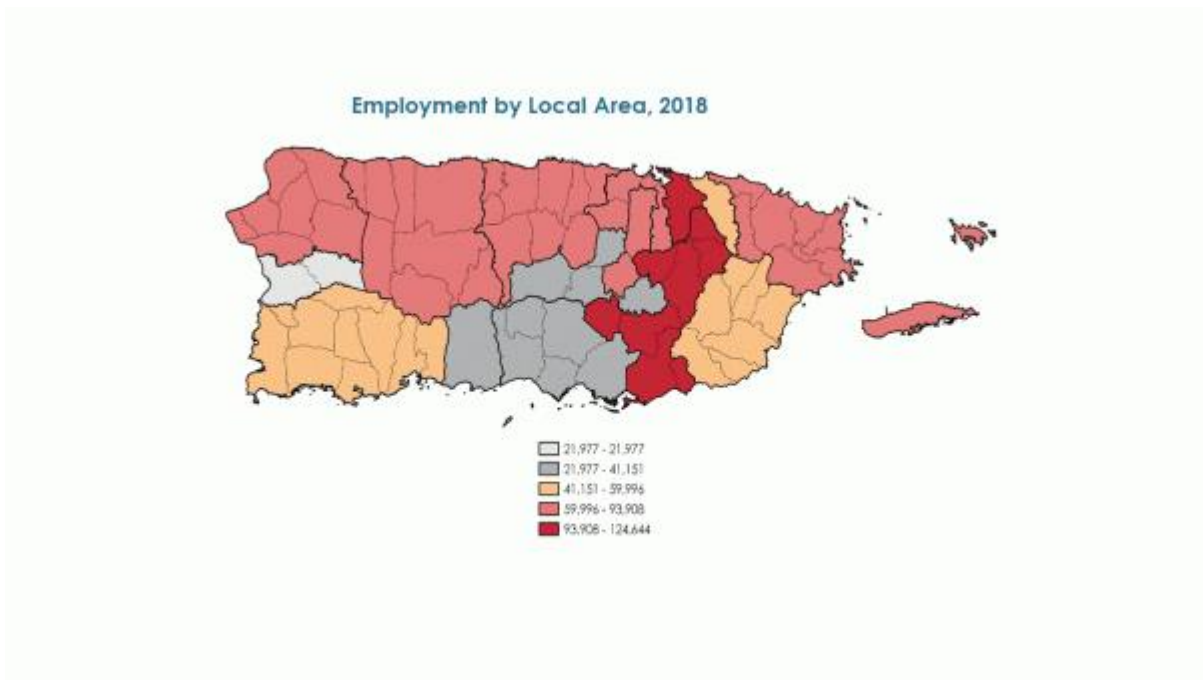
Other recent natural disasters, including the Southeast earthquakes at the end of 2019 and first months of 2020 could impact the labor market indicators, especially in the impacted region.

Employment and unemployment by region and local area

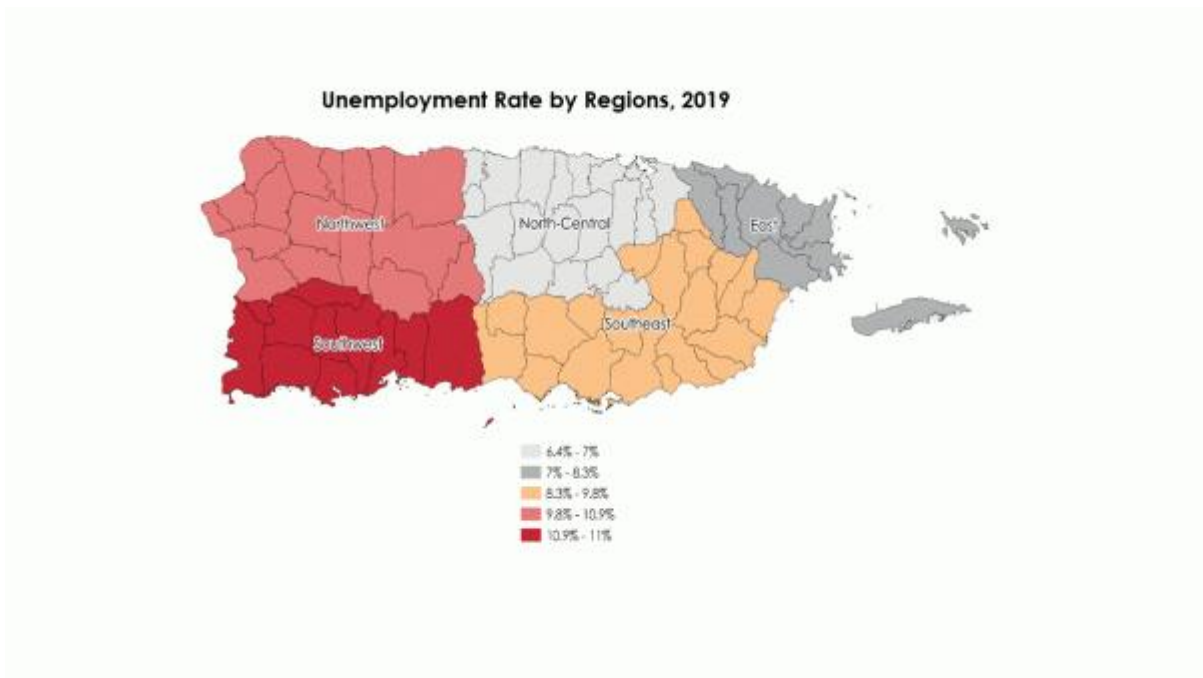
Employment in Puerto Rico is concentrated in the metropolitan area. This area has most of the establishments and an important share of the population of Puerto Rico. Most of the metropolitan area is within the North Central Region. The North-Central region employment relies on service industries, including educational services, finance and insurance services, and commerce.



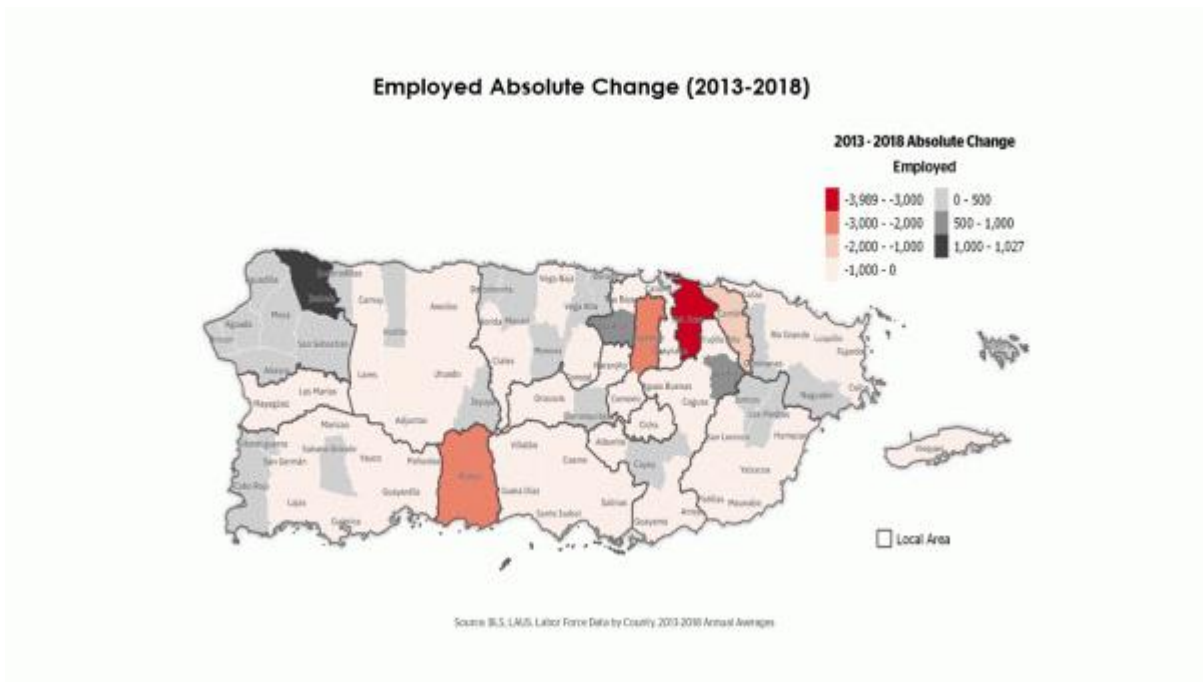
Observing the distribution of employment among the local areas, we identified the local areas of San Juan and Caguas-Guayama as the top areas in terms of employment. Other local areas with significant number of employees are in the North of the Island.



Related to the unemployment rate among the region areas, we identified the southwest region as the top region in terms of unemployment.



Between 2013 and 2018, there were lost almost 15,000 jobs. The local areas of San Juan, Bayamón-Comerío, and Ponce were the areas that lost the most jobs. A local area that stands out is the Northeast area (#2) showing that all municipalities within that area have lost jobs.



Individuals with barriers to employment

In 2018, Puerto Rico had a population of 3.2 million with 1 million people in the labor force. Many economic, political, and social factors contributed to having a proportionally large population with barriers to employment. A consequence of this situation is the low participation rate and the high unemployment mentioned before. Among the top groups with barriers to employment are individuals below poverty levels, SNAP recipients, individuals with disabilities, and older individuals.

Table 20 - Population with Barrier to Employment in Puerto Rico

Populations	Persons	%	Source
Total population (2018)	3,195,153		US Census Bureau
Persons below poverty level	1,492,925	46.7%	ACS 2017 - 5 yrs estimate
SNAP recipients	1,222,606	38.3%	ACS 2017 - 5 yrs estimate
Individuals with disabilities	734,789	23.0%	ACS 2017 - 5 yrs estimate
Older Individuals (65+)	661,215	20.7%	US Census Bureau
English language learners	659,195	20.6%	ACS 2017 - 5 yrs estimate
Single parents	371,328	11.6%	ACS 2017 - 5 yrs estimate
Individuals with low levels of literacy	255,612	8.0%	PR Literacy Survey - 2010
Veterans	83,641	2.6%	ACS 2017 - 5 yrs estimate
Disconnected youth*	22,000	0.7%	National Kids Count Data
American Indians and other races	10,985	0.3%	ACS 2017 - 5 yrs estimate
Ex-offenders	7,663	0.2%	PRDCR

Populations	Persons	%	Source
Homeless	3,501	0.1%	HUD

Source: American Community Survey 2013-2017, five-year estimates unless otherwise specified.

Note: One individual can be counted in several groups. Numbers cannot be added.

* National Kids Count Data (Teens 16-19 not in school and not working.

Displaced homemakers

Data are currently unavailable to accurately characterize this group as defined in section 3(16) of WIOA. ACS data estimated unpaid family workers in the population 16 years and older in the labor force to be 2,810 individuals in 2017.

Low-income individuals

In Puerto Rico, 44.9% of the population lived below the poverty level in 2017. This share could have increased after hurricanes Irma and Maria in 2017 and the earthquakes in the Southeast of the Island between December 2019 and the start of 2020. Setting these events aside, the number of persons in poverty fell by 309,487 persons from 2010 to 2017 (mainly because of migration). Nonetheless, the share of individuals living below the poverty level remained almost unchanged. In Puerto Rico, it is more than twice the share in the US.

Table 21 - Population living below the poverty level

	Puerto Rico		PR-Change	US	Difference
	2010	2017	2010-2018	2017	PR/US
Population	3,634,488	3,325,001	-309,487	325,147,121	
% Below Poverty level	45.10%	44.90%	-0.20%	14.60%	21.80%

Source: U.S. Census Bureau (2019). American Community Survey 5-Year Estimates.

Table 22 - Households by income level

	Puerto Rico		PR- Change	US	Difference
	2010	2017	2010-2018	2017	PR/US
Number of Households	1,227,039	1,222,606	-4,433	118,825,921	
Less than \$10,000	29.80%	28.50%	-1.30%	6.70%	21.80%
\$10,000 to \$14,999	12.60%	11.80%	-0.80%	4.90%	6.90%
\$15,000 to \$24,999	17.70%	18.20%	0.50%	9.80%	8.40%
\$25,000 to \$34,999	12.30%	12.10%	-0.20%	9.50%	2.60%
\$35,000 to \$49,999	11.50%	11.50%	0.00%	13.00%	-1.50%
\$50,000 to \$74,999	9.10%	9.70%	0.60%	17.70%	-8.00%
\$75,000 to \$99,999	3.30%	3.90%	0.60%	12.30%	-8.40%

	Puerto Rico		PR- Change	US	Difference
\$100,000 to \$149,999	2.40%	2.70%	0.30%	14.10%	-11.40%
\$150,000 to \$199,999	0.60%	0.80%	0.20%	5.80%	-5.00%
\$200,000 or more	0.70%	0.80%	0.10%	6.30%	-5.50%
Median income	\$18,791	\$19,775	984	\$57,652	(\$37,877)

Source: U.S. Census Bureau (2019). American Community Survey 5-Year Estimates.

The Nutrition Assistance Program (NAP) of the Government of Puerto Rico provides a monthly benefit for nutritional assistance to low-income households. According the American Community Survey 2017, 38.3% of households in Puerto Rico received food stamps, compared with 12.6% in the US. Among the Local Workforce Development Areas, the areas of La Montaña, Norte-Central Arecibo, and Ponce had the largest percent of households on food stamps with 49.8%, 47.1%, and 45.9%, respectively.

Table 23 - Receipt of food stamps in the past 12 months by local area, 2017

#	Area	Households	Received food stamps in the past 12 months (#)	Received food stamps in the past 12 months (%)
	United States	118,825,921	15,029,498	12.6%
	Puerto Rico	1,222,606	467,827	38.3%
	Local Workforce Development Area			
1	Bayamón-Comerío	75,393	23,076	30.6%
2	Caguas-Guayama	143,708	49,297	34.3%
3	Carolina	64,056	17,082	26.7%
4	Guaynabo-Toa Baja	91,988	25,169	27.4%
5	La Montaña	37,600	18,721	49.8%
6	Manatí-Dorado	97,501	40,937	42.0%
7	Mayagüez-Las Marías	32,802	13,981	42.6%
8	Noreste	74,485	31,541	42.3%
9	Noroeste	90,963	41,425	45.5%
10	Norte-Central Arecibo	97,575	45,913	47.1%
11	Ponce	53,341	24,485	45.9%
12	San Juan	145,321	40,594	27.9%
13	Sur Central	55,985	25,340	45.3%
14	Sureste	79,675	34,400	43.2%
15	Suroeste	82,213	35,866	43.6%

Source: US Census Bureau. ACS 2017, 5 year estimate.

In Puerto Rico, the 57% of single female headed households were on food stamps, compared with 48% of single male headed households and 27% of married couples. All these percentages were higher than their US counterparts.

Table 24 - Households on food stamps by type and local area, 2017

			Type of Household (% of total by type)	Type of Household (% of total by type)	Type of Household (% of total by type)
#	Area	Households on Food Stamps	Married couple	Single male headed household	Single female headed household
	United States	15,029,498	6.8%	21.2%	35.4%
	Puerto Rico	467,827	27.2%	48.0%	56.7%
	Local Workforce Development Area				
1	Bayamón-Comerio	23,076	18.4%	33.3%	48.3%
2	Caguas-Guayama	49,297	23.0%	46.3%	50.2%
3	Carolina	17,082	15.7%	36.2%	47.3%
4	Guaynabo-Toa Baja	25,169	16.7%	36.1%	45.6%
5	La Montaña	18,721	39.6%	59.9%	66.0%
6	Manatí-Dorado	40,937	32.0%	52.2%	61.6%
7	Mayagüez-Las Marías	13,981	26.5%	54.6%	66.2%
8	Noreste	31,541	33.4%	47.6%	57.4%
9	Noroeste	41,425	34.0%	58.5%	65.2%
10	Norte-Central Arecibo	45,913	36.2%	61.7%	62.6%
11	Ponce	24,485	30.1%	59.1%	68.1%
12	San Juan	40,594	13.9%	32.0%	51.7%
13	Sur Central	25,340	31.9%	56.6%	61.9%
14	Sureste	34,400	32.0%	51.0%	60.8%
15	Suroeste	35,866	33.7%	56.3%	62.4%

Source: US Census Bureau. ACS 2017, 5 year estimate.

In Puerto Rico in 2017 there were 734,789 persons with disability, which represents 23% of total population, compared with 12.6% in the US. The prevalence of disability is especially significant among 35 years and more age groups.

Table 25 - Percentage of population with disability, 2012, 2017

	PR 2012	PR 2017	% Change	US 2017	Difference PR / US
Total population	20.8%	21.3%	0.5%	12.6%	8.7%
Gender					
Male	20.3%	21.2%	0.9%	12.5%	8.7%
Female	21.2%	21.5%	0.3%	12.7%	8.8%
Age Groups					
Under 5 years	1.3%	1.0%	-0.3%	0.8%	0.3%
5 to 17 years	9.9%	10.3%	0.5%	5.4%	4.9%
18 to 34 years	8.5%	8.6%	0.1%	6.1%	2.5%
35 to 64 years	24.2%	23.0%	-1.2%	12.9%	10.2%
65 to 74 years	42.2%	38.6%	-3.7%	25.4%	13.2%
75 years and over	68.2%	63.3%	-4.9%	49.7%	13.5%

Source: U.S. Census Bureau (2019). AMS 5-Year Estimates (s1810).

In 2017, the most common disability among employed persons were ambulatory (39.5%) and vision (35.8%). The most widespread disabilities among unemployed persons were cognitive and ambulatory with 40.7% and 31.4%, respectively. Among the population not in the labor force, the most common disabilities were ambulatory difficulty and cognitive difficulty with 15.5% and 13.9%, respectively.

Table 26 - Vocational rehabilitation service customers by type of disability, PY 2015

Type of disability	Category total	As % of all customers
Cognitive	26,541	45%
Psychosocial	11,966	20%
Physical/ambulatory	7,156	12%
Other physical/ambulatory	3,886	7%
Other mental	3,084	5%
Vision	2,342	4%
Hearing	1,467	2%
Unidentified	1,312	2%
Respiratory	1,051	2%
Speech	362	1%
Hearing and vision	3	0.01%

Type of disability	Category total	As % of all customers
Total	59,170	100.0%

Source: PRVRA, Service statistics, PY2015.

According to statistics of the Puerto Rico Vocational Rehabilitation Administration (PRVRA), the top 3 occupations where the people seeking their services worked were Sales and Related, Office and Administrative Support, and Food Preparation and Serving Related occupations.

Table 27 - Employment outcomes of vocational rehabilitation services by major occupational group, PY 2015

SOC Code	Occupational major group	Total employment	As % of all customers
41	Sales and related	315	10.7%
43	Office and administrative support	308	10.5%
35	Food preparation and serving related	297	10.1%
29	Healthcare practitioners and technical	255	8.7%
51	Production	252	8.6%
37	Building and grounds cleaning and maintenance	198	6.7%
39	Personal care and service	186	6.3%
25	Education, training and library	152	5.2%
49	Installation, maintenance and repair	125	4.2%
17	Architecture and engineering	111	3.8%
31	Healthcare support	107	3.6%
53	Transportation and material moving	101	3.4%
27	Art, design, entertainment, sports and media	85	2.9%
11	Management	83	2.8%
33	Protective services	71	2.4%
47	Construction and extraction	53	1.8%
21	Community and social services	47	1.6%
13	Business and financial operations	46	1.6%
19	Life, physical and social sciences	45	1.5%
59	Homemaker	40	1.4%
15	Computer and mathematical	23	0.8%
45	Farming, fishing and forestry	17	0.6%

SOC Code	Occupational major group	Total employment	As % of all customers
23	Legal	13	0.4%
55	Military specific	13	0.4%
	Total	2,943	100%

Source: PRVRA, Service statistics, PY2015. Might not add to 100% due to rounding.

According to ACS estimates from 2017, the share of employed population with a disability in Puerto Rico was 8.5%, which grew significantly from 7.8% in 2016.

The PRVRA service statistics confirm ACS estimates for population 16 and over for the jobseeker population in in terms of distribution by type of disability.

Table 28 - Employment status by disability of population 16 and over, 2012-2017

Status and Disability Type	2012	2013	2014	2015	2016	2017
Employed population with a disability	8.6%	8.5%	8.6%	7.8%	7.8%	8.5%
Hearing difficulty	17.0%	18.1%	17.8%	20.1%	16.7%	17.6%
Vision difficulty	30.8%	31.4%	33.2%	33.9%	36.7%	35.8%
Cognitive difficulty	31.2%	30.9%	29.3%	30.1%	27.1%	28.3%
Ambulatory difficulty	43.4%	39.8%	41.8%	44.5%	38.0%	39.5%
Self-care difficulty	7.6%	6.2%	8.9%	10.4%	8.2%	11.9%
Independent living difficulty	12.8%	13.9%	16.2%	12.7%	11.4%	13.7%
Unemployed population with a disability	11.4%	11.4%	11.1%	12.2%	12.8%	10.4%
Hearing difficulty	14.2%	13.0%	13.8%	14.1%	10.6%	22.0%
Vision difficulty	28.6%	31.5%	32.6%	36.5%	30.2%	29.0%
Cognitive difficulty	46.0%	46.2%	43.0%	46.6%	43.3%	40.7%
Ambulatory difficulty	32.3%	37.3%	34.0%	29.7%	34.5%	31.4%
Self-care difficulty	6.4%	8.6%	9.5%	8.9%	9.3%	7.1%
Independent living difficulty	20.2%	16.6%	21.4%	21.0%	20.1%	13.7%
Population not in labor force with a disability	30.3%	30.1%	30.4%	30.4%	29.7%	28.2%
Hearing difficulty	4.2%	3.9%	4.1%	4.0%	3.7%	4.0%
Vision difficulty	7.8%	6.9%	7.7%	7.3%	7.5%	7.7%
Cognitive difficulty	16.3%	16.1%	16.0%	15.6%	14.5%	13.9%
Ambulatory difficulty	16.9%	16.5%	17.2%	17.0%	16.4%	15.5%
Self-care difficulty	6.6%	6.6%	7.0%	7.4%	6.8%	7.2%

Status and Disability Type	2012	2013	2014	2015	2016	2017
Independent living difficulty	15.1%	15.2%	15.3%	15.1%	14.1%	13.5%

Source: U.S. Census Bureau, 2012-2017 American Community Survey.

Older Individuals

As shown in the table below, population 55 to 64 dropped slightly (-2.3%) between 2016 and 2018, while the population 65 and over rose by more than 2.8%. According to ACS estimates, the labor force participation in Puerto Rico for persons 55 and older has stayed at approximately the same level during the past years; about half of that in the United States. Population aging poses significant challenges in all respects, including workforce development and regarding efforts aimed at jumpstarting the participation in labor force of the population.

Ex-Offenders

According to the 2019's Inmate Population Profile completed by the PR Department of Correction and Rehabilitation (PDCR), as of September 2019, there were 7,663 inmates in the correctional facilities in Puerto Rico. Of this population, 7,400 or 97% were male and 263 or 3% were female.

Regarding the age distribution, the largest age group of the male inmate population was the 25 to 29 years age group with 1,412 inmates or 19% of total males. In the female inmate population case, the largest group was the 35 to 39 years age group with 67 inmates or 25% of total females.

As per their education and skills to participate in the labor market, 43% of male and 34% of female inmate population had less than high school diploma. About 3% of male and 0.8% of female inmate population could not read. On the other hand, most of them (57% of males and 66% of females), had high school diploma or more education. As a matter of fact, 70% of male and 53% of female inmates had a job before entering the correctional system. The principal sectors in which male inmates worked before incarceration were Construction, Cleaning and Maintenance, and Commerce with 32%, 14% and 12%, respectively. In the case of female inmates, the principal sectors were commerce, cleaning and maintenance and food related with 22%, 14%, and 12%, respectively.

Table 29 - Sociodemographic characteristics of the inmate population

Characteristics	Male	(% of total count)	Female	(% of total count)
Total	7,400	97%	263	3%
Age				
18-24	599	8%	14	5%
25-29	1,412	19%	57	22%
30-34	1,395	19%	58	22%
35-39	1,315	18%	67	25%
40-44	1,021	14%	24	9%
45-49	704	10%	18	7%

Characteristics	Male	(% of total count)	Female	(% of total count)
50-59	676	9%	18	7%
60 beyond	275	4%	7	3%
Could not read	238	3%	2	0.8%
Could not write	283	4%	5	1.9%
Educational Attainment				
K-6th grade	623	8%	10	4%
7th-11th grade	2,538	34%	80	30%
High-school diploma or GDE	3,256	44%	97	37%
Technical studies	361	5%	26	10%
Some college or Associate degree	462	6%	40	15%
Bachelor's degree	108	1%	8	3%
Master's degree or higher	27	0%	2	1%
Employment status prior to reclusion				
Employed	5,199	70%	140	53%
Did not participate in the labor force*	2,169	29%	121	46%
Field of previous work experience				
Construction	1,836	32%	2	2%
Cleaning and maintenance	821	14%	16	14%
Commerce	666	12%	25	22%
Auto repair and maintenance	560	10%	3	3%
Barber and hairdresser	344	6%	8	7%
Food related	293	5%	13	12%
Agriculture	197	3%	4	4%
Security services	43	1%	5	4%
Technical services	178	3%	2	2%
Art and entertainment	34	1%	0	0%
Health related	42	1%	8	7%
Professional	17	0%	3	3%
Communications and public relations	11	0%	0	0%
Education related	16	0%	0	0%

Characteristics	Male	(% of total count)	Female	(% of total count)
Sports related	23	0%	2	2%
Secretarial and administrative support	54	1%	8	7%
Caretaker	2	0%	6	5%
Related to warehouses	81	1%	1	1%
Other	499	9%	6	5%

Source: Department of Correction and Rehabilitation. Perfil de población confinada 2019.

Homeless individuals, or homeless children and youths

In 2017 there were 3,501 homeless persons in Puerto Rico. "Chronically Homeless" individuals were the largest group with 1,085 persons or almost one third of total homeless.

Table 30 - Homeless persons by category, 2011-2017

Year	Total	With Families	Veterans	Chronically Homeless
2011	2,900	554	137	3,564
2013	4,128	658	82	2,130
2015	4,518	589	164	1,756
2017	3,501	1,047	140	1,085

Source: HUD, Annual Homeless Assessment Report to Congress, 2007-2017.

Individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families (TANF) program

In 2018, a total of 6,048 families received assistance through TANF, of which 98.8% received medical assistance, 99.2% nutritional assistance with a monthly pay of \$355.

Table 31 - TANF families by public assistance program 2015, 2018

FY	Total Families	Medical Assistance	SNAP (%)	SNAP Monthly Avg (\$)
FY 2015	10,838	99.9%	99.4%	271
FY 2018	6,048	98.8%	99.2%	355

Source: Office of Family Assistance. Characteristics and Financial Circumstances of TANF Recipients.

In FY 2018, 5,560 adults received assistance through TANF, of which 14.3% had less than 10th grade of education, 10.1% reached 10 – 11th grade, 56.5% completed 12th grade and 19.1% had more than high school education.

Table 32 - TANF adult recipient by educational attainment 2015, 2018

FY	Adult Recipients	Less than 10th grade	10 - 11th grade	12th grade	More than high school
FY 2015	10,149	16.9%	12.6%	57.8%	12.7%

FY	Adult Recipients	Less than 10th grade	10 - 11th grade	12th grade	More than high school
FY 2018	5,569	14.3%	10.1%	56.5%	19.1%

Source: Office of Family Assistance. Characteristics and Financial Circumstances of TANF Recipients

As highlighted before, 40.9% of all families live below poverty level. From these, 59.1% are female-headed families, and 45% of those have children under 18 years old. This factor causes it to be more difficult to connect TANF families to the job market.

Table 33 - TANF Adult Recipients by Employment Status 2015, 2018

FY	Total Adult Recipients	Employed (%)	Male Recipients	Employed (%)	Female Recipients	Employed (%)
FY 2015	10,149	2.5%	716	1.3%	9,433	2.6%
FY 2018	5,569	1.4%	236	0.0%	5,333	1.5%

Source: Office of Family Assistance. Characteristics and Financial Circumstances of TANF Recipients.

As shown below, the most common reasons of TANF closures in 2018 were voluntary closure with 37.9%, employment with 12.7%, and reaching the federal time limit with 8.6% of all cases.

Table 34 - TANF Closed-Case Families by Reason for Closure 2015, 2018

FY	Total Families	Employment	Federal Time Limit	Other Sanction	Excess Income or Resources	Voluntary Closure	Other
FY 2015	5,382	24.8%	2.9%	10.3%	7.5%	34.9%	19.6%
FY 2018	3,011	12.7%	8.6%	8.7%	7.7%	37.9%	24.4%

Source: Office of Family Assistance. Characteristics and Financial Circumstances of TANF Recipients.

Single parents (including single pregnant women)

According to 2017 ACS data, there were 371,328 single parent families or 44% of total families. This figure included 80,278 single-male headed families and 291,050 single-female families.

The percentage of persons unemployed for 15 weeks or more reached a peak of 4.9% in 2011, after the full impact of the Great Recession. Since that year, this percentage has been decreasing to 1.6% in 2019.

Table 35 - Alternative measure of labor underutilization U-1, persons unemployed 15 weeks or longer, as a percent of the civilian labor force, 2007-2019

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
As % of labor force	1.7	2.4	3.9	4.5	4.9	4.0	3.8	3.7	3.3	2.7	2.4	1.9	1.6

Note: The figure was calculated by taking the average of each trimester.

Source: Puerto Rico Department of Labor and Human Resources.

Other groups: Veterans

In 2017, there were 83,641 veterans in Puerto Rico. Most were in the 75 years and over age group with 33% of total. The second most import age group of veterans was 65 to 74 years. There were 33,682 veterans of working age (18 to 64 years), representing 40% of total veterans.

Table 36 - Veteran population by age, September 2014

Total	18 to 34 years	35 to 54 years	55 to 64 years	65 to 74 years	75 years and over
83,641	4,466	13,950	15,266	21,959	28,000
100%	5%	17%	18%	26%	33%

Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-Year Estimates

ii. Labor Market Trends.

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

The labor market in Puerto Rico has the following trends:

- Reduction in the participation rate.
- High and protracted unemployment.
- An ageing of the labor force.
- Transitioning from manufacturing to services industries.
- Government downsizing.
- High outmigration of people in working age.
- A highly educated labor force.

Demographics

The demographic pressures on the labor force, including aging, population decrease, and a historic low natural growth rate are challenged by the increased outflow of migrants to the states, which spiked from 28,253 net out-migrants in 2010 to 112,551 in 2018. Outmigration was bolstered by the impact of hurricanes Irma and Maria in September 2017.

Table 37 - Net outmigration to States, 2007-2014

Year	Out	In	Net
2010	-59,985.0	31,732.0	-28,253.0
2011	-76,218.0	22,649.0	-53,569.0
2012	-74,500.0	20,044.0	-54,456.0
2013	-73,846.0	24,652.0	-49,194.0

Year	Out	In	Net
2014	-83,844.0	19,771.0	-64,073.0
2015	-89,000.0	24,762.0	-64,238.0
2016	-88,676.0	21,196.0	-67,480.0
2017	-97,488.0	20,167.0	-77,321.0
2018	-133,451.0	20,900.0	-112,551.0

Source: U.S. Census Bureau, 2010-2018, American Community Survey

As shown in table below, the percentage of outmigrants with post-secondary education grew from 40% in 2010 to 48% in 2013, and 56% in 2017. The median age of out-migrants increased from 28.1 in 2010 to 30.1 years in 2017. The numbers showed a relative shifting from blue-collar emigrants to more white-collar emigrants in recent years.

Table 38 - Profile of out-migrant to other States, 2010, 2013, 2017

Year	With high school or less	With post-secondary education	Median age	Under 35 years old
2010	60%	40%	28.1	-62%
2013	52%	48%	28.5	-62%
2017	44%	56%	30.1	-60%

Source: PP Institute of Statistics. Migrant profile report (2010,2015,2017).

Government Downsizing

From 2009 to 2019, the public sector decreased by 29.9% with an average drop of 3.5% per year. As a result, the share of government in total employment has gone from 30% to 23.2% in the last decade. The effects of government downsizing policies from 2009 to 2015 ensued a loss of 56,000 jobs with more than 20,000 of those being lost in 2010 alone.

State employment holds the largest portion within the public sector with an average share of 70% during this period. Nonetheless, it has decreased 35.9% (2009-2019) or -4.3% on average per year. Likewise, local government employment has decreased 20.1% during this period; however, federal jobs have increased by 11.4%.

Table 39 - Government employment, 2009-2019

	Total Employment (000s)	Govt. (000s)	Govt. (as % of total)	Fed. (000s)	Fed. (as % of total)	State (000s)	State (as % of total)	Local (000s)	Local (as % of total)
2009	965.3	289.3	30.0%	15.0	1.6%	209.8	21.7%	64.5	6.7%
2010	931.6	267.6	28.7%	17.0	1.8%	190.0	20.4%	60.6	6.5%
2011	924.2	258.8	28.0%	14.6	1.6%	184.7	20.0%	59.5	6.4%
2012	940.1	259.2	27.6%	14.3	1.5%	183.5	19.5%	61.4	6.5%
2013	926.0	244.7	26.4%	14.0	1.5%	173.7	18.8%	57.0	6.2%

	Total Employment (000s)	Govt. (000s)	Govt. (as % of total)	Fed. (000s)	Fed. (as % of total)	State (000s)	State (as % of total)	Local (000s)	Local (as % of total)
2014	909.8	234.7	25.8%	13.9	1.5%	166.0	18.2%	54.9	6.0%
2015	901.3	231.3	25.7%	14.2	1.6%	162.0	18.0%	55.1	6.1%
2016	894.0	227.5	25.4%	14.4	1.6%	157.3	17.6%	55.8	6.2%
2017	870.9	217.3	24.9%	14.8	1.7%	149.6	17.2%	52.9	6.1%
2018	860.9	207.3	24.1%	16.4	1.9%	141.2	16.4%	49.7	5.8%
2019	873.6	202.6	23.2%	16.7	1.9%	134.5	15.4%	51.5	5.9%

Occupations

In terms of occupations, the largest number of jobs added between 2014 and 2018 were Assemblers and Fabricators with 5,110 jobs (see table 39). Moreover, the occupation with the largest expansion, among those that added the most jobs, was Middle School teachers with a percentage gain of 393% during this period. On the other hand, the three occupations with the greatest losses in employment were Office and Administrative Support Occupations, Sales and Related Occupations, and Retail Salespersons. This is consistent with the increase of 11.2% of unemployment insurance claimants that worked in Retail Trade between 2014 and 2018.

The table below shows that the total number of individuals claiming unemployment insurance has fallen by 8,197 (32.7%). This, in part, may be due to the increased changes in migration patterns. Moreover, there has been a decreasing trend in males that has shifted to females, which now make up more than half of unemployed insurance claimants. From 2014 to 2020, the bulk of unemployment claimants has remained in the 25-54 age groups, comprising 63.4% of total cohorts in January of 2020.

When assessing occupation groups, Accommodation and Food Services saw an increase of 1,401 individuals claiming unemployment insurance from 2014 to 2018 followed by Health and Social Assistance and Retail Trade. From 2018 to 2020, many occupations saw a substantial decrease in claims; however, Educational Services (115%), Administration and Support/Waste Management and Remedial Services (38%), Transportation Warehousing (101%), and Manufacturing (15%) were among those that saw an uptick in claims.

Table 40 - Characteristics of Unemployment Insurance Claimants

	Jan-20	Percent	Jan-18	Percent	Jan-14	Percent
Total	16,870		23,155		25,067	
Male	7,315	43.40%	10,304	44.50%	14,317	57.10%
Female	9,555	56.60%	12,851	55.50%	10,750	42.90%
Years of Age	16,870		23,155		25,067	
Younger than 22	453	2.30%	407	1.50%	960	3.00%
22-24	1,033	5.10%	1,041	3.90%	2,188	6.90%
25-34	4,551	22.60%	5,469	20.70%	7,875	24.90%

	Jan-20	Percent	Jan-18	Percent	Jan-14	Percent
35-44	4,484	22.30%	6,018	22.70%	6,306	19.90%
45-54	3,726	18.50%	5,560	21.00%	4,714	14.90%
55-59	1,280	6.40%	2,204	8.30%	1,557	4.90%
60-64	819	4.10%	1,381	5.20%	895	2.80%
65 and older	505	2.50%	1,050	4.00%	540	1.70%
Information Not Available	19	0.10%	25	0.10%	32	0.10%
Industry	16,870		23,155		25,067	
Agriculture/Forestry/Fishing and Hunting	315	1.80%	806	3.40%	603	2.30%
Mining	5	0.00%	14	0.10%	26	0.10%
Utilities	9	0.10%	10	0.00%	10	0.00%
Construction	974	5.70%	830	3.50%	3,182	12.40%
Manufacturing	1,933	11.20%	1,685	7.00%	3,184	12.40%
Wholesale Trade	323	1.90%	517	2.20%	621	2.40%
Retail Trade	1,478	8.60%	2,722	11.40%	2,206	8.60%
Transportation and Warehousing	493	2.90%	245	1.00%	325	1.30%
Information	148	0.90%	352	1.50%	324	1.30%
Finance and Insurance	332	1.90%	235	1.00%	514	2.00%
Real Estate, Rental and Leasing	171	1.00%	262	1.10%	260	1.00%
Professional/Scientific/Technical Services	380	2.20%	910	3.80%	737	2.90%
Management of Companies and Enterprises	22	0.10%	53	0.20%	38	0.10%
Administration and Support/Waste Management and Remedial Services	2,709	15.80%	1,969	8.20%	5,303	20.70%
Educational Services	3,531	20.50%	1,639	6.80%	1,540	6.00%
Healthcare and Social Assistance	1,056	6.10%	2,458	10.30%	1,545	6.00%
Arts, Entertainment and Recreation	52	0.30%	320	1.30%	72	0.30%
Accommodation and Food Services	1,010	5.90%	2,640	11.00%	1,239	4.80%
Other Services (except Public Administration)	187	1.10%	477	2.00%	299	1.20%
Public Administration	676	3.90%	2,246	9.40%	1,808	7.00%
Information Not Available	1,066	6.20%	2,765	11.50%	1,231	4.80%

Source: ETA, Characteristics of the Unemployment Insurance Claimants, June 2014, 2018, and 2020.

iii. Education and Skill Levels of the Workforce

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

According to estimates from the U.S. Census Bureau, there are around 2.39 million individuals over the age of 25 in Puerto Rico, of which 46.1% are males and 53.8% are females. From these, 52.9% have a high school degree or less while the remaining 47.1% have some college/associate degree, bachelor's degree or higher. Approximately a third of the male population has achieved 12th grade (no diploma) or less. However, almost 30% of women have completed a bachelor's degree or more compared to around 20% of men.

Table 41 - Percentage of population 25 years and over by sex and educational attainment, 2017

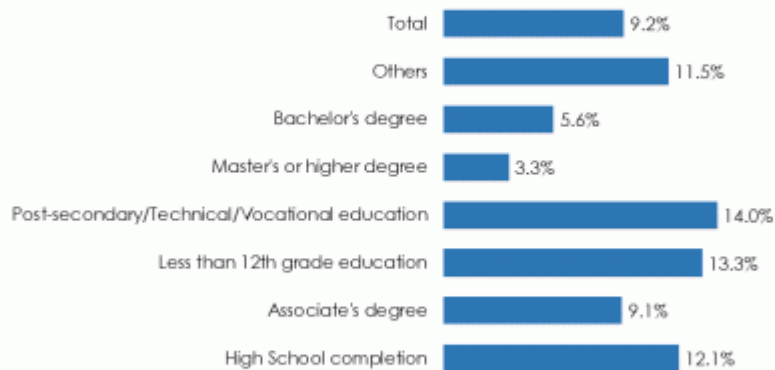
Sex	Population 25 years and over	Less than HS graduate (%)	HS graduate or GDE (%)	Some college or associate's degree (%)	Bachelor's degree or higher (%)
Male	1,102,958	27.7%	30.4%	21.7%	20.4%
Female	1,287,833	23.3%	25.2%	22.7%	28.9%
Total	2,390,791	25.3%	27.6%	22.2%	24.9%

Source: ACS 5-year estimates, 2017.

By educational level, unemployment is concentrated among those with a post-secondary/technical/vocational preparation, while those with a bachelor's degree and higher have lower unemployment.

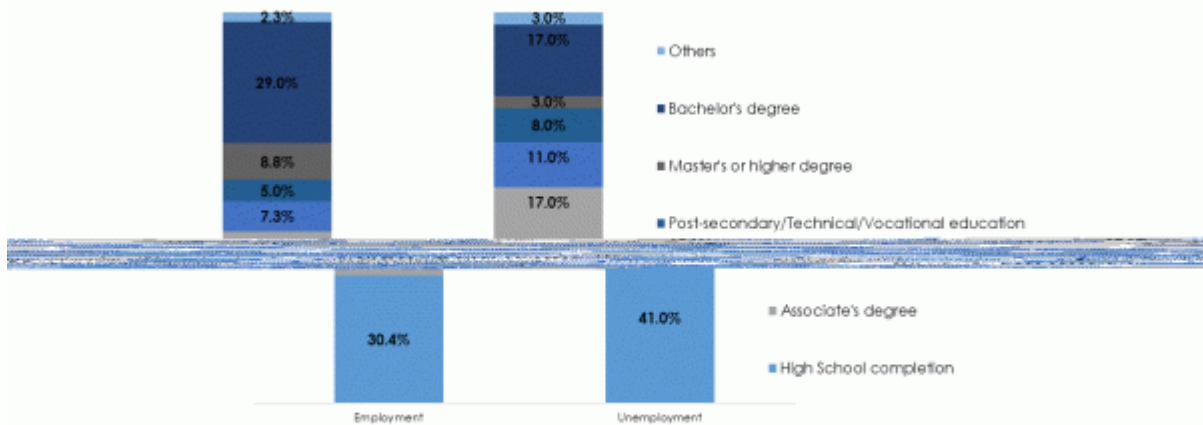
On the other hand, among those employed have a higher level of education. In other words, the higher the level of education, the lower the probabilities of being unemployed.

Graph 11. Unemployment Rates by Educational Attainment, 2018



Source: DLHR (2019). Empleo y Desempleo en Puerto Rico Promedio Año Natural (Anual).

Graph 12. Distribution of Employment and Unemployment by Educational Attainment, 2018



Source: DLHR (2019). Empleo y Desempleo en Puerto Rico Promedio Año Natural (Anual).

Slightly below a third of the population over 25 lives in the following regions: Caguas-Guayama (11.7%), San Juan (10.5%), and Manatí-Dorado (8.3%). The Noroeste region has the highest percentage of individuals over 25 who have less than a high school diploma with 32.3% while Sur Central has the highest population of high school graduates in all the regions with 34.9%. In addition, Carolina, with 26.7%, has the largest percentage of individuals who have some college or an associate degree and 35.5% of San Juan's population has a bachelor's degree or greater, the highest one in all regions.

Table 42 - Percentage of population 25 years and over by local area and educational attainment, 2017

Local Area	Population 25 years and over	Less than HS graduate (%)	HS graduate or GDE (%)	Some college or associate's degree (%)	Bachelor's degree or higher (%)
Bayamón-Comerío	146,279	21.8%	24.9%	26.4%	26.9%
Caguas-Guayama	280,564	22.3%	28.6%	21.9%	27.1%
Carolina	113,117	16.7%	25.6%	26.7%	31.0%
Guaynabo-Toa Baja	188,637	19.5%	23.5%	24.0%	33.1%
La Montaña	81,236	29.0%	30.8%	21.4%	18.8%
Manatí-Dorado	197,903	30.0%	26.6%	23.2%	20.3%
Mayagüez-Las Marías	58,490	30.4%	29.5%	17.2%	22.8%

Local Area	Population 25 years and over	Less than HS graduate (%)	HS graduate or GDE (%)	Some college or associate's degree (%)	Bachelor's degree or higher (%)
Noreste	154,155	25.7%	33.2%	21.4%	19.7%
Noroeste	179,789	32.3%	27.5%	20.1%	20.2%
Norte Central	193,624	29.5%	27.5%	22.4%	20.6%
Ponce	101,170	23.8%	30.3%	19.8%	26.1%
San Juan	251,574	20.4%	21.5%	22.6%	35.5%
Sur Central	108,638	25.3%	34.9%	18.8%	21.0%
Sureste	162,313	27.3%	28.6%	24.2%	19.9%
Suroeste	173,302	30.4%	29.9%	18.5%	21.2%
Puerto Rico	2,390,791	25.3%	27.6%	22.2%	24.9%

Source: ACS 5-year estimates, 2017.

The relationship between the progression in educational attainment and poverty status is telling in terms of gender. A significant improvement in poverty status is achieved by males from non-high school level to high school and successively when progressing onto postsecondary and higher education levels. For females, the leap comes only after higher education attainment when the drop-in poverty status magnifies in relation to just attaining post-secondary education below a bachelor's degree. Nevertheless, still at this level males fare better.

Table 43 - Poverty rate of population 25 years and over for whom poverty status is determined by sex and educational attainment, 2017

Sex	Population 25 years and over	Less than HS graduate (%)	HS graduate or GDE (%)	Some college or associate's degree (%)	Bachelor's degree or higher (%)
Male	1,102,958	61.4%	41.0%	26.0%	11.9%
Female	1,287,833	63.8%	54.7%	41.6%	16.5%
Total	2,390,791	62.6%	47.8%	34.6%	14.8%

Source: ACS, 5-year estimates, 2017.

However, when assessing the estimates for median earnings by sex and education, one notes that men earn more than women in all categories by education. This is particularly true for higher education levels where women outnumber men. The salary difference between both genders for “graduate or professional degrees” is \$14,306 and \$7,057 for “bachelor’s degree”. Furthermore, the earnings gap narrows as the education level decreases and vice versa.

Table 44 - Median earnings (\$) of population 25 years and over by sex and educational attainment, 2017

Sex	Population 25 and over	Less than HS graduate	HS graduate or GDE	Some college or associate's degree	Bachelor's degree	Graduate degree
Female	18,435	8,563	11,967	15,740	22,384	31,424
Male	18,117	11,027	15,518	18,551	29,441	45,730
Total	18,282	10,116	14,489	17,035	24,330	35,433

Source: U.S. Census Bureau, 2017 American Community Survey 1-Year Estimates.

iv. Skill Gaps

Describe apparent “skill gaps”.

It is undeniable that the Puerto Rico labor market faces many difficulties caused by internal and external factors. Low participation rate and high unemployment prove that labor supply and demand do not match adequately. The government of Puerto Rico has important strategic initiatives, including an aerospace cluster, science and technology clusters, international insurance center, international financial center, Ponce’s Port of the Americas, and Act 20 for service exports, among others. Such initiatives will demand jobs in certain industries and occupations in the next years. These new jobs will require different education requirement and skills.

According the PR Department of Labor projections. By year 2026, the occupations expected to growth will demand 28,411 new jobs. Almost 36% of these new jobs will require high school diploma or equivalent, 34% will require no formal education, and 15% will require a bachelor’s degree.

Table 45 - Education requirement in growing occupations, 2016-2026

Education required for entry	Projected employment increase (2016-2026)	%
High school diploma or equivalent	10,309	36%
No formal educational credential	9,601	34%
Bachelor's degree	4,315	15%
Postsecondary non-degree award	2,259	8%
Doctoral or professional degree	915	3%
Associate degree	755	3%
Master's degree	240	1%
Some college, no degree	47	0%
Grand Total	28,441	100%

Source: PRDOLHR, Long-Term Projections, 2016-2026

Table 46 - Top 30 occupations by projected increase and postsecondary skills, 2016-2026

#	SOC Code	Occupation	Typical education needed for entry	Projected employment increase (2016-2026)
1	35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	No formal educational credential	3,510
2	33-9032	Security Guards	High school diploma or equivalent	1,902
3	37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	No formal educational credential	1,676
4	29-2052	Pharmacy Technicians	Postsecondary non-degree award	1,278
5	35-3031	Waiters and Waitresses	No formal educational credential	1,117
6	35-2014	Cooks, Restaurant	No formal educational credential	939
7	43-6013	Medical Secretaries	High school diploma or equivalent	789
8	43-5081	Stock Clerks and Order Fillers	High school diploma or equivalent	658
9	41-1011	First-Line Supervisors of Retail Sales Workers	High school diploma or equivalent	642
10	29-1141	Registered Nurses	Bachelor's degree	612
11	31-1011	Home Health Aides	High school diploma or equivalent	526
12	41-3021	Insurance Sales Agents	High school diploma or equivalent	494
13	11-9051	Food Service Managers	High school diploma or equivalent	478
14	39-9021	Personal Care Aides	High school diploma or equivalent	425
15	35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	No formal educational credential	379
16	11-3031	Financial Managers	Bachelor's degree	369
17	35-2021	Food Preparation Workers	No formal educational credential	364

#	SOC Code	Occupation	Typical education needed for entry	Projected employment increase (2016-2026)
18	53-3022	Bus Drivers, School or Special Client	High school diploma or equivalent	354
19	31-9091	Dental Assistants	Postsecondary non-degree award	346
20	11-9199	Managers, All Other	Bachelor's degree	327
21	43-3021	Billing and Posting Clerks	High school diploma or equivalent	327
22	11-1021	General and Operations Managers	Bachelor's degree	320
23	51-9199	Production Workers, All Other	High school diploma or equivalent	272
24	29-1051	Pharmacists	Doctoral or professional degree	270
25	13-1161	Market Research Analysts and Marketing Specialists	Bachelor's degree	263
26	35-1012	First-Line Supervisors of Food Preparation and Serving Workers	High school diploma or equivalent	249
27	43-4051	Customer Service Representatives	High school diploma or equivalent	249
28	41-9091	Door-to-Door Sales Workers, News and Street Vendors, and Related Workers	No formal educational credential	234
29	41-1012	First-Line Supervisors of Non-Retail Sales Workers	High school diploma or equivalent	228
30	29-2011	Medical and Clinical Laboratory Technologists	Bachelor's degree	215

Source: PRDOLHR, Long-Term Projections, 2016-2026

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

A. The State's Workforce Development Activities

The services provided to participants under WIOA are based on Puerto Rico's occupational demand analysis. In the study of occupational demand, the most in-demand employment in the labor market is considered. Therefore, the core programs of WIOA and other required partners will focus on the development of activities according to those industrial sectors that are in high demand in the market, taking into consideration the background and needs of the participants. Understanding the dynamics of the market is an essential element of the Workforce Development Program and the AJsCs in making decisions about activities in the

coming years. For example, after Hurricanes Irma and Maria in 2017, most of the infrastructure in Puerto Rico was devastated. In 2020, there was even an earthquake sequence that affected the south part of the island's infrastructure. With the transfer of federal funds to Puerto Rico and other economic injections, initiatives focused on the construction sector, renewable electricity, among others, are being considered in the AJCs through WIOA partners.

The table below shows the services offered through the core WIOA programs. The industrial sectors identified correspond to the analysis of occupational demand.

Table 47 A - Training programs for the development of Puerto Rico's workforce

Agency	Program	Population	Services	Industry Sectors
PRDEDC	WIOA - (Dislocated Worker & Adult)	Persons ages 18 and older, with priority for veterans and eligible spouses, public assistance recipients, other low-income individuals, and individuals who are basic skills deficient	Credential Preparation; Workforce Preparation; Occupational Skills Training; Case Management; Job Search and Job Placement	Construction; Clerical Services; Business Administration; Transportation, Health Care; Retailing and Sales operations; Quality control Technology; Education; Industrial Mechanics and Maintenance Technology; Hospitality; Insurance; Law and security; Marketing; Others.
PRDEDC	WIOA - (Youth)	WIOA-eligible youth: in-school youth ages 14- 21 and out-of- school youth ages 16-24	Project-based learning; Internship experiences; vocational skills training; career counseling; occupational skills training; work-based trainings; among others.	Hospitality; Construction, Retailing and Sales operation; Clerical Services; Transportation; Marketing; Others.
PRDE	Adult Education and Family Literacy	Persons ages 18 and older who have basic skills deficiencies	Case management; occupational skills training; workforce preparation; Post-secondary education; credential preparation; Job-readiness, among others.	Construction, Retailing and Sales operation; Clerical Services; Transportation, Others non-degree disciplines.
PRDE	Carl D. Perkins Career and	Secondary school-age youth and adults	Case Management; Unsubsidized Work Experience; Post-Secondary Education;	Industries with high market demand

Agency	Program	Population	Services	Industry Sectors
	Technical Education Act		Credential Preparation; Workforce Training; Job- Workforce Preparation; Occupational Skills Training; Job Search and Job Placement.	
PRDOLHR	Wagner-Peyser / Employment Service Program	Jobseekers and employers	Labor market information; job search assistance; referral; job placement assistance; re-employment services; unemployment insurance claimants; among others.	Any
PRDOLHR	Unemployment Insurance (UI)	Unemployed persons	Refer to the programs available at the AJCs.	Any
PRDOLHR	Senior Community Service Employment Program (SCSEP)	Adults ages 50 and older	Case Management; Job Search and Job Placement; Workforce Preparation; Subsidized Work-based training; Credential Preparation; Occupational Skills Training.	Industries with high market demand
PRDOLHR	Jobs for Veterans State Grants (JVSG)	Veterans and eligible persons with significant barriers to employment	Case Management; Job Search and Job Placement; Workforce Preparation; Subsidized Work-based training; Veteran Credential; Occupational Skills Training; Priority Services.	Industries with high market demand
Job Corps	Employment and Training Programs	Youth ages 16 - 24	Occupational training; High School / GED completion; Career Counseling; Job Search; Supportive	Construction; Clerical Services; Business Administration; Transportation, Health Care; Retailing and Sales

Agency	Program	Population	Services	Industry Sectors
			Services (housing, childcare, transportation).	operations; Quality control Technology; Education; Industrial Mechanics and Maintenance Technology; Hospitality; Insurance; Law and security; Marketing; Others.
PRVRA	Vocational Rehabilitation	Individuals with disabilities	Credential Preparation; Occupational Skills Training	Construction; Clerical Services; Business Administration; Transportation, Health Care; Retailing and Sales operations; Quality control Technology; Education; Industrial Mechanics and Maintenance Technology; Hospitality; Insurance; Law and security; Marketing; Others.
Pathstone	Youth Build			
Pathstone	Migrant and Seasonal Farmworker Program			

The Career demand in Puerto Rico was calculated with annual graduates, total employment, and job openings in each Instructional Program (CIP CODE). The separation rates were calculated by adding the projected growth with the labor force exits and occupational transfers and dividing by the total employment of that occupation. We were using the separation rate obtained from the estimates we calculated the Job Openings by multiplying the separation rate with the employment in that Instructional Program. Then, the instructional program's career demand was calculated by subtracting the job openings with the annual graduates.

The estimates presented were prepared using data from the Bureau of Labor Statistics (BLS), the National Center for Education Statistics (NCES), and Puerto Rico's Department of Labor and Human Resources (PRDLHR). The specific data sets used from each source were: BLS with the Occupational Employment Statistics (OES) survey, from the NCES we used Integrated Postsecondary Education Data System (IPEDS) data set, and from PRDLHR we use the Occupational Employment Projections 2016-2016.

The specific data used from the OES Survey were the Employment per Occupation in Puerto Rico. The Annual Average Graduates were obtained from the IPEDS data set from years 2011 to

2018. The Crosswalk used for converting from Occupations to Careers was made by BLS and NCES using the 2010 CIP CODES and 2010 SOC CODES. Finally, from the PRDLHR, the annual job openings were used to calculate the attrition rates from each occupation.

Table 47 B. Comparison of Graduations versus Job Openings in Most Demanded Instructional Programs

Instructional Program Description	CIP CODE	Annual Graduates	Total Employment 2018	Job Openings	Demand by Instructional Program
Other Non-degree disciplines	99.9999	-	328,103	36,091	36,091
General Office Occupations and Clerical Services	52.0408	55	23,512	2,318	2,263
Truck and Bus Driver/Commercial Vehicle Operator and Instructor	49.0205	-	15,914	1,683	1,683
Receptionist	52.0406	-	10,540	1,344	1,344
Executive Assistant/Executive Secretary	52.0402	219	13,627	1,282	1,063
Customer Service Support/Call Center/Teleservice Operation	52.0411	-	7,526	954	954
Accounting Technology/Technician and Bookkeeping	52.0302	51	9,370	999	948
Home Health Aide/Home Attendant	51.2602	63	7,298	958	895
Building/Property Maintenance	46.0401	19	9,180	913	893
Office Management and Supervision	52.0204	233	11,246	1,064	831
Administrative Assistant and Secretarial Science, General	52.0401	573	14,846	1,397	823
Sales, Distribution, and Marketing Operations, General	52.1801	6	7,305	740	734
Teacher Assistant/Aide	13.1501	235	9,565	928	693
Banking and Financial Support Services	52.0803	163	7,850	763	600
Criminalistics and Criminal Science	43.0111	102	10,485	675	573
Selling Skills and Sales Operations	52.1804	-	4,823	546	546
Operations Management and Supervision	52.0205	33	6,223	490	458

Instructional Program Description	CIP CODE	Annual Graduates	Total Employment 2018	Job Openings	Demand by Instructional Program
Retailing and Retail Operations	52.1803	-	3,278	433	433
Quality Control Technology/Technician	15.0702	11	3,518	387	376
Medical Office Management/Administration	51.0705	9	3,980	376	368
General Merchandising, Sales, and Related Marketing Operations, Other	52.1899	1	3,647	364	362
Finance, General	52.0801	278	7,936	627	348
Teacher Education, Multiple Levels	13.1206	111	6,970	459	348
Industrial Mechanics and Maintenance Technology	47.0303	26	3,493	350	324
Construction/Heavy Equipment/Earthmoving Equipment Operation	49.0202	-	3,168	317	317
Insurance	52.1701	2	3,493	296	294
Other Academic Programs		56,218	297,638	25,688	(30,530)
Total		58,450	844,474	83,491	25,042

Source: Estudios Técnicos, Inc.

The Non-degree disciplines are presented as the group with the highest demand mainly because they do not correspond with any instructional program. This group includes occupations that generally do not require a degree, such as retail salesperson, janitor, cashiers, and security guards.

Instructional programs related to administrative assistance and office aid predominate among the highest demanded. These programs are complementary between each other and respond to high turnovers in a large sector. In addition to being part of these results, Office and Administrative Support occupations were projected to have the largest demand in the latest PR Long Term Occupational Employment projections.

Additional important programs with high demand are Home Health Aid and Customer Service Support. Both programs are in have been in demand in recent years. Given the aging population in Puerto Rico, home health aids are becoming an alternative for persons with preexisting conditions. They provide a service that is essential for patients that may have mobility issues and want to remain living on their own. On the other hand, customer service support offices, or call centers, have been steadily growing in the island. These call centers mainly require a bilingual training in their candidates and provide services to companies ranging from telecommunications providers and banks, to fine jewelry.

The JVSG Program plays a very important role in providing access to veterans with significant barriers to employment, their spouses and other eligible, to the wide range of training and employment opportunities mentioned above as this population has priority of service. In terms of access to training and employment opportunities, DVOP staff provide veterans with access to the abovementioned occupations in demand and to other services expected to be generated through the applicability of the “priority of service” through the provision of individualized career services that allow the veteran to meet his / her employment goal.

On the other hand, LVER staff is key to providing veterans with the necessary access to employers. For this, the LVER staff will be focused on contacting employers who are looking for workers in those occupations whose supply is greater than the demand, allowing the ES staff and other partners in the AJCs to develop marketing strategies and “outreach” activities that promote the employment of veterans. The LVER may also focus on selectively promoting to employers (Job Development) those veterans determined as “job ready” after having received individualized career services from the DVOP, WP staff and other AJC partners.

Methodology

The Career demand in Puerto Rico was calculated with the combination of annual graduates, total employment, and job openings in each Instructional Program (CIPCODE). The separation rates were calculated by adding the projected growth with the labor force exits and occupational transfers and dividing by the total employment of that occupation. Using the separation rate obtained from the estimates we calculated the Job Openings by multiplying the separation rate with the Employment in that Instructional Program. Then the career demand by instructional program was calculated by subtracting the job openings with the annual graduates.

The estimates presented were prepared using data from the Bureau of Labor Statistics (BLS), National Center for Education Statistics (NCES), and Puerto Rico’s Department of Labor and Human Resources (PRDLHR). The specific data sets used from each source were: BLS with the Occupational Employment Statistics (OES) survey, from the NCES we used Integrated Postsecondary Education Data System (IPEDS) data set, and from PRDLHR we use the Occupational Employment Projections 2016-2016.

The specific data used from the OES Survey were the Employment per Occupation in Puerto Rico. The Annual Average Graduates were obtained from the IPEDS data set from years 2011 to 2018. The Crosswalk used for converting from Occupations to Careers was made by BLS and NCES using the 2010 CIPCODES and 2010 SOC CODES. Finally, from the PRDLHR the annual job openings were used to calculate the attrition rates from each occupation.

B. The Strengths and Weaknesses of Workforce Development Activities

Provide an analysis of the strengths and weaknesses of the workforce development activities.

Strengths

- While it posed immediate organizational challenges, the reorganization mandated by Act 171-2014, which transferred the Workforce Development Program from the PRDOLHR to the PRDEDC, has facilitated the integration of workforce and economic development activities required under WIOA. Significant opportunities arise by sharing the PRDEDC's resources available through the following units: Federal Contracting Center, One-Stop entrepreneur support network managed by the Commerce and

Exports Corporation, Office of Industrial Tax Incentives, Youth Development Program, EB-5 Government's Regional Center, among other.

- As discussed in the previous section, although there are still voids in the system, the extent and number of programs provide many accessible opportunities for jobseekers and employers alike to find services, subsidies and support.
- Important strides have been made regarding long-standing problems that affected the public secondary education system, especially in measuring dropout rates and increased compliance with IDEA indicators. Also, the fact that the public education system is managed as an integrated statewide LEA works towards facilitating policy and program implementation, data integration and the measurement of outcomes.
- The size of the population served and the impact of transfer payments on the economic conditions of those enrolled on sizable federal assistance programs (NAP, HUD, among other) that include a workforce component, represent an opportunity to increase education, training and work experience for a high number of individuals.
- Core programs are supported by the availability of many training and service providers and qualified personnel, especially to provide services to target populations, including persons with disabilities.

Weaknesses

- The Government has overtly relied on non-competitive formula funds, thus missing on opportunities to strengthen the workforce system.
- A participant data management system in compliance with the Participant Record Individual Layout (PIRL) is still in the implementation phase at the American Job Centers. This situation has put the DEDC in the position of requesting flexibility from DOL to submit the performance reports from PY 2018 onwards, on April 15, 2020. No efficiency has been demonstrated in the performance levels of the local workforce areas. The reorganization of the local workforce areas in Puerto Rico is under consideration.
- Due to the fact that PR has not been able to submit performance reports for the past few years, many decisions about system reorganization have not yet been made
- A silo-approach in managing government programs might have led to a diminish ability for leveraging program opportunities. More lateral redirecting among programs must be enabled through the appropriate structuring and maintenance of MOU's to strengthen coordination between core and required programs, local boards and operators in order to maximize resources and exchange referrals.
- The silo-approach might have also led to piecemeal communication and marketing of the services being offered throughout the workforce system to potential businesses customers and jobseekers alike, particularly when it comes to serving individuals facing barriers to employment.
- Efforts to braid and mutually leverage funding streams must be strengthened, which involves enhancing the advisory function and the provision of accurate, prompt and complete data to policy and lawmakers alike.
- Information products are needed to assess specific aspects of the workforce system including disaggregated data to ascertain services to individuals facing barriers to

employment; real-time supply and demand dynamics in the labor market; or information to characterize underemployment, self-employment and the impact of the informal sector on the labor market. A data integration roadmap for the entire system is critical.

- Policies must be devised to tackle gender-skewed outcomes in post-secondary education and the labor market.
- The fiscal impairment of the public sector as a major employer and provider of funding for workforce activities poses a significant challenge to the effectiveness and performance of the entire system.

C. State Workforce Development Capacity

Provide an analysis of the capacity of State entities to provide the workforce development activities.

Puerto Rico has the capacity to provide the services required for workforce development, as is required by WIOA.

Puerto Rico has one of the highest university densities in the world. The island’s gross enrollment ratio in post-secondary institution (84%) is on top of 97% of the countries in the world, according to the World Bank.

However, since 2014 the post-secondary enrollment, in absolute numbers, has been a decreasing, due to young population decline. This reduction has left institutions with underutilized facilities that are still furnished to provide traditional educational services. Specifically, these institutions, given the appropriate resources, have the physical equipment and campus area to provide training for at least 32,000 students. This amount results from the difference between the total enrollment in post-secondary institutions from 2014 and 2018 which are the year with the highest recent enrollment and the most recent year, respectively.

Table 48 - Post-secondary Institution Enrollment

Year	Post-secondary Institution Enrollment
2014	260,492
2018	228,030
Vacant spaces	32,462

Source: IPEDS Data (2020)

In addition to the unused area in post-secondary institutions, the Public Building Authority (AEP) has vacant space available under its management. According to the latest available information, the AEP oversees more than 600 buildings with an approximate rentable area of 31.3 million square feet. Out of these 600 buildings, more than 200 are vacant grade school campuses. These schools can also be used to provide training in local communities. Using these vacant schools can increase WIOA’s impact in harder to reach communities. Most of the programs’ clientele have low mobility and can benefit from receiving training at more locally accessible facilities.

B. STATE STRATEGIC VISION AND GOALS

1. Vision

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

Puerto Rico's workforce development system and its network of American Job Centers, succeed at being the service of choice to meet the needs of industries, businesses, employers and job seekers, and at expanding access to education, training and employment opportunities for adults, youth, dislocated workers, people with disabilities and individuals facing barriers to employment, including veterans, thus contributing to further our economic development.

2. Goals

Describe the goals for achieving this vision based on the analysis in (a) above of the State's economic conditions, workforce, and workforce development activities.

Puerto Rico's workforce development system has developed seven goals to achieve the state's vision for workforce system as part of its strategic plan, each of which will employ several strategies. These goals are defined at the workforce system level and address both (a) preparation and education needed to develop an educated and skilled workforce, including preparing youth and individuals with barriers to employment and other population and (b) the goals for meeting the skilled workforce needs of employers.

1. Develop a productive partnership with employers, the educational system, workforce development partners, and community-based organizations to deliver a platform that will prepare a skilled workforce for existing and new employers.
2. Increase awareness, participation, and utilization of the workforce development system by employers and job seekers
3. Increase access to and opportunities for employment, education, training and support services for individuals with barriers to employment, including veterans.
4. Facilitating a framework for planning, developing, and governing a job-driven system by employers and job seekers.
5. Maintain the American Job Center system physically and programmatically accessible throughout, for both job seekers and employers to enhance service delivery and meet their occupational education and employment needs.
6. Enhance performance through improved data integration, enhanced outcome metrics, system access, alignment, integration, and modernization, across the workforce development system, including required and non-required partners.
7. Prepare Puerto Rican workers, including adults, youths, veterans, and people with barriers to employment, to succeed in a highly competitive job market by increasing their skills and educational attainment through WIOA programs. Under current regulations, the WDP is developing a policy to define the priority of services under WIOA.

3. Performance Goals

Under section 116(b)(2)(A) of WIOA, there are six primary performance indicators for its core programs. Performance measures are calculated using the following methodology:

Employment Rate – 2nd Quarter After Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program. For Youth, the indicator is the percentage of participants in education or training activities, or unsubsidized employment during the second quarter after exit.

Employment Rate – 4th Quarter After Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program. For Youth, the indicator is the percentage of participants in education or training activities, or unsubsidized employment during the fourth quarter after exit.

Median Earnings – 2nd Quarter After Exit: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

Credential Attainment: The percentage of participants who obtained a recognized post-secondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year of exit from the program.

Measurable Skill Gains: The percentage of participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains, which are defined as documented academic, technical, occupational, or other forms of progress toward such a credential or employment.

Effectiveness in Serving Employers: Measures the Puerto Rico workforce systems effectiveness in serving employers by assessing the employee retention, employer penetration and repeat business customer rates.

As show, in the tables below provide the anticipated levels of performance for Title I, Title II, Title III and Title IV programs. At this time, program year goals for PY 2020 and PY 2021 have not yet been negotiated.

Table 49 - Performance Goals for the Title I – Adult Program

	Program Year 2020		Program Year 2021	
WIOA Adults	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	40.0%	60.0%	41.0%	62.0%
Employment (Fourth Quarter after Exit)	36.0%	45.0%	37.0%	47.0%
Median Earnings	\$ 2,880.00	\$ 2,880.00	\$ 2,980.00	\$ 2,980.00
Credential Attainment Rate	46.0%	46.0%	47.0%	47.0%
Measurable Skill Gains	24.0%	24.0%	25.0%	25.0%

Table 50 - Performance Goals for the Title I – Dislocated Worker Program

	Program Year 2020		Program Year 2021	
WIOA Dislocated Workers	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	50.0%	62.0%	51.0%	64.0%

	Program Year 2020		Program Year 2021	
Employment (Fourth Quarter after Exit)	35.0%	48.0%	36.0%	50.0%
Median Earnings	\$ 3,444.00	\$ 3,444.00	\$ 3,544.00	\$ 3,544.00
Credential Attainment Rate	50.0%	50.0%	51.0%	51.0%
Measurable Skill Gains	16.5%	16.5%	17.5%	17.5%

Table 51 - Performance Goals for the Title I – Youth Program

WIOA Youth	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	40.0%	42.0%	41.0%	44.0%
Employment (Fourth Quarter after Exit)	36.0%	42.0%	37.0%	44.0%
Median Earnings	\$ 2,880.00	Accept	\$ 2,980.00	Accept
Credential Attainment Rate	46.0%	Accept	47.0%	Accept
Measurable Skill Gains	29.1%	Accept	30.1%	Accept

Table 52 - Performance Goals for the Title II – Adult Education Program

		Title II - Adult Education Program		
	Program Year 2020		Program Year 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	11.70%	11.70%	12.0%	12.0%
Employment (Fourth Quarter after Exit)	16.7%	16.7%	17.0%	17.0%
Median Earnings (Second Quarter after Exit)	\$3,301.00	\$3,301.00	\$3,301.00	\$3,301.00
Credential Attainment Rate	13.60%	13.60%	14%	14%
Measurable Skills Gains	60.2%	60.2%	60.8%	60.8%

Table 53 - Performance Goals for the Title III – Wagner-Peyser Program

		Title III - Wagner-Peyser Program		
	Program Year 2020		Program Year 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	59.5	59.5	59.5	59.5
Employment (Fourth Quarter after Exit)	59.5	59.5	59.5	59.5
Median Earnings (Second Quarter after Exit)	\$5,300	\$5,300	\$5,300	\$5,300

According to TEGL 10-19, the states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY2021. The indicator for this performance goal is going to be discussed between core partners before FY2020.

Table 54 - Performance Goals for Effectiveness in Serving Employers

		Effectiveness in Serving Employers		
	Program Year 2020		Program Year 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Retention with Same Employer				
Repeat Business Customer Rate				
Employer Penetration Rate				

4. Assessment

The PRDEDC is responsible for evaluating the effectiveness of the state's workforce development system. The State's performance report is in accordance with the Sec. 116(d)(2) of WIOA. Performance reporting will comply with the requirements set forth in 20 CFR Sec. 677.160 of the proposed rule including, as might be applicable to each core program:

- A state performance report on program levels achieved with respect to number of participants served;
- Total number of participants who exited each of the core programs, including disaggregated counts of those who participated in and exited a core program by individuals with barriers to employment;

- Demographics;
- Total number of participants and program exiters who received career and training services for the most recent program year and the three preceding program years;
- Levels achieved for the primary indicators for career and training services for the most recent program year and the 3 preceding program years;
- Percentage of participants in a program who obtained unsubsidized employment related to the training received through Title I–B programs;
- Amount of funds spent on each type of career and training service for the most recent program year and the 3 preceding program years;
- Average cost per participant for those participants who received career and training services, respectively, during the most recent program year and the 3 preceding program years;
- Percentage of a State’s annual allotment spent on administrative costs; and
- Any other information that facilitates comparisons of programs with programs in other States.

The State Board and core programs will enforce the incorporation of assessment protocols leading to improvement through the selection and certification processes of local boards, operators and providers. Measurement mechanisms will be devised to account for outcomes resulting from the implementation of sector strategies and career pathways.

C. STATE STRATEGY

As shown ahead, the strategic plan of the Puerto Rico workforce system establishes the strategies necessary for achieving each of the six goals proposed in the strategic plan. The strategies are focused on the following areas: economic development, skills and educational attainment, innovation and governance, service integration and system alignment.

Table 55 - Alignment of goals with the strategic plan of P.R. workforce system

Goal 1: Partnership with Workforce System
a. Expand employer partnerships through the support of industry engagement.
b. Identify and promote best practices (private and public) for developing and sustaining partnerships.
c. Improve communication/participation between education entities, local and state boards, government agencies, community-based organizations, and employers.
d. Increase the utilization of Registered Apprenticeship programs as viable talent development opportunities.
e. Increase connections with employers and Vocational Rehabilitation agencies to provide support and employment for youth and adults with disabilities.

Goal 1: Partnership with Workforce System
f. Partner with K-12 education, higher education, career and technical education, and adult education to provide consistent rules and eliminate barriers to implementing training programs around the State.
g. Expand small business participation.
Goal 2: Increase participation of the Workforce System
a. Change employer and jobseeker perceptions of the workforce development system.
b. Develop an image-building outreach campaign that educates citizens about the services and the career development opportunities available in the State.
c. Utilize technology, including social media and search engine optimization, to better connect jobseekers and employers with the talent development system in Puerto Rico.
d. Cross train the AJCs staff including partners. Train staff who serve employers in sales, service, and skills needed to improve service to business.
Goal 3: Framework for a job-driven system
a. Conduct regular research on trends and changes in the employment industry.
b. Provide training and capacity building to stakeholders focusing on the sector strategies implementation framework, effective industry analysis, employer engagement, partnership building, and design of career pathways and industry-relevant training programs, among other topics.
c. Develop metrics and required evaluation tools, reports and dissemination mechanisms to track outcomes for regional sector strategies and career pathways.
d. Convene a working group integrated by representatives of key existing and emerging industries, leadership from public systems such as workforce, higher education, economic development and employment support services, and policymakers to assist the State Board in developing support for sector strategies and career pathways.
e. Directly engage industry associations and individual companies with a large presence in Puerto Rico that might have an interest in investing in sector strategies to work directly with regional and local partnerships, including devising relevant data and labor market information products.
f. Identify opportunities to further academic research on conditions, approaches and prospects of the workforce development system.
g. Adopt a common framework to advance the adoption of regional plans by the local boards, program leaders, and elected officials that optimizes program integration and supports the implementation of sector strategies and career pathways.
Goal 4: American Job Centers
a. Develop an integrated data system that will enable the sharing of information between partner agencies to more efficiently service both employers and jobseekers.
b. Promote training that leads to industry recognized credentials and certification.

Goal 1: Partnership with Workforce System
c. Support career pathways development and sector strategy initiatives as a way to meet business and industry needs.
d. Expand service delivery access points by the use of virtual services.
e. Develop a common business outreach strategy with a common message that will be utilized by all workforce system partners.
f. Direct the State entities to acknowledge the American Job Center network as the main option to access comprehensive workforce development services.
g. Develop a uniform website for all local areas in Puerto Rico.
h. Create a common workforce system identity, branding and messaging that lend support in marketing the system to those customers that ordinarily use the system, as well as to atypical customers like the highly-skilled job seeker, thus reinforcing the system's ability to attract a wider array of employers.
i. Establish a dedicated business service to tend the specific needs of SMBs/SMEs and promote the use of One Stop facilities and/or staff to employers who might need it for prescreening, interviewing or other allowable activities.
j. Coordinate marketing strategies so that the community can know about the program's services.
k. Identify other providers for areas where services are not available.
Goal 5: Enhance performance through improved data integration, system access, alignment and modernization
a. Assess the efficiency of the workforce development system.
b. Share labor market data across workforce partners to ensure the same data informs multiple partners on training decisions and encourage further dissemination of this information to uncover other areas where it might be useful.
c. Align performance and financial reporting systems locally and statewide to better allocate funding, improve accountability, and address systemic issues
d. Enhance customer service by creating common standards and systems across all workforce entities and reducing regulatory barriers.
e. Develop effective mechanisms to communicate and share performance information to System stakeholders to be used for continuous improvement.
f. Create interagency agreements with required and non-required partners to promote co-enrollment, align workforce development activities and improve data sharing.
g. Measure and report on the effectiveness of the workforce development system including the usage and quality of services.
h. Ensure all elements of the System have built-in feedback mechanisms, such as surveys and roundtables.

Goal 1: Partnership with Workforce System
i. Monitor progress in, and partner with, other states to share resources in creating the most impactful programs
Goal 6: Increasing Skills and Education Attainment
a. Prioritize services and coordination across core and partner programs to expand education, work experience and employment outcomes for out-of-school youth.
b. Actively promote pre-employment transition services to youth with disabilities.
c. Expand early exposure of in-school youth to the range of career and higher education opportunities available through the workforce system.
d. Continue providing the College Board exam free of charge to all students enrolled in the public system taking it in 11th and 12th grades.

III. OPERATIONAL PLANNING ELEMENTS

A. STATE STRATEGY IMPLEMENTATION

1. STATE BOARD FUNCTIONS

State Board Operational Structures and Processes

The State Board was locally enabled under Act 171-2014 and OE-2014-064 to promote comprehensive planning and coordination of employment and training programs in the State. The PRDEDC has been directed to provide support to the board through the its Workforce Development Program, which also administers Title I of WIOA and the TAA. The Board has planning, and coordination responsibilities related to the federal support received through WIOA and other programs with workforce development efforts.

The development of the plan is a task that the State Board accomplishes with the collaboration of the interagency committee integrated by WIOA core programs in a year-round working agenda. The role and responsibilities of the State Board are defined by WIOA, local statute and its internal regulations. The latter establishes subcommittees and working groups in connection with technical and particular issues. Among these: Strategic Planning and Budget Committee; Private Sector Liaising Committee; Evaluation, Monitoring and Auditing Committee; Entrepreneurship Committee; Continued Improvement Committee; and the Executive Committee.

Functions

The State Board is also responsible for assisting the Governor with additional functions designated by WIOA. These include:

- Developing and implementing the State Unified Plan and performance measures;
- Developing/expanding strategies for partnership in in-demand sector and occupations;
- Developing and aligning policies;
- Developing and continuously improving the one stop delivery system; and
- Developing policies and guidance on one stop partner role and resource contribution.

2. IMPLEMENTATION OF STATE STRATEGY

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

Integration of resources is accomplished through the regular sharing of information among the network of Core Partners and other providers. At the local level, State staff have been sponsoring meetings with local area Core Partners, educational institutions, and TANF staff to discuss their resources, target groups, and services.

Local areas are intended to continue the discussions and build upon the relationships initiated. At the LWDBs and their AJCs, the AJC certification policy requires that core and mandatory partners regularly provide cross-training on partner programs, implement cross-functional teams, are familiar with eligibility requirements for all programs, establish co-enrollment practices, and establish procedures for referrals.

Table 56 - Core Program Activities to Implement the State's Strategy

Core Program	Program Activities to Implement the State's Strategy
WIOA Title I	<ol style="list-style-type: none"> 1. All MOUs will be reviewed. 2. An analysis will be conducted to define the new regions of Workforce Development System in Puerto Rico. 3. Expand the Registered Apprenticeship program in Puerto Rico. 4. Puerto Rico Workforce System Brand Analysis. 5. Develop and implement state policies to improve operational processes under WIOA.
WIOA Title II	<ol style="list-style-type: none"> 1. Partnership with the Career and Technical Education area. 2. Partnership with public and not for profit private institutions to foster new initiatives in integrated education and training. 3. Implementation of online professional development for teachers. 4. A pilot Project with (I-BEST) strategy for credentials. 5. Collaboration with other core programs and partner's agencies. 6. The DEPR-AEP will update and expand the implementation of the Career Pathways system. 7. Update the Implementation effort of the College and Career Readiness Standards (CCR Standards). 8. The DEPR-AEP will foster the development and implementation of technology applications, translation technology, distance education, including professional development to support the use of instructional technology. 9. Incorporation of Internet service technology into adult education classrooms. 10. Preparing and setting interactive classrooms in the instruction centers 11. Provision of portable notebooks in classrooms.

Core Program	Program Activities to Implement the State’s Strategy
	<p>12. Incorporating online public domain and subscription-based search platform in the interactive classrooms.</p> <p>13. Development of a distance education program</p> <p>Technical assistance mentoring program for service providers.</p>
Wagner-Peyser Act	<ol style="list-style-type: none"> 1. Provide technical assistance to WP staff to strengthen strategies to respond to the new challenges and demands of the labor market in the AJCs. 2. Provide the competencies and skills necessary to the WP staff to understand the important role that technology plays in provision of career services to job seekers today.
Rehabilitation Act	<ol style="list-style-type: none"> 1. Offering technical assistance to employers, as required, to promote extended support options through orientation activities to employees / coworkers interested in collaborating with the process and identifying resources available in the workplace and community. 2. Continue the dissemination of the services in radio and television programs to increase the number of participants in the AJCs. 3. Collaboration with the community rehabilitation programs (PRC), if required, in efforts to prepare and submit proposals for the provision of extended services to other sources of available funds. 4. Identification and communication of needs concerning the recruitment, reclassification, training or any other requirement related to human resources. 5. Coordination of staff training activities with universities and other institutions preparing professionals related to the rehabilitation field. 6. Offering of advice and support on issues concerning the best use of human resources, particularly those assigned to the provision of direct services to meet the needs of the consumers. 7. Planning and provision of human resources (involves the analysis; design; establishment and elimination of positions; selection and recruitment; and the implementation of a system of personnel evaluation); 8. Forecasting of human resources needs (within a period of 1 to 5 years), by number and type of employee, emphasizing on the personnel that offers direct services to people with disabilities. 9. Provision of training and promotion of staff development. 10. Establishment of objectives and training activities to be offered to staff in order to comply with programmatic/administrative commitments of the agency.

Core Program	Program Activities to Implement the State's Strategy
	<ol style="list-style-type: none"> 11. Coordinate the participation of ARV staff in the American Job Centers (AJC), to properly channel the needs of those with disabilities who request information and/or services in such centers. 12. Identify possible referrals to the services of the ARV. 13. Provide the AJC staff with guidance on various topics of interest that are requested related to people with disabilities. 14. Actively participate in job fairs coordinated by the AJC. 15. Exchange of employment networks / employers. 16. Expansion of the provision of services to people with disabilities due to traffic accidents, through a collaboration agreement with the Automobile Accident Compensation Administration. 17. Expansion of the availability of information resources or training for new recruitment staff through the agency's internal page (intranet). 18. Continued with the use of remote interpretation video technology for deaf people. 19. Continued funding from CERPR and CEVI to assist and support their operations, as well as jointly develop with the ARV, better employment and independent living opportunities for our applicants / consumers. 20. Continuation with the financing of the SRC and the SILC to assist and support their operations as well as to develop, together with the PRVRA, better employment opportunities and independent living for our applicants/consumers. 21. Continuation with the use of the video remote interpretation technology for the deaf persons. 22. Expansion of the availability of the training resources to the newly recruited staff (e.g. modules), through access to the internal Web page of the agency (Intranet). 23. Expansion of the provision of the services to the blind persons, with intellectual deficit and other disabilities, through training and employment to the Puerto Rico Industries for the Blind Company.

B. ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN

The American Job Centers in Puerto Rico have been strategically located in their respective local areas to ensure accessibility to programs and services. According to the *"Guía del Programa para Adultos, Trabajadores Desplazados y Jóvenes"*, the staff will be trained to provide information to customers about the programs, services, and activities available through partner programs. The activities listed in Section A were planned with the entire workforce development component of Puerto Rico. The strategic plan provides the framework for all workforce system, including but not limited to WIOA core programs.

Job Corps

As with all required partners, the local boards are coordinating with Job Corps Program for delivery of its service through the development of a MOUs entered into between the Local Workforce Development Boards, the Chief Elected Officials and Jobs Corps.

Youthbuild

Pathstone is the local operator of Youthbuild and we are currently working in the process to complete the MOUs with each local board.

Migrant and Seasonal Farmworkers Program

The MOU between PRDOLHR and PathStone will facilitate the provision of educational services to MSFWs. PathStone provides education and information to agricultural workers on farms and camps and, in some locations. Through the Outreach Program, the PRDOLHR will leverage resources with PathStone to increase the number of MSFWs enrolled in educational services.

Activities authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.)

The Senior Community Service Employment Program (SCSEP) is funded under Title V of the *Older Americans Act* Amendments of 2006, Public Law 109-365. The purposes of the SCSEP are to foster individual economic self-sufficiency and promote useful opportunities in community service activities, which include community service employment for unemployed low-income persons who are age 55 or older, particularly persons who have poor employment prospects, and to increase the number of persons who may enjoy the benefits of unsubsidized employment in both the public and private sectors. We are currently working to ensure that all Local Boards have their agreements with their corresponding SCSEP operator. In Puerto Rico, the PRDOLHR, AARP, and Pathstone, Inc. are the SCSEP grantees.

Career and technical education programs at the postsecondary level authorized under the Act of 2006 (20 U.S.C. 2301 et seq.)

The Puerto Rico State Board of Career and Technical Education is the entity responsible for the implementation of the Carl D. Perkins Career and Technical Education Act. The Puerto Rico Department of Education is the state agency responsible for administering the program and oversees CTE in the public-school system at both secondary and postsecondary levels. Consistent with the conditions set forth in an MOU, information regarding postsecondary course offerings and activities are available to individuals at all One-Stop career centers and the Department collaborates with local boards throughout Puerto Rico to help ensure a comprehensive workforce preparation system. A PRDE representative from the regional level sits on every local board and acts as the PRDE one-stop coordinator.

Under WIOA, the program seeks to support the system through partnerships with industry, updating of curriculum, development of career pathways to address workforce needs, articulation agreements with post-secondary education programs (as Puerto Rico Technological Institute (ITPR) and the University of Puerto Rico(UPR)), recruitment and training of qualified CTE teachers, teacher externships, and ongoing professional development opportunities. WIOA emphasizes greater coordination between workforce development and CTE through aligned definitions, the requirement that postsecondary CTE be a local infrastructure partner, the option to do a combined state plan that meets the planning requirements for WIOA's core programs and at least one other federal program, and other provisions.

The PRDE will continue furthering cooperative agreements with the Technological Institute and other public and private postsecondary institutions, with the purpose of offering students the

opportunity to complete college degrees by means of a sequential curriculum and avert any duplicity of courses. Also, the PRDE will continue offering the dual credit program in the secondary level through which the participating students complete an associate degree in the ITPR and the UPR through a sequential curriculum, in addition to completing the high school diploma requirements.

Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)

The main goal of the Trade Adjustment Assistance (TAA) program is to assist workers who have lost or may lose their jobs as a result of foreign trade. The TAA program offers a variety of benefits and services to eligible workers, including job training, income support, job search and relocation allowances, and a wage subsidy to workers 50 years of age and older. This program seeks to provide skills, credentials, resources and support to displaced workers, to encourage them to an early return to the labor force. The State Dislocated Worker Unit and the TAA services will be effectively integrated to the AJCs and use the network as the main point of participant intake and delivery of TAA program benefits and services. The PRDEDC has developed *State Policy Number 2020-001* to ensure that the correct process is implemented in the assistance to TAA clients.

Activities authorized under chapter 41 of title 38, United States Code

PRDOLHR, through the Jobs for Veterans State Grant (JVSG), is committed to serving eligible transitioning service members in need of individualized career services, as well as veterans and eligible spouses by providing resources to assist veterans with significant barriers to employment, and other eligibles in accordance with VPL 03-14 change 1 and 2 and VPL 03-19, to obtain meaningful careers and maximize their employment opportunities. JVSG commitment is an important part of fulfilling our national obligation to the men and women who have served our country.

While continuing to serve existing veterans and other non-veteran job seekers, we recognized that changes in workforce programs' service delivery strategies to veterans were needed to respond to the forecasted increase in veterans, including men and women transitioning from the wars in Iraq and Afghanistan, to the civilian labor force. Additionally, we are working with workforce partners to ensure changes are affected so workforce programs are aligned with the roles and functions established in their authorizing legislation.

Disabled Veterans' Outreach Program Specialist (DVOP)

The JVSG staff was refocused on their statutory duties to ensure that eligible veterans and eligible spouses receive the best combination of services, according to their needs. To accomplish this refocusing, Disabled Veterans' Outreach Program (DVOP) specialists serve only those veterans and eligible spouses most in need of Individualized career services. As a result, DVOP specialists will serve a narrower group of veterans and eligible spouses, enabling the specialists to provide Individualized career services to a vast majority of the people they serve. This, in turn, will impact the core programs, including WP and Title I.

Under 38 U.S.C. 4103A(a), a DVOP specialist provides Individualized career services and facilitates placements to meet the employment needs of veterans, prioritizing service to special disabled veterans, other disabled veterans, and other categories of veterans in accordance with priorities determined by the USDOL. Policies and procedures are in place to specifically prohibit DVOP specialists from performing non-veteran related duties that detract from their ability to perform their statutorily defined duties related to meeting the employment needs of eligible

veterans. Additionally, regular audits are performed by the DVET to ensure compliance with the limitations on the duties of DVOP specialists.

DVOP specialists also place maximum emphasis on assisting veterans who are economically or educationally disadvantaged. To ensure that DVOP specialists can fulfill their statutory responsibilities to provide individualized career services to these categories of veterans, they are required to follow guidance developed by USDOL and the Employment Service to identify the veterans prioritized and emphasized by the DVOP statute. An eligible veteran or eligible spouse who is identified as having a significant barrier to employment is immediately referred to a DVOP specialist after being triaged or, in instances where a DVOP specialist is not available, another provider of individualized career services within the AJC system DVOP staff and other AJC staff provide veterans with SBEs and other eligible with access to occupations in demand, training and other services expected to be generated through the applicability of the priority of service through the provision of individualized career services with the goal of finding long term sustainable employment.

Local Veterans' Employment Representative (LVER)

LVERs perform only the duties outlined in 38 U.S.C. 4104(b), which are related to outreach to the employer community and facilitation within the state's employment service delivery system. LVERs have assigned duties to promote to employers, employer associations, and business groups the advantages of hiring veterans. LVERs, where implemented, are part of the One-Stop Career Centers "business services team" or like entity, and as such serves as an active member of that team. Also, LVERs advocate for all veterans served by the network with business, industry, and other community-based organizations by participating in appropriate activities such as:

- Planning and engaging in job and career fairs;
- Conducting employer outreach;
- In conjunction with employers, conducting job searches and workshops, and establishing job search groups;
- Coordinating with labor unions, apprenticeship programs and businesses or business organizations to promote and secure employment and training programs for veterans;
- Informing Federal contractors of the process to recruit qualified veterans;
- Promoting credentialing and licensing opportunities for veterans; and
- Coordinating and participating with other business outreach efforts.

Gold Card Initiative

The Gold Card provides unemployed post-9/11 era veterans with individualized career services and follow-up services needed to succeed in today's job market in accordance with TEN 15-11. The Gold Card initiative is a joint effort of the USDOL/ETA and the Veterans' Employment and Training Service (VETS). ETA and VETS have developed a series of enhanced individualized career services, including follow-up services, to identify those barriers to employment faced by veterans of post 9/11 era.

Veterans are to identify themselves as veterans at the reception desk and to complete a short questionnaire where one of the questions is if he or she is a 9/11 Veteran. Once identified as a

9/11 Veteran the individual is triaged and referred to the DVOP to receive six months of individualized career services to assist the veteran in seeking and securing a job.

The services, when provided under the Priority of Services to Veterans, are designed to overcome those barriers and to reinsert our 9/11 era veterans the labor workforce.

The enhanced in-person services available for Gold Card holders at local American Job Center may include:

- Job readiness assessment, including interviews and testing;
- Development of an Individual Development Plan (IDP);
- Career guidance through group or individual counseling that helps veterans in making training and career decisions;
- Provision of labor market, occupational, and skills transferability information that inform educational, training, and occupational decisions;
- Referral to job banks, job portals, and job openings;
- Referral to employers and registered apprenticeship sponsors;
- Referral to training by WIOA-funded or third-party service providers; and
- Monthly follow-up by an assigned case manager for up to six months.

Programs authorized under State unemployment compensation laws (in accordance with applicable Federal law)

The PRDOLHR's UI programs include the following: regular UI, UCX, UCFE, TRA and PAB.

The main purpose of the Unemployment Insurance is to pay benefits to claimants and help them to return to the labor market before they exhaust their UI benefits. The Bureau of Employment Security, UI Division, will support WIOA through the RESEA personnel and by assigning one UI merit staff member to address any unemployment claimant's issue.

The PRDOLHR is committed to improve reemployment service delivery strategies. These strategies are contained in the new RESEA program and the core program activities to be implemented in the State Unified Plan. RESEA staff will be ascribed to the program as a team for the provision of reemployment services to UI claimants selected to participate in the RESEA program. A UI merit staff member are available to work on program management. The role of this UI staff member is to serve as a point of contact for technical assistance regarding UI issues, policies and procedures.

The approach will ensure claimants served through the RESEA program at the One-Stop Centers to meet the eligibility provisions of State laws and receive an appropriate level of service suited to each individual claimant and be exposed to reemployment services (RES) including guidance, evaluation, Individual Reemployment Plan, labor market Information focused on claimants needs, referrals to job search self-directed, additional services (job search workshops, assistance in finding employment, occupational counseling and referrals to other services) and eligibility review to continue receiving unemployment benefits (UI).

RESEA staff will provide the traditional RESEA activities such as the UI eligibility review and referrals to adjudication. Responsibilities include registering UI claimants in Wagner-Peyser as required by State law, referral of UI claimants to career counselors as deem necessary, case

management, one on one personal interview with the UI claimant, job search workshops, orientation of services available through the One-Stop Centers, referral to job offers, UI eligibility review and providing UI claimants with labor market information. These services will be managed by the Reemployment Service staff and as appropriate, by a licensed career counselor, where available (not all offices have a career counselor on-site).

As part of this commitment, the PRDOLHR will monitor closely these strategies to assure its successful implementation to help UI claimants in RESEA to return to the labor market before they exhaust their UI benefits. Through the RESEA initiative, ES will make efforts to implement strategies to achieve improved UI connectivity with the public workforce system and improved reemployment service delivery strategies. PRDOLHR is committed in continuing making progress connecting UI claimants to job opportunities and/or services that will speed their return to employment.

Programs authorized under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), subject to subparagraph (C).

Coordination with TANF will be strengthening to identify and pursue braided funding opportunities to support common services and to transition to procedures that facilitate serving customers under both TANF and the core programs. In the short-term, cross-program knowledge and understanding of the TANF and core programs will be delivered to staff members and a formalized referral process will be implemented to deliver career counseling and training coordination services and to provide access to job development and placement services for TANF customers. We are currently working to ensure that all Local Boards have their agreements.

Employment and training programs administered by the Social Security Administration, including the Ticket to Work and Self-Sufficiency Program established under section 1148 of the Social Security Act (42 U.S.C. 1320b-19)

Through the issuance of local planning and certification guidance, the State Board will encourage local boards and operators to become engaged in the Ticket to Work program as qualified Employment Networks. Currently two LWDBs are qualified as an Employment Network (Caguas-Guayama and Manatí-Dorado) and Sureste LWDB is going through the qualification process.

The PRVRA continues receiving referrals from the Ticket to Work Program for the purpose of providing vocational rehabilitation services. In addition, the PRVRA established an agreement with the Caribbean Center of Work Incentives Planning Assistance (CWIPA) to provide benefits planning service to the consumers of the PRVRA who beneficiaries of the Social Security Disability Insurance are. This service is expected to help these beneficiaries in decision-making regarding the benefits of reintegrating into the labor market.

As required under WIOA, PRVRA will coordinate its services with the Employment Networks for common customers, including individuals receiving assistance from an Employment Network under the Ticket to Work program, detailing how the responsibility for service delivery will be divided between the network and the agency.

Employment and training programs carried out by the Small Business Administration (SBA)

Coordination with the local district office of the SBA will be enhanced to fully tap into the opportunities available under the program for entrepreneurial capacity building and development. As previously discussed, although self-employment in Puerto Rico accounts for

roughly twice the national average, entrepreneurship development still lags significantly when compared to other jurisdictions, thus representing a key opportunity for private employment creation.

Through planning guidance, local boards will be encouraged to engage the SBA and its network of Small Business Technology and Development Centers (SBTDCs) with locations in 6 local areas, and its specialized centers for international trade, technology and innovation, and the program initiatives servicing students, women, veterans and national guard reserve personnel, young and emerging entrepreneurs, older persons, and homemakers. The local boards shall also be encouraged to leverage the small business regional clustering organization initiative serving the entire Island led by the SBA.

Under the lead of the PRDEDC, the Federal Contracting Center will approach the SBA program to devise ways to effectively market the HUBZone's opportunity to "Under the Flag" industries, helping to expand employer's availability in 76 of 78 Municipalities identified and Labor Surplus Areas.

Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)) and work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))

The USDA's FNS oversees a U.S. block grant to Puerto Rico that funds the Nutrition Assistance Program (NAP), which is a separate food assistance program implemented since 1982 in lieu of SNAP. Section 4142 of the Food, Conservation, and Energy Act of 2008 mandated the completion of a study to provide information to aid the Congress in understanding the potential impact of reestablishing the Supplemental Nutrition Assistance Program (SNAP) in Puerto Rico in lieu of block grant funding. The block grant remains.

Under NAP (and TANF), coordination has been established to require unemployed able-bodied adults to register for work at the employment Registry of the Employment Service and seek employment. Individuals are required to participate in employment and training activities or employment interviews and accept or continue in employment if it is adequate. An MOE funded Puerto Rico Food Benefit Program provides for a six-month additional TANF benefit for food to be paid to NAP recipients who work at least 30 hours weekly, are not TANF recipients, and are single parents or relatives living with a related minor under 18. Certain unemployed able-bodied adults are exempt from the work requirement.

Programs carried out under section 112 of the Rehabilitation Act of 1973 (29 U.S.C. 732)

The Client Assistance program remains under the Office of the Advocate of the Persons with Disabilities. The system's components that provide services to persons with disabilities will be made aware of the obligations arising under sec. 20 of the Rehabilitation Act, including providing information on means of seeking assistance under the Client Assistance program. The PRVRA, as state-designated agency for administering the core program under the Rehabilitation Act will also continue enforcing compliance section 102, providing individuals a description of services available from the client assistance program and information on how to contact the program as part of the eligibility determination process.

Registered Apprenticeship

Since July 1, 2018, the Apprenticeship Program is under the PRDEDC. The WDP is in charge of the implementation of the program in the workforce system. As part of the strategy for an effective implementation, the WDP is receiving technical assistance by the National Apprenticeship Office and Region I in Boston. Work-based learning opportunities offered by the

AJC are marketed by both Case Manager's and Business Services Representative staff. This staff pursues opportunities with employers and make appropriate referrals for work-ready participants. The PRWDB coordinates work-based learning opportunities across partner agencies to ensure maximization of employer contact and avoid business-contact fatigue. The PRWDB researches opportunities and develops relationships with local businesses and partners, including those with registered apprenticeship programs and training providers to make these training models available to participants. In accordance with standards described under Career Services feedback mechanisms between Training Services and placement functions are in place to ensure that the training being provided is meeting the needs of business.

C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS

Even though PR revised the narrative to include information about the MOUs, the response does not include how services to individuals are coordinated or aligned with support from all partners. Puerto Rico must describe how they are meeting this requirement in particular for titles II and IV.

The DEDC, through its Workforce Development Program (WDP), has the mission to implement a coordinated and integrated system for workforce development that provides access to employment and training services through its fifteen (15) Local Workforce Development Areas (LWDA's) and in joint efforts with core partners, educational institutions and the private sector, to promote the economic development of Puerto Rico.

DEDC is the lead agency for the administration of WIOA Core Programs. DEDC is also responsible for TAA grant. The PRDE is the agency responsible for Adult Education and Family Literacy under Title II. The PRDOLHR is responsible for Wagner-Peyser, Veteran Services through the Jobs for Veterans State Grant, and UI. The Vocational Rehabilitation Administration, under the PRDOLHR, is present at the AJCs. Additionally, the SCSEP is also within PRDOLHR, but partially since AARP and Pathstone, Inc. are also operators of the program. In order to improve integration between programs, Puerto Rico is implementing the following framework:

Interagency Efforts

The WDP ensures that the strategies and goals at the service delivery level are consistent with the State Board's vision and goals. The State Workforce Development Board (SWDB), consistent with WIOA requirements, comprises business leaders from throughout the State, representative of the education sector, representatives of organized labor, and state agency leaders. The mission of the board is to promote life-long learning by collaborating with businesses, agencies, and organizations to bring the State's education, employment, and training programs together into a workforce development system that provides the means for residents of Puerto Rico to gain sufficient skills, education, employment, and financial independence.

Data Communication

The focus on service integration enacted by the WIOA has motivated DDEC to consider ways to link and allow tracing of participant data between partners, especially core programs, to improve communication and reduce duplication of services. WIOA emphasizes the importance of a comprehensive system that provides integrated, uninterrupted services to all participants and effective strategies that meet the employers' workforce's needs. The State intends to have a comprehensive system of on-demand reports, utilizing data from its statewide shared database, that allows state and local staff to view outcome data at the State, regional, local, and case manager level for Wagner-Peyser, WIOA Title I-B, TAA, and Veterans Employment and Training

Services. Besides, the State seeks to have the necessary integration with Title II and Title IV programs.

Regional and local plans, MOUs, and cost-sharing agreements will facilitate the integration across the various data systems all the required partners that participate in the workforce system over the next four years. The DDEC supports data sharing and alignment at the state level by convening a data-sharing group across state agency partners and at the local level. The DDEC supports education and training on specific systems and will advocate for policy changes as needed to establish data-sharing agreements.

Coordination of Services through One-Stop Centers

The American Job Centers in Puerto Rico are the engine that leads the efforts and coordination of the workforce's service delivery on the Island. The AJCs ensure job seekers receive a comprehensive, coordinated, and high-quality service from all partners. The AJCs in Puerto Rico have the same services; however, each geographic area on the Island has particular characteristics, so each AJC adjusts to such needs to promote optimal and adapted service. It should be noted that these centers are operated under applicable federal and state regulations.

The functions of each of the partners are described in the Memoranda of Understanding, as required by WIOA. Each AJC has an executive director who is responsible for coordinating of Services through One-Stop Centers. The director must also ensure the availability of services offered by partners within the AJCs, including Title II and Title IV. The One-Stop centers host these programs' representatives, including representatives from the PRDE (for Title II) and the VRA (for Title IV). Providing direct access to representatives from these agencies and programs improves the delivery of services, strengthens networks, and supports the effective implementation of the protocols existing between the PRDE and VRA, including the coordination of the Individualized Educational Programs.

To ensure that they provide a high quality of service to individuals, the AJC staff receives ongoing training, has the necessary tools to carry out their duties, and has the resources to provide optimal service to meet each individual's needs. System partners collaborate through referrals, individualized attention, and other services. The State Plan provides for cross-training as part of statewide initiatives. This initiative's main objective is for AJC staff to have up-to-date knowledge of the services offered by WIOA members in Puerto Rico. This training will allow for more streamlined service delivery within the AJCs.

Coordination among Programs

The core and required partner delivery of services will revolve around a customer-centered integration and continuous improvement approach, supported by appropriate guidance to align programs, local boards, operators, and providers; staff cross-training on program requirements and referral procedures; and a process focusing on the provision of services along with functional areas. Service integration in the One-Stop Centers will be led by a One-Stop Operator, with core programs, required programs, and additional programs authorized to join the system that will remain accessible as required by the rule.

The AJC operators coordinate the individual services between the partners to deliver services according to their needs. The service flow follows the general service flow to serve job seekers at One-Stop Centers:

- Greeting and identification of new customers or participants are completed at a common intake where the operator's staff records control data and validates it through

the case management system (if the customer is new or is receiving services under a program).

- Claimants of Unemployment Compensation Insurance scheduled to receive reemployment services are referred directly to the UI services.
- The One-Stop Operator provides an orientation to customers and helps them obtain a general understanding of the services offered through the One-Stop network.
- If the customer opts to assist him/herself during job search, resume writing, telephone and resources use, he/she will be guided to the One-Stop resource center, delivery of labor exchange services, through self-service, self-service technology tools, and staff-assisted services.
- If deemed ready for employment, the customer will be led to receive labor exchange services, including job referrals and job placement follow-up.
- Job seekers seeking employment will first receive services by the Employment Service of Wagner Peyser. If the job seeker is a new customer, his/her demographic and registration data will be gathered and sent to assisted services, to be counted as a reportable individual.
- If the individual needs additional services to enter employment or continue an educational career, or requires improvement of their employment skills, it is determined that they need assisted services and is hereinafter considered a participant under WIOA.
- The Case manager or Career Planner completes an assessment to determine the participant's needs, goals, job skills, and readiness. A common assessment tool is being developed to account for the information requirements of all core and required partners, thus facilitating jointly serving the customer.
- The participant can enter the system through any of the core partner programs, according to their specific need for services. The AJC Operator coordinates the assistance of AJC partners, in accordance with the need determined by the objective assessment. Currently, the coordination of services is carried out through the referral process. With the development of the RFP DDEC-PDL-2020-06, to expand the scope of the PRIS database, the State seeks to improve the technological integration of the databases of core partners through the PRIS.
- The referral structure is critical to the system's effectiveness and will be enabled by MOUs among the programs. The One-Stop Center staff must have a thorough understanding of program requirements and services to effectively assess the participant's eligibility under the various programs, avoid "wrong-doors" and duplication regarding the delivery of services, and ensure the efficient use of program resources and outcome achievement.

Title II Services

- The One-Stop Centers' network will be complemented by Title II activities administered by the Adult Education and Literacy program being offered at PRDE schools. As a core service, Title II will support the One-Stop service delivery system in helping participants attain a secondary school diploma; transition to postsecondary education and training through the use of career pathways, integrated education and training; and receive workforce preparation activities and services needed to succeed in the labor market.

The program resources will be prioritized and coordinated with partnering programs to shore up services reflecting the workforce system needs.

- The main service under the program will address the needs of Adult Basic Education, especially among disadvantaged, low-income adults, and criminal offenders. The program assesses the participants' skills and provides them the literacy and math skills necessary to become literate at levels of proficiency necessary to function on the job, in the family, and in society.
- The program will continue to coordinate with the PRDCR to address the needs of eligible adult literacy participants in juvenile detention centers and correctional facilities through collaborative services that include: vocational training, adult literacy courses, personal and workforce preparation counseling, and cross-training of teachers. The Special Education staff is also integrated in the planning function since a significant number of inmates are also adults with disabilities.
- Another Title II service is the English language instruction. The PRDE has made its priority to play an active role in facilitating the participants' goal of becoming bilingual.
- English classes and Conversational English will continue to be provided as part of the Adult Education Program offered in the schools and Adult Education program centers. The objectives of the conversational ESL and academic English programs are to provide adults with the knowledge and skills necessary to make correct use of the English language in academic as well as in work settings; develop adults' listening, reading, writing and oral skills, and measure their performance using the English program standards and performance measures established for English as a Second Language.
- Another service delivering program services focuses on adults in need of workplace literacy services. The objective is to develop the required skills and knowledge so as to enable participants to obtain, retain, or upgrade their employment once they complete the specialized training or vocational education. Targeted populations are disadvantaged adults, adults with disabilities, single parents and displaced homemakers. The goal of the services is to address the specific needs of the workforce and to improve workers' productivity. These activities are delivered at the workplace and/or at employment development centers; the content is tailored to the needs of the workforce and remains accessible to participants, including continuous learning through the use of technology and in coordination with groups and resources in the community to supplement services.
- Third order of priority for delivering services will target individuals facing barriers to employment, especially disadvantaged and homeless adults, single parents, adults with disabilities and displaced homemakers. These will be served through an Adult Basic Education program, which aims to improve basic skills in language and mathematics. These programs provide adults with academic, employability and self-improvement skills to assist them in attaining a secondary school diploma and in the transition to postsecondary education and training.
- A fourth priority targets immigrant and disadvantaged adults, homeless adults, single parents and displaced homemakers through Family Literacy programs. The next order of priority in delivering services will be afforded to Adult Secondary Education services for disadvantaged adults, individuals with disabilities, the homeless, incarcerated adults, adults with disabilities, single parents and displaced homemakers at level three or above

who need to attain a high school diploma or high school equivalency and transition to postsecondary education.

- Title I partners will offer basic and individualized services career or any other allowable service required by the participant to be able to get or retain an employment. Once the participant is ready for employment, the program might pursue any job placement activity allowed for by the program or refer the participant back to the Employment Service.
- The PRDE's AEP will work collaboratively with other core programs and partner agencies to expand access to education, training and employment opportunities for adult learners. The AEP will provide resources and services through American Job Centers (One-Stop Centers) including orientation about program opportunities, career pathways, transition resources, referral processes, and other joint mechanisms developed through agency partnerships. The Adult Education Program has signed a memorandum of understanding, (MOU) with the 16 American Job Centers (AJC) for collaboration and is contributing to the infrastructure costs for the operations of the AJC. The AEP maintains a regular employee staff member on each one of the 16 One-Stop Centers one day a week to evaluate adult education potential participants and make referrals to the adult education service providers approved by the AEP for services. These AEP employees make cross referrals between the One-Stop centers and the AEP service providers.

Youth

- According to sec. 129(c)(2) of WIOA, local areas must make each of the required 14 youth elements available to youth participants. Local youth programs must be designed to provide for an objective assessment of each youth participant that meets the requirements of WIOA Section 129(c)(1)(A), and include a review of the academic and occupational skill levels, as well as the service needs, of each youth for the purpose of identifying appropriate services and career pathways for participants and informing the individual service strategy.
- When designing youth employment and training programming, State and local areas should consider the following design elements; promotion and increase of meaningful work experience opportunities as set forth in section 129(c)(2)(c) of WIOA, particularly for out of school youth; increase of service delivery for youth with disabilities; need to address the issues impacting service delivery for out of school youth; need to ensure quality case management through the monitoring process; and provision of effective follow-up services.
- In the efforts of engaging out-of-school youth (OSY), both the Adult Education and Literacy program and the AJC Title II partner strengthen the coordination with school districts. Local boards will also be encouraged to coordinate with other programs servicing the youth, like the Foster Care and TANF programs, residential programs and community-based initiatives.

Adults and Dislocated Workers

- The main goal of the Adults and Dislocated Workers Program is employment. Coordination with Wagner Peyser's Employment Service is crucial for participants to achieve the goals set out in their Individual Employment Plan (IEP). Capacity building efforts under Title I will focus on work-based training. The main source of participants

in both programs is the Employment Service. Common intake and case management is the key tool for the AJC operator to coordinate services between the three programs, Adults, Displaced Workers and Employment Service. The new PRIS database platform contains the integration elements using the same database, case management, intake and reporting.

- The PRIS' first phase of implementation targeted compliance with the required reporting. We are expecting that through the RFP DDEC-PDL-2020-06, the State will be able to develop technology integration of the Title I, Title II, Title IV, TAA, Rapid Response and Apprenticeship. The selection of the technology service provider for this second stage of the PRIS will be crucial to achieve an integration of technological services, avoiding the duplication of services and expanding the connectivity of core partners through online systems at the AJC.

Vocational Rehabilitation Services

- The PRVRA provides a wide range of services to people with disabilities, in order to integrate them into the workforce, including training in personal/occupational settings, pre-employment services, counseling, and job readiness services (resumes, interviews, identification of candidates ready for employment, and referrals to job offers), among others. The PRVRA will continue to serve people with disabilities in order to integrate them into the workforce. In addition to supporting full access of services through the One-Stop Centers, the ARV continues to serve youth and students with disabilities, with emphasis on those with significant disabilities and in need of Pre-Employment Transition services. To this end, the Administration will maintain its collaboration with the PRDE's Special Education program to accelerate the implementation of the students' individualized plans, continue offering guidance in schools to students, parents, and school staff, and participate in PPT meetings.

State Memorandum of Understanding (MOU) One Stop Partners

The coordination and alignment of services among AJC partners are initially established at the state level through the signing of a MOU among the grantee agencies of Title I core programs. This MOU was signed on September 28, 2018, effective June 30, 2021. The Secretaries of the Department of Economic Development and Commerce, the Department of Education, the Department of Labor and Human Resources and the Vocational Rehabilitation Administration, grantees of WIOA core programs; and the Presidents and the fifteen (15) Local Boards that are part of the Puerto Rico Workforce Development System, signed a state agreement to ensure the operations of the One-Stop Centers - American Job Centers, to lay the groundwork for the provision of services to participants in the AJC and the negotiation of local MOUS.

The objectives of the state MOU:

- to establish the parameters of negotiation at the local level
- define the framework of reference that should govern each agreement between the Local Board and the partners
- clearly define the parameters of the respective human resources commitments for each grantee;
- provide foundation elements for representatives of state agencies (grantee) and Local Boards to negotiate their respective memorandums of understanding.

The content of the MOU encompasses the following agreements between the grantee of the programs:

- Description of the PR One Stop System
- Roles and Responsibilities of core and required partners
- Availability of Career Services
- Services to Population with Multiple Barriers to Employment
- Resources and Costs
- Continuous Improvement and Duration of the MOU
- Local Terms and Economic Conditions
- Local Memorandum of Understanding
- Review, Amendments, Dispute Resolution and Impasse process
- Sexual and Labor Harassment, Alcohol and Drug Free Environment
- MOU Dispute Resolution Process
- Discrimination Policy

MOU Summary

The next section presents a summary of the state MOU's content, which sets the rules for coordinating services between partners to provide services to participants and employers;

Description of One Stop Center System

1. A system with fifteen (15) Local Areas which offer training and employment services through its 16 One Stop Centers (AJC) throughout Puerto Rico. The design of the AJC must:
 1. AJC must have a continuous presence of the services represented by the core and required partners.
 2. Programs authorized under title I of WIOA, including:
 - (i) Adults;
 - (ii) Dislocated workers;
 - (iii) Youth;
 - (iv) Job Corps;
 - (v) YouthBuild;
 - (vi) Native American programs; and
 - (vii) (vii) Migrant and seasonal farmworker programs;
 1. The required partners are the entities responsible for administering the following programs and activities in the local area:

1. The Wagner-Peyser Act Employment Service program authorized under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), as amended by WIOA title III;
2. The Adult Education and Family Literacy Act (AEFLA) program authorized under title II of WIOA;
3. The Vocational Rehabilitation (VR) program authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), as amended by WIOA title IV;
4. The Senior Community Service Employment Program authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.);
5. Career and technical education programs at the postsecondary level authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.);
6. Trade Adjustment Assistance activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.);
7. Jobs for Veterans State Grants programs authorized under chapter 41 of title 38, U.S.C.;
8. Employment and training activities carried out under the Community Services Block Grant (42 U.S.C. 9901 et seq.);
9. Employment and training activities carried out by the Department of Housing and Urban Development;
10. Programs authorized under State unemployment compensation laws (in accordance with applicable Federal law);
11. Programs authorized under sec. 212 of the Second Chance Act of 2007 (42 U.S.C. 17532); and
12. Temporary Assistance for Needy Families (TANF) authorized under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), unless exempted by the Governor under § 678.405(b).

Roles and Responsibilities

Section 121 lists the minimum responsibilities of partners in the AJC:

1. Promote the AJC system integration and have available basic career services consistently and coordinately through the OSC-AJC operator.
2. Develop a flowchart for delivering efficient services to employers, participants, and clients.
3. Provide access to service to attend the needs of workers, job seekers, youth, people with barriers to employment, including people with disabilities.
4. Establish a method to subsidize the costs of services and the operation of the system.
5. Determine the standards of service and branding for co-located partners.
6. Commitment to providing training and professional development opportunities to AJC staff.
7. Facilitate communication channels between partners and other components of the AJC, in coordination with the AJC operator.

8. Development and design of public policies, standards, and processes.
9. Provide additional services to those of WIOA to meet the needs of the participants.

Delivery of Basic Career Service

1. Basic Career Services will be universally available to the entire AJC population.
2. Each partner is responsible for the delivery of services corresponding to their program.
3. Partners must avoid duplication of services.

Service to people with barriers to employment

Partners must ensure that services are available to people with barriers to employment. The term “individual with a barrier to employment” means a member of 1 or more of the following populations:

1.
 - a. Displaced homemakers.
 - b. Low-income individuals.
 - c. Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166.
 - d. Individuals with disabilities, including youth who are individuals with disabilities.
 - e. Older individuals.
 - f. Ex-offenders.
 - g. Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), or homeless children and youths (as description of defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a (2))).
 - h. Youth who are in or have aged out of the foster care system.
 - i. Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers.
 - j. Eligible migrant and seasonal farmworkers, as defined in section 167(i).
 - k. Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.).
 - l. Single parents (including single pregnant women).
 - m. Long-term unemployed individuals.
 - n. Such other groups as the Governor involved determines.

Employers services fall into two categories

1. Participation and Commitment- Educate and provide general information to employers on how the services in the AJC can represent solutions to their challenges or needs in terms of the employment of qualified personnel.

2. Business Services- develop customized strategies based on their profile to determine the needs of employers in a way that addresses the challenges related to Recruitment, Employment, Training, Closures, and Layoff

Resources and Cost Sharing

- The provision of direct services to participants and employers is the priority in a CGU-AJC.
- Each partner is responsible for subsidizing the direct services related to their program, without losing perspective that the provision of services, for each partner, must be transparent to the participant.
- All partners will share equitable and proportionate responsibility for the operating expense costs of the CGU-AJC.

Continuous Improvement and MOU Validity

- All partners have to participate in the process of programmatic review and continuous improvement and the integration of new ideas, innovation, and an efficient approach.
- Partners will seek feedback from participants regarding satisfaction with the service provided in the CGU-AJC.

Local Memorandum of Understandings

- Roles and responsibilities of the partners in the state MOU, have to be integrated as part of the local MOU.
- Local MOUS shall specify these roles and responsibilities, as well as WIOA provisions, final rule, guides and policies issued by the state.
- Local MOUs are an integral part of the state memorandum.

Terms and Economic Conditions

Partners have to develop a financial plan, including the terms and conditions for subsidizing the one-stop center's services and operating costs. The goal of having an operational budget is to develop a subsidy mechanism that:

1. Set and maintain the local workforce development system at a level that meets the needs of job seekers and the business conditions of the Local Board
2. Reduce duplication and maximize the use of resources and technologies
3. Expenses are appropriately shared by determining the center's proportional use, and the benefits received, and that all funds are used only for permissible activities under WIOA.
4. The budget includes the following cost categories, required by WIOA and its regulations
 - a.
 - i. Infrastructure Costs
 - ii. Career Services

- iii. Operator Costs
 - iv. Shared Services
5. All costs shall be included in the Infrastructure Funding Agreements (IFA), distributed according to proportional use and relative benefits received by the partner and quarterly reconciled against current expenses and adjusted the budget accordingly.
 6. The operating budget of the UGC-AJC must be transparent, and all partners must negotiate in good faith and pursue reasonable and fair outcomes.

Cost Allocation Plan (CAP)

1. The Cost Allocation Plan (CAP) will be the method by identify the direct and indirect costs and support the distribution of costs among the partners.
2. Costs in the CAP will be classified as Direct and Indirect Costs.
3. Cost pool has to be determined and then distributed by partners.
4. Costs considered in the CAP include Infrastructure Costs, Human Resources-Related Costs, Non-Personnel Costs, Additional Costs, Services, Operating Costs, and Shared Services.
5. In the CAP, costs must be assignable, permissible, and reasonable.
6. The CAP should indicate the base for calculating the costs to be allocated for each partner.

AJC Financing

Accepted financing mechanisms are the Local Financing Mechanism and the State Funding Mechanism, as established by TEGL 17-16, Infrastructure Funding of the One-Stop Delivery System.

Miscellaneous Clauses

1. The state MOU also includes the conditions for Revision, Amendments, Dispute Resolution and Impasses
2. The state MOU must be reviewed and renewed within a period of not less than three (3) years, in order to ensure adequate cost subsidy and delivery of services.
3. The period for the current MOU revision is beginning PY 2021.

Public Policy on Sexual and Labor Harassment, Alcohol-Free and Drug-Free Environment

The AJC partners will seek and train their resources in the AJC, to comply and ensure that the policies related to Sexual and Labor Harassment are meet, as well as public policies on Alcohol and Drug-Free Zones

Non-Discrimination Policy

MOU partners and staff representing them in the AJC shall not discriminate against applicants, complainants, participants and staff of the programs in the AJC CGU, on the basis of race, color, gender, age, religion, birth, origin or ethnic identification, political ideology, physical or mental disability, socioeconomic status, having been victims of domestic violence, veteran status, sexual orientation, gender or marital identity of the parties, genetics, immigration status as an

immigrant legally admitted and authorized to work in the United States or for participating in any subsidizing program or activity under WIOA Title I, and will take affirmative action to prevent such discrimination.

MOU Dispute Resolution Process

Include a process to resolve dispute among the partners

Complaints Process between Partners

Include a process to resolve complaints among the partners

D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

The Employer Engagement Committee of the State Board and the Workforce Development Program of the DEDC are leading the process to develop the Business Service Unit at State Level and lead in development of the Statewide Business Services Framework Plan to guide the LWDBs and the AJC to collaborate with businesses. DEDC had contracted the consulting firm Estudios Técnicos, Inc. to carry out this process.

The Plan will provide a broad framework to guide the local areas to create skilled business services teams that will be able to build credible relationships and provide worthy services that will benefit business. Wagner Peyser staff is going to be an integral part of this effort.

In addition, the mentioned firm is going to assist the DEDC and the State Board to develop and implement strategies for layoff aversion. Those strategies are aimed to the business services teams to develop relationships with employers in their local areas; use the networks of the private sector employers on their local boards to expand their contacts and to provide information on industry trends and to identify potential red flags; develop other sources of early information on potential issues within their local areas; and develop responses to address identified issues.

Every Local WDBs have their own Employer Engagement committees composed of business representatives. These Committees will help develop the teams, provide guidance and recommendations, ensure professional development, establish specific goals for the teams, and track progress.

DEDC also is going to contract a consultant to evaluate the AJC brand among employers. The consultant will conduct qualitative and quantitative assessments of the AJC local brand among employers. Interviews will be conducted with employers to discover employers' awareness, perception, and usage of the AJCs. The assessments will be followed by recommendations to improve services and increase awareness of available services, increase brand awareness, maintain brand awareness, rollout of the new plan, and development of an outreach plan.

The goal of the Employer Engagement Committee and the DEDC is to increase employer participation rates, including repeat customers and to increase the retention rates of employees placed into employment by the AJCs. This rate would help raise the confidence of employers in the workforce system and lead to increased employer engagement.

Apart from the strategies mentioned to improve and increase the use of patrons of AJCs services, the AJC network can assist employers with recruitment, interview and hiring services.

Services to employers include:

- Interviews and screening of job candidates to select skilled and trained personnel who will fill their labor force needs;

- Labor market information;
- Membership in the State, local boards, working groups, sector partnerships, employers' committees, among other entities, to intervene in policymaking for education, training and employment in the local, regional and statewide levels;
- Use of the One Stop Center network and systems to disseminate job offers; and
- Incentives, subsidies, follow-up and supportive services to employees, including initial services to obtain with Health and Drug Testing, criminal records, and required certifications for prospective employees.

The Employment Service staff:

- Issue employer certifications, denials, or notices of invalidation for tax credit on a timely basis;
- Maintain a system and procedures to regularly monitor the activities initiate appropriate corrective actions;
- Manage agreements with TANF and NAP in Puerto Rico serving the majority of WOTC applications, which are from participants of the TANF or NAP programs and train staff from these programs;
- Maintain the current cooperative efforts with employment and training organizations already working with the private sector, such as Veterans organizations, Job Service Employer Committees and local boards, to inform employers about requirements for the use of the federal tax incentive known as Work Opportunity Tax Credit (WOTC);
- Train, as appropriate, State and participating agency staff and provide monitoring and technical assistance to these agencies; and
- Engage in outreach efforts in order to get more qualifying employers to use the tax credit program and increase our number of certifications.
- Engage in employer outreach efforts, through JVSG LVER staff, to educate employers, employer associations, and business groups on the advantages of hiring veterans in order to promote and secure employment and training programs for veterans.

Puerto Rico did not respond to the initial comment and must describe how all core programs and other partner activities are coordinated to provide high quality services to employers. (Compliance)

Please, refer to section III. a. 2. State MOU includes the employers service among the partners.

E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS

As previously discussed, the State Board will coordinate with the PRDE's State Board for Career and Technical Education, the PRDOLHR and the education services industry, the effective delivery of occupational education for high-demand, mid and high-skilled and/or technologically advanced occupations.

The State Board will assume its convening functions under WIOA to leverage the resources and concert the support of the Education Council, the PRDE, IHEs and CTE institutions to adopt a

common framework to support the implementation of career pathways and to further the alignment of the educational and workforce systems. Educational institutions will also be engaged as providers of educational and training services and are critical to the successful implementation of the Registered Apprenticeship program. Including that the all system will develop and deploy a training program to educate staff in AJC about how to work with structured work-based learning programs. Also, the designing of that framework will contribute to collaborate on pre-apprenticeship program developed in response to industry demands.

Regarding services for students with disabilities, Act 51-1996, as amended, mandates coordination between the PRDE's Special Education Program and the PRVRA, among other agencies, with the purpose of ensuring a seamless transition of young people with disabilities to postsecondary education. The PRVRA intervenes in the process of transition before eligible students with disabilities graduate from or exit the school system and facilitates the insertion in training programs and post-secondary educational institutions. The PRVRA sponsors to consumers such training in various accredited educational institutions for acquiring knowledge and occupational skills necessary for the workplace.

In terms of serving individuals with barriers to employment, along with basic adult education, PRDE's CTE program is key to meet the workforce development needs of the correctional population. Please, refer to section III(A)(2)(B) for additional information regarding coordination with the Carl D. Perkins program.

F. PARTNER ENGAGEMENT WITH OTHER EDUCATION AND TRAINING PROVIDERS

As required under WIOA, the State maintains a publicly accessible list of eligible training providers and their eligible training programs, including relevant performance and cost information. The State Board adopted procedures for initial determination of eligibility and subsequent certification of training providers.

In issuing a determination, local boards are required to:

- Analyze the impact of economic, geographic and demographic factors, and the characteristics of the populations served by applicants, including their difficulties to access or provide services, if any.
- Determine the occupations for which they are requesting training services, which shall be those in demand in the geographic region covered by the local board.
- Keep the process of initial eligibility determination open throughout the year.
- Establish eligibility criteria, requirements for additional information and minimum performance levels for providers of training beyond what is required by the State Board, which might be applicable to the specific local area.
- Safeguard the confidentiality of personally identifiable information of any education records, including the circumstances related to prior consent, and comply with the provisions of the Family Educational Rights and Privacy Act (FERPA).
- Periodically invite public and private educational institutions and community-based organizations to submit applications for initial or subsequent eligibility determination as providers of training for occupations in demand.
- Regarding apprenticeship programs, promote the automatic inclusion of providers in the State List after a request is made by a registered provider under the provisions of the Registered Apprenticeship Act and enabling State provisions.

Exception made of Registered Apprenticeship, One-Stop Centers' operators are required to collect performance information and determine whether the providers meet the performance criteria. Providers that meet the criteria are considered eligible providers of training services.

G. LEVERAGING RESOURCES TO INCREASE EDUCATIONAL ACCESS

Maximizing available funding and the leveraging of non-traditional funding sources to support the improvement of the workforce system is a key goal of the State Unified Plan. PRDE's lead in developing career pathways will allow combining the efforts and resources available to both Title II and Carl D. Perkins programs to advance their implementation, thus expanding the flexibility of the postsecondary educational system.

Collaboration with the PRDOF will add to the workforce system, resources available through TANF vocational education services and the Chafee Education and Training Voucher program, representing additional opportunities to serve the workforce needs of low-income individuals and youth. Through continued coordination, State resources currently devoted to providing for bridge education, vocational education, subsidies and tax expenditures can also be leveraged to support the system. A case in point, the PRVRA intends to request funding from the State's Employment and Training Opportunities Development Fund, which accrues 1% of all taxable salaries paid by employers' beneficiaries under the Employment Security Act and the proceeds of interest paid on the Benefits for Non-Occupational Disabilities Law.

An enhanced coordination with the PREC will allow the harvesting of data being supplied by educational institutions under local and federal mandates to retrofit the educational and workforce systems. Additional opportunities could arise by devising ways in which the Council's State student financial assistance programs support the strategies of the system.

Local areas will be encouraged to leverage the resources of required partners to support the delivery of integrated services, through financial and non-financial agreements. Many of the arrangements for sharing other state resources must be worked out in detail at local level involving other agencies and the local One-Stop Centers' partners, through MOUs.

A key strategy in leveraging other Federal investments that have enhanced access to workforce development programs at educational institutions is to equip the State Board to manage the function of identifying and seeking additional or dormant competitive funding opportunities that can benefit any component of the workforce development system. DEI and REO, among others, represent additional opportunities. To that end, the State is committed to advance the designation of the local boards as 501(c)(3) tax-exempted non-for profits to leverage non-traditional sources of grant funding.

Regarding local governments, through guidance pertaining the local area and regional planning processes, there is also the opportunity to encourage Chief Elected Officials to sponsor municipal tax abatement measures and other benefits to reward businesses and employers sponsoring the implementation of career pathways.

H. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

As discussed, the offer of postsecondary education in Puerto Rico has grown significantly in the past decade, with mid-skilled level education being the segment with the largest expansion. Even within, institutions of higher education, the advance in mid-skilled careers, certificates and degrees has been noticeable.

Although the dynamics are varied, along with the growth in the number of institutions providing career and technical education, the increase in mid-skilled graduates evidences that

access to a postsecondary degree and credentials has become somewhat more flexible in recent years and that there is a sizable infrastructure to support it. Please, refer to section II(A)(2)(A), for additional information on the education infrastructure and credentialing activities in the jurisdiction.

Under WIOA, alignment activities will be pursued to engage the providers of education and training to implement strategies that facilitate access to postsecondary credentials. As explained in section III(c)(2), above, the State will advance the implementation of career pathways to expand the accessibility industry recognized credentials. The strategy is key to provide participants with multiple entry points to accommodate academic readiness and multiple exit points to permit on ramp and off ramp when necessary, to lead to industry-recognized credentials, as recommended by the USDOL

I. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES

The Department of Economic Development and Commerce (DEDC) serves as the umbrella entity for key economic development agencies in Puerto Rico. Created in 1994, the DEDC is at the leading edge of Governor's policy of taking the most out of Puerto Rico's fiscal autonomy as a tool for promoting local and foreign investment. This vision allows for the creation of thousands of jobs in manufacturing, aerospace, telecommunications and information technology, engineering services, scientific research and others.

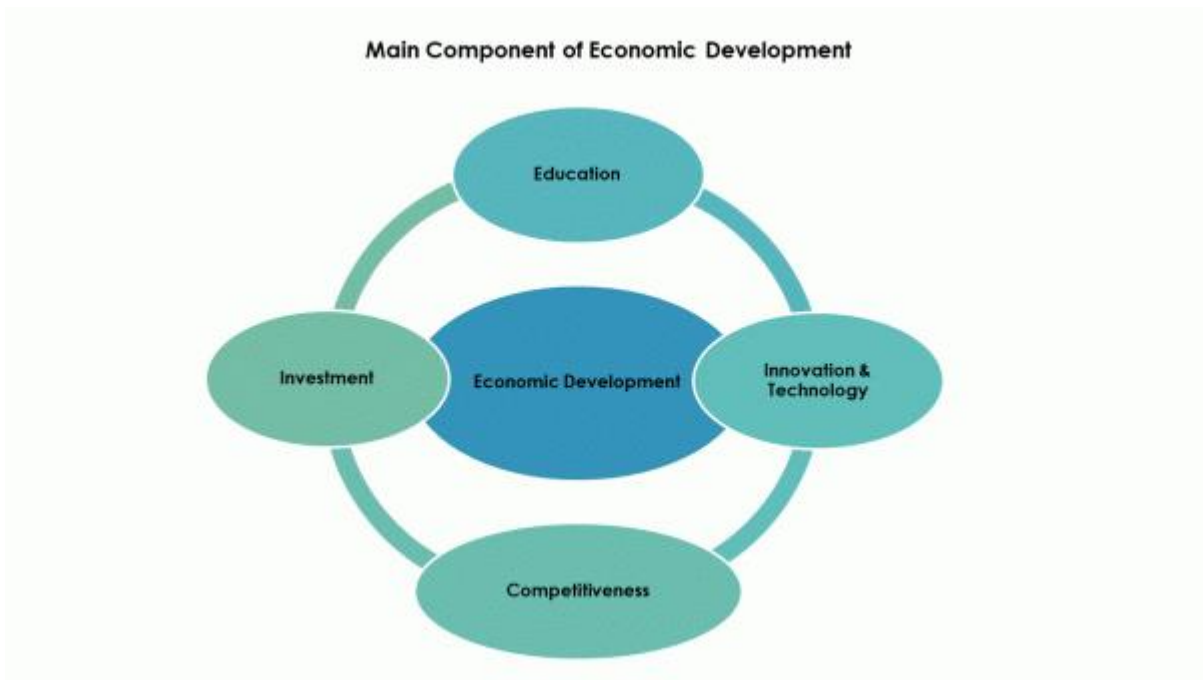
To achieve these strategic goals, the DEDC is working on initiatives that:

- Create new tax and economic incentives for high technology industries as well as start-ups and locally owned businesses;
- Improve Puerto Rico's regulatory and structural framework in order to enhance its competitiveness as a destination for investment and the production of high-value goods and services;
- Establish regional centers, or "poles," of economic activity throughout the island; and
- Grow critical sectors, including manufacturing, tourism, commerce and exportation, film and visual arts, banking and insurance.

Main Components of Economic Development

Puerto Rico's education must be transformed to foster a maximum level of innovation & technology that enables us to be globally competitive and thus reach the desired level of local, national and foreign investment that allows the export of goods and services. Education: System Transformation and Skills Promotion.

The education system is an essential component and is a key for economic development, so there is the need to continually calibrate and align curricula and teaching methodologies to ensure that they address the needs of local and international industries, and that we help professionals in the work force to reinvent themselves, as they need.



Innovation: Solid Ecosystem for Entrepreneurship

In order to establish a healthy and sustainable ecosystem of innovation it is fundamental that the projects of entrepreneurship respond to the needs of the market. PRDEDC will provide Technical and Financial Assistance in areas like Market Needs; Applied Research; Incubators Startups; Accelerator Startups; Substitution of Imports of Goods and Services.



Competitiveness: Structural Reforms

1. Structural Reforms: Labor Permits Tax Energy

2. Eliminate Requirement for Electronic Export Information (EEI) - Elimination of the federal requirement for export, achieving an equal treatment in order for transactions to and from the Island be more agile at a lower cost.
3. Incentives Code
 - a. Consolidates and rationalizes all economic incentives in a single code.
 - b. Establishes a uniform process for granting incentives.
 - c. Focus the resources on the incentives with Return of Investment

Investment: Tools and Opportunities

1. Federal Programs
 - a. New Market Tax Credits
 - b. EB-5 Program
 - c. Foreign Trade Zones
 - d. Insert PR in US treaties to avoid double taxation
2. State Initiatives
 - a. Invest Puerto Rico
 - b. Destination Marketing Org. (DMO)
 - c. Incentives Code
 - d. Infrastructure Plan
3. Investment Opportunities
 - a. Public Private Partnerships
 - b. Science City
 - c. Roosevelt Roads Redevelopment
 - d. Port of Las Americas

Efficient and effective use of incentives

1. Exports of goods for niche markets
2. Exports of services
3. Substitution of imports
4. Supply chain associated with exports and substitution of imports
5. Establishment of small businesses and start-ups

SMEs: Programmatic Commitments for Economic Development

1. Innovative SMEs

- a. Designation of 10% of the Special Fund for Economic Development (FEDE) to provide contributory incentives to SMEs that foster innovation in economic sectors.
2. Maletín Empresarial de la Mujer
 - a. Program focused on supporting those Puerto Rican women who wish to develop in the business world mainly in the areas of technology and innovation.
 3. Additional Initiatives
 - a. Master Entrepreneurship
 - b. Business Intelligence and Entrepreneurship System
 - c. Entrepreneurship in Functional Diversity population
 - d. From School to Business
 - e. SME Food Sector

Structural Reform

- Act 1-2017 – The Participative Public Private Partnerships Act. Strengthens the P3 legal framework to facilitate critical infrastructure investments and improve public services.
- Act 4-2017 – The Labor Transformation and Flexibility Act. Amends labor laws with the intention of improving labor market competitiveness, improving the labor participation rate, and halting the migration of citizens to external labor markets.
- Act 8-2017 – The Act for the Administration and Transformation of Human Resources in Government. Allows for the transfer of workers across the Government to save \$100 million through mobility and attrition.
- Act 13-2017 – Enterprise Puerto Rico Act. Creates a not-for-profit corporation to promote the economic development of Puerto Rico, attract foreign direct investment and incentivize investments in technology in collaboration with the private sector.
- Act 17-2017 – Act to Promote Puerto Rico as a Destination. Enables the creation of a destination marketing organization (DMO).
- Act 18-2018 – Reforms, simplifies and expedites the permitting process in order to improve quality and efficiency in processing requests for all permits, licenses, inspections, complaints, certifications, consultations, or any other authorization that affects in any way the operation of a business in Puerto Rico, including those issued by municipalities.

B. STATE OPERATING SYSTEMS AND POLICIES

Workforce and labor market information systems

See next section.

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

Workforce and labor market information systems

The workforce and labor market information system (WLMI) established under section 491-2 of the Wagner-Peyser Act is administered by the PRDOLHR. The Department also maintains a Bureau of Labor Statistics and a Research Division on Occupational Skills and administers the Occupational Employment and Wages Survey, the Nonfarm Employment Survey, and special surveys, studies and research. The products are readily available at <http://www.mercadolaboral.pr.gov/>.

The PRDOLHR maintains a WLMI fully accessible for a range of customer groups, including job seekers, employers and policymakers. State and local industry and occupational employment projections are maintained for long-term (10 years) and short-term (2 years), as well as for statewide and sub-state levels. The State uses the Local Employment and Wages Information System (LEWIS), to derive staffing patterns for sub-state projections.

As required by USDOL, the PRDOLHR also produces a statewide annual economic analysis report, an essential tool for strategic planning for WIOA and other workforce programs. The report provides information and analyses that can support workforce planning and the process of making policy decisions for workforce development, education, economic development and business engagement around sector strategies and career pathways initiatives.

The plan proposes to continue coordination with federal data producers to make sure Puerto Rico is included in reports, series, surveys and statistical products that are available for other state jurisdictions and are accessible through the USDOL websites. Among other, these include the following products:

- Longitudinal Employer-Household Dynamics (LEHD). LEHD links employee and employer records from an array of data sources (administrative records, demographic surveys and censuses). LEHD's principal product is its Quarterly Workforce Indicators (QWI), which include employment, job creation, monthly earnings, and worker turnover data by locale as well as by detailed industry, gender, and age of workers. Although all 50 states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands have joined the LED Partnership, the LEHD program is not yet producing public-use statistics for Puerto Rico.
- Business Dynamics Statistics (BDS). Provides annual measures of business dynamics (such as job creation and destruction, establishment births and deaths, and firm startups and shutdowns) for the economy and aggregated by establishment and firm characteristics.
- County Employment and Wages (QCEW). BLS produces this series from the Quarterly Census of Employment and Wages (QCEW) program. Wages represent total compensation paid during the calendar quarter, regardless of when during that quarter the individual worked.
- USDOE's State Assessment of Adult Literacy and State and County Estimates of Low Literacy. The SAAL is conducted in conjunction with the National Assessment of Adult Literacy (NAAL). Puerto Rico is not included in this report.

The Department of Education uses the Statewide Longitudinal Data System (SLDS) for K-12 levels throughout the jurisdiction with a clear component of the WLMI system that provides increased visibility of data in the systems of primary and secondary education. The objective of the SLDS is to contribute to improve the education policy and the operational decisions with data related to the student's achievements over time. It also aims to establish the mechanisms of organization, policies, procedures, systems and human resources necessary to perpetuate their

use by those interested in education at all levels. An immediate result was to help improve the ability to identify young people outside the school who need services from the workforce system.

The system integrates data from the Student Information System of the DE (SIE, for its acronym in Spanish), which collects information on all students enrolled in the public education system, the Financial Information System (SIFDE, for its acronym in Spanish), data from the Special Education Program, data on students who are Spanish learners, among other data.

The Adult Education Program is integrated into the Data Management Committee, which coordinates the integration of the data collected in the Adult Information System (AIS) in the access portal of the longitudinal system, which has facilitated access to the data of the program and to improve the capacities for the presentation and analysis of the data necessary to support the decisional process.

The Education Council collects, analyzes and disseminates detailed data on K-12 educational institutions, vocational and technical institutions, and IHEs. Data available at: <http://cepr.cespr.org/ceprd/index.asp>.

DATA, COMMUNICATION AND CASE MANAGEMENT SYSTEMS

Participant Record Information System (PRIS). The Department of Economic Development and the Department of Labor and Human Resources of Puerto Rico, Title I-B programs, grantees of UI, Wagner - Peysner Employment Services (ES), were allocated a grant of RSI-DWGs fund to integrate our Title I-B, UI, Wagner - Peysner Employment Services (ES) to the workforce information technology (IT) systems. The Puerto Rico database system is the Participant Record Information System (PRIS) and entered on function on March 9, 2020. The technology solutions include a common registration and case management across Title I and Title III programs. The software solution for WIOA workflows, is in compliance with the Training and Employment Guidance Letter (TEGL) 05-16, and the WIOA Participant Individual Record Layout (PIRL).

In compliance with the Section 116(d)(1) of WIOA and related federal guidelines, the system consists in a multiuser web-based software based on the PIRL, including the validation rules established by DOLETA and the reports related with the PIRL database. Its main function is to comply with the three sets of validation rules (duplicate rules, valid values rules and logical rules) reflected in the generation of a 100% error free, comma delimited text files (csv files) based on the PIRL schemas for all the programs.

The software was developed according with the PIRL Schemas CSV files and will be used by the sixteen programs included in PIRL.

State Wage Interchange System (SWIS). Puerto Rico signed the SWIS Agreement with DOLETA, which incorporates all six WIOA core programs to exchange interstate quarterly wage records. Since January 1, 2020, all Queries for Wage Data for all applicable programs are processed through the SWIS Clearinghouse. The SWIS Agreement replaces the Wage Record Interchange System (WRIS and WRIS2) Data Sharing Agreements previously executed by most States. States signing the Agreement will be able to exchange interstate quarterly wage records with any other State signing the Agreement to satisfy performance reporting requirements in section 116 of the Workforce Innovation and Opportunity Act (WIOA).

The PR Department of Labor & Human Resource is the SUIA agency. "SUIA" is the state agency that holds wage data, whether such agency also administers the state's unemployment insurance program. On the other hand, PACIA" is the Performance Accountability and Customer Information Agency designated by the governor to be responsible for coordinating the state's

program for assessing state and local program performance and evaluating training provider performance. The PACIA are PR Department of Economic Development & Commerce – Access PACIA; PR Department of Education – Access PACIA; PR Department of the Family – Access PACIA; and the PR Vocational Rehabilitation Administration – Access.

MIP. The Accounting Information System (MIP) is used by the WDP to keep accounting data on WIOA federal funds allocated to local areas, as well as disbursements to participants and providers, and administrative and operational concepts of expenditure. All local board (fifteen) provide the data required by the system, regardless the use of internal financial information systems.

Claimants' Services Web Portal. The system allows filing an unemployment insurance claim online. Users can file an initial claim for unemployment benefits if they have worked in Puerto Rico for at least two quarters within the last 18 months and became unemployed due to reasons beyond their control. Any application submitted after 5pm, from Monday to Friday, will be processed the next working day. Time to complete the application should not exceed 30 minutes. Also, claims are accepted by phone at (787) 945-7900, a service available during regular working hours.

Adult Information System (AIS). The Puerto Rico Adult Education data collection reporting system uses the Adult Information System (AIS) designed to help providers collecting, analyzing and using data to identify and implement strategies to achieve expected levels of performance. Current efforts are focused on the Adult Information System, which will strengthen compliance with NRS requirements. The Adult Information System is an application that manages the processing of information in the different functional areas; it complies with the regulations and requirements of the Adult Educational System and manages the required Federal reporting for the NRS System. The application allows for the simultaneous creation and administration of locations independent of each other. It is web-based with an integrated security protocol and conveniently designed in modules.

The application has the capability of generating transactions following a procedural flow with requirements and authorizations for admissions, assigning staff, programming of courseware, registration, creation of file documents, and academic matters. It also processes the electronic filing of documents by capturing a variety of documentation already in the system, minimizing in this way the filing of forms and conversion of documents to digital form within different functional areas. Users can generate follow-up files in a digitally centralized way for each functional area; reports are selected depending upon level of security access and the users' functional roles.

Consumer Rehabilitation Information System (CRIS). The PRVRA maintains the Consumer Rehabilitation Information System. It keeps data on services provided to applicants and consumers, and the data required for federal and state reporting. CRIS is not currently integrated with the PRDOLHR or the One-Stop systems. The case management capabilities of the system have been updated to collect data on Pre-Employment Transition Services delivered students with disabilities.

Job Banks. PR.JOBS is the PRDOLHR's official Job Bank. This resource, available to employers and job seekers in general, is provided free of cost by Direct Employers as part of an agreement to NASWA to provide such valuable tool to State Workforce Agencies. Direct Employers Job Central is a web clearinghouse operated by Direct Employers where employers can post available jobs and recruit eligible job candidates; job seekers may also search for job openings and apply for employment.

Job Central uses the O*NET Autocoder to assign occupational codes. The Direct Employers uses a version that has been upgraded extensively since the original and will not recode jobs uploaded from a state workforce agency site unless they have a valid SOC/O*NET code assigned.

Upon registration in PR.JOBS a job seeker will have access to a vast network of employers and can publish their resume online and get access to skills transferability tools like MyNextMove and MySkillsMyFuture. A registered employer will find a network of jobseekers in search of employment and can search their resumes online matching their job opportunity and allowing them to extend an invitation for an interview totally transparent to the job seeker.

The implementation process of the new software for data collection and information management is in its last phase of review. The PRDEDC expects to release the PIRL compliance reports of the PRIS program on April 15, 2020. Currently there is no data on the programs, with the new report it is expected to present the statistical information for the last four years. The expected results are:

- Improved Service Delivery and Employment Outcomes for Dislocated Workers;
- More Effective Connections to All Available Services through Integrated Case Management;
- Prevention of Long-Term-Unemployment;
- Increased Early Intervention and Layoff Aversion;
- Increased Accessibility to Services through Automation and Self-Service; and
- Enhanced Identification of Service Delivery Needs.

AIS. The Adult Information System complies with the regulations and requirements of the Adult Educational System and manages the required Federal reporting for the NRS System.

Vocational Rehabilitation Services. The PRVRA system collects data for the RSA-911 and other federal and local reports. Whereas WIOA sets new performance indicators for the program, CRIS will be undergoing adjustments in programming, so data can be recorded as needed to measure compliance. Currently, the CRIS is not integrated into the system of other core programs or the One-Stop Centers network.

The narrative did not provide enough information or description of the process for the title II AIS system. Puerto Rico must fully describe the data collection and reporting process for all core programs at the one stop including title II. (Compliance)

The Department of Economic Development and Commerce (DEDC) has been transitioning to a new information system that collects and reports on performance measures for Title I and Title III programs. The implementation of this system is now in its final phase, and DEDC will be able to submit quarterly and annual reports under WIOA requirements. With the integration of PRIS, the AJC personnel provided the information required by the PIRL in its different phases of the project. In particular, the data entry process was carried out during the first months of 2020. As a result of the work interruption caused by COVID-19, the process took longer than expected. Each AJC in Puerto Rico had the hard copy; it was a process of data entry into the system. The reason why the reports have not yet been submitted is that the system's logic is being validated and errors identified as preliminary reports are being corrected. As presented in the action plan submitted to DOLETA in May 2020, in June, Puerto Rico would be presenting the first report for the year 2018. However, once it has provided a year without errors, Puerto

Rico will begin to send the quarterly reports and the periods for which it had not yet submitted reports. The expected results are:

- Improved Service Delivery and Employment Outcomes for Dislocated Workers;
- More Effective Connections to All Available Services through Integrated Case Management;
- Prevention of Long-Term-Unemployment;
- Increased Early Intervention and Layoff Aversion;
- Increased Accessibility to Services through Automation and Self-Service; and
- Enhanced Identification of Service Delivery Needs.

A meeting will be arranged later with all WIOA partners to integrate them into the new PRIS system. This system will avoid duplication and meet the participants who take services with the various AJC partners. This work will support the objectives of integrating and reporting the results of the entire workforce system.

The narrative did not provide enough information or description of the process for the title II AIS system. Puerto Rico must fully describe the data collection and reporting process for all core programs at the one stop including title II. **(Compliance)**

Procurement Process to Partners Data Base Integration

The PRIS technology solution includes a joint registration and case management across Title I and Title III programs. The database complies with the Training and Employment Guidance Letter (TEGL) 42-15, and the WIOA database ("Participant Individual Record Layout (PIRL). The software was developed according to the PIRL Schemas CSV files and used by the sixteen programs listed in PIRL, including Title II. Currently, PRIS will be used by the six WIOA core programs.

The Puerto Rico Adult Education data collection reporting system uses the Adult Information System (AIS) designed to help providers collecting, analyzing, and using data to identify and implement strategies to achieve expected levels of performance. The AIS manages the required Federal reporting for the NRS System. It is web-based with an integrated security protocol and conveniently designed in modules. However, it is not integrated with the PRIS database.

Other partners, the PRVRA, maintains the Consumer Rehabilitation Information System. It keeps data on services provided to applicants and consumers, and the data required for federal and state reporting. CRIS neither, is currently integrated with the PRIS in the One-Stop systems.

DDEC is expecting to develop a procurement process, through a Request for Proposal (RFP)) seeking proposals for implementing a configurable integration platform to match data from WIOA required partners to facilitate Workforce Innovation and Opportunity Act (WIOA) common performance reporting and evaluation while maintaining the present legacy applications and functionality of the Participant Record Information Layout (PRIS) system.

The focus on service integration enacted by the WIOA Act has motivated DDEC to consider ways to link and allow tracing of participant data between partners, especially required programs, to improve communication and reduce duplication of services with core programs.

DDEC and the WSDB recognize the opportunities to streamline and enhance services and reporting procedures through data sharing. Activities are taking place at multiple points along a

spectrum that runs from complete isolation in data systems to full integration across partners. That prevents any need for double data entry between these systems.

The state intends to have a comprehensive system of on-demand reports, utilizing data from a common database, that allows state and local staff to view outcome at the state, regional, local, and case manager level for Wagner-Peyser, WIOA Title I-B, Title II, TAA, and Veterans Employment and Training Services.

The WIOA required partners at the state and local levels have engaged in initial discussions regarding ways to streamline intake and service delivery and will incorporate their agreements in their regional and local plans, as well as their MOUs and cost-sharing agreements. The finalization of these plans and agreements will trigger a broad-based initiative to determine how data systems can be integrated, or data can be shared across the various data systems of all the required partners that participate in the workforce system over the next four years. The DDEC supports data sharing and alignment at the state level by convening a data-sharing group across state agency partners and at the local level. The DDEC is supportive of education and training on specific systems and will advocate for policy changes to establish data-sharing agreements.

In addition to the programming required for the data sharing, the proposed service to be presented in the RFP must include the Project Management integration project including:

- Evaluation of partner databases
- Assessment of partner infrastructure technologies
- Assessment of the systems or platforms used by each program/partner
- Define the scope of integration
- Develop alternatives for integration
- Data Interface (PRIS, CRIS, AIS, UI, Etc)
 - Common Case Management
 - Common Intake
 - Reporting
 - Support Services
- DDEC is searching to develop a common participant-level data tracking system that:
- Make an "interface" with the partner's information data
- track participants receiving services for each program among aggregated state-wide data
- provides for co-participation in WIOA Titles;
- have up-to-date PII protection protocols in place; and
- Supports DOLETA Workforce Information Processing System (WIPS).

The expected RFP will be launch in September 2020, and the RFP number is RFP-DDEC-PDL-2020-06. WDP currently have a RFP draft and the process will include a cost allocation among the partners to pay for the integration platform.

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

The State Board will review its policies to comply with the requirements under WIOA. In order to bring all practices into compliance with WIOA and other federal regulations, the PRDEDC and the State Board will establish in the next months the following local policies or guidance:

Table 57 - In-Process State Policies and Procedures

Policy	Description	Policy Number	Expected Date
1. Cash Management	Policies and procedures for cash management	TBD	April 2020
1. Cost Allocation	Policies and procedures for cost allocation	TBD	April 2020
1. Closeout Federal Grant	Policies and procedures for Closeout of federal grants	TBD	April 2020
1. Payroll base on budget	Policies and procedures for payroll base on budget	TBD	April 2020
1. Financial Reporting	Policies and procedures for financial reporting of federal grant	TBD	April 2020
1. Trade Adjustment Assistance	Requirements when approving Trade Adjustment Assistance (TAA) Training for petitions.	2020-001	March 2020
1. On the Job Training	This policy provides guidance regarding the limitations and eligibility of individuals to participate in On-the-Job Training (OJT) opportunities.	TBD	March 2020
1. Roles and responsibilities of directors, local boards and elected officials of the One-Stop Centers	Establish the roles and responsibilities of the actors involved in the fiscal and programmatic areas in the One-Stop Center.	TBD	April 2020
1. Case management	Provide guidance for carrying out case management interventions (eligibility, referrals, training activities, employment, etc).	TBD	April 2020
1. Local Board Certification	Policy for compliance with local board certifications.	TBD	April 2020

Policy	Description	Policy Number	Expected Date
1. Local area designation	To provide guidance and process for the designation and subsequent designation of Workforce Development Areas.	TBD	May 2020
1. Youth Program Guidance	Guide to define concepts, eligibility, and other aspects related to the youth program.	TBD	May 2020
1. Expense requirements	Policy to determine requirements for the expenditure level of training activities.	TBD	May 2020
1. Rapid Response	Políticas para intervenir en asuntos de respuesta rápida a nivel Estatal	TBD	May 2020
1. Customized training	This policy provides guidance to the Local Areas as they implement Customized Training for the Adult and Dislocated Worker programs.	TBD	May 2020
1. Conflict of interest	This policy is established to provide direction for sub-recipients, contractors, staff and board members of Puerto Rico Local Workforce Development Boards in order that business can be conducted within the guidelines that will prevent actual, potential, or questionable conflicts of interest.	TBD	April 2020
1. Policy on recapture and reallocation of funds	This policy describes the reallocation and recapture of local area Workforce Innovation and Opportunity Act (WIOA) allocations for youth, adult, and dislocated worker activities.	TBD	May 2020
1. WIOA Operational Guidelines	Guidelines about basic services, training services, Individualized career services, case management, rapid response and other operational regulations of WIOA	No number required	May 2020
1. Local Areas Designation	WIOA policy requirements for establishing local areas.	TBD	May 2020
1. Composition of Local Boards	WIOA Standard Requirements for Boards	TBD	May 2020
1. One-Stop Center Certification	Policies and procedures for the certification of One-Stop Center	TBD	May 2020
1. State Apprenticeship Implementation Guide	Policies and procedures for establishing a State Apprenticeship Agency	TBD	June 2020

Policy	Description	Policy Number	Expected Date
1. Local Board Cost Allocation Guidance	Guidelines about cost allocation procedures for all Local Board.	TBD	June 2020
1. Access to information	Policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes.	TBD	June 2020
1. Accessibility to individuals with disabilities	Policy to ensure the physical and programmatic accessibility of all One-Stop Centers with the individuals with disabilities.	TBD	June 2020

The narrative does not have policies or processes addressing one-stop partner programs contributions to a one-stop delivery system. Puerto Rico states that these guidelines will be added in the next few months. However, States must establish a policy to addresses the handling of One-stop partners' contributions including the application of the State Funding Mechanism and statutory caps. Such policy or process should also identify the time frames and deadlines for local areas to negotiate and incorporate infrastructure funding agreements (IFAs) into their local MOUs. (Compliance)

Puerto Rico did not describe their co enrollment and common intake processes for LWDA's and AJCs staff. Additionally, Puerto Rico did not include the MOU/IFA policy. Puerto Rico must include the co enrollment and common intake, and MOU/IFA policies and procedures (Compliance).

The WDP developed the public policy **WIOA- 01-2017, Process to Develop the Memorandums of Understanding**, issued on April 24, 2017, distributed to the presidents of the Local Boards, CEO, and Partners of the AJC. It establishes the legal basis and process for Local Boards and partners to negotiate memorandums of understanding. The policy includes as attachment the **Guide to the Preparation of the Infrastructure Financing Agreement (IFA) and Resource Allocation**, prepared using as reference the *TEGL 17-16, Infrastructure Funding of the One-Stop Delivery System*. The WIOA-01-2017 policy sets the parameters for negotiation and the content that the agreement should have. The development of local memorandums is based on the state agreement signed by the grantees of the partner programs of the system.

The policy includes the legal reference, a definitions section, purpose, MOUS content, stages of the negotiation process, roles and responsibilities, and the guidelines for the development of infrastructure costs agreement. The next section shows a summary of the most relevant information on the policy.

The purpose of the MOU is to provide information on the relationship between the Local Board, the AJC Operator, and the One-Stop System's partners. The Local Board and the partner negotiated the MOU to ensure that the following WIOA principles are implemented:

1. Universal Access: All clients, including those with barriers to employment, will have access to job search, training, and occupational services in all -AJCs and will also be provided with information leading to decision-making targeting career development and the employment market.

2. Service in the One-Stop System: All clients can explore career development and job preparation services and access information on employment opportunities.
3. Individual Choice: Customers will be able to choose from a variety of career, skills, employment, and training information to get the services and skills they need to increase their employability opportunities, based on individual needs, which will be nurtured by the advice and escape of CGU-AJC staff.
4. Regional Development: Create a labor development system that promotes the regional labor market's skills and improves the economic development of the Region and Local Area. Services such a comma, tax credits, incentives, and labor market information, must be accessible within the UGC-AJC.
5. Cost-efficiency: All customers have to have access to a system that minimizes costs, promotes the participation of employers and job seekers who use the system and so that services do not double
6. WIOA emphasizes full and active collaboration, good-faith negotiation, and the best agreement between the parties regarding services, costs, resources, and other provisions related to the best and most efficient Single Gestión System what is required by law and other applicable regulations.

MOU must contain at least the following information:

1. Description of the services to be provided through the AJC, including how those services will be coordinated and provided.
2. A fiscal plan on how the costs of services and system operation will be subsidized, including infrastructure costs, operational cost and hared costs.
3. Methods for referral of individuals between the operator/ is of the UGC-AJC and partners for the service and activity concerned.
4. Methods to ensure that the needs of workers, youth and individuals with barriers to employment, including individuals with disabilities, are addressed through the provision of appropriate services, including access to technology and materials that are available in the UGC-AJC.
5. Description of the reports that each partner must produce under the program/agency regulation it represents concerning the services it provides in the UGC-AJC, who and how he will be responsible for collecting and submitting the required information.
6. Description of the services to be provided through the AJC UGC, including how those services will be coordinated and provided.
7. The duration of the MOU and the procedures for amending and/or reviewing it.
8. Guarantees that each MOU will be reviewed, at least every three (3) years so that appropriate funds are allocated, and the provision of services is ensured.
9. The MOU must be updated in a period of not more than three (3) years to reflect any changes in signers and cost-sharing.
10. If a partner using the process described in section 678.750 of the WIOA Final Rule appeals the determination of the infrastructure cost assigned to be assumed, resulting in

some change in the WIOA's contribution to infrastructure costs, the MOU must be updated to show such determination.

11. The determination of the format that the MOU will have is of the Local Board, also complying with the requirements set out in section 678.500 of the WIOA Interpretative Regulations and with any other provisions by the State.
12. The MOU may contain any other provision agreed by the parties, which must be consistent with WIOA Title I and its Regulations, Laws and regulations related to programs administered by partners and other applicable legal regulations. Such additional provisions may not be contravened with the provisions of this Circular Charter.

Availability of Career Services and Employer Services

1.
 - a. Basic career services will be universally available to the entire population.
 - b. Each partner is responsible for the provision of the services corresponding to the program or agency they represent.
 - c. Career services are detailed in section 678.430 of the Final Rule. Also, section 678.435 describes the services to employers to be available in the AJC.
 - d. Mainly, employers' services fall into two categories:
 - i. Participation and Commitment- Educate and provide general information to employers on how the services in the AJC can represent solutions to their challenges or needs in terms of the employment of qualified personnel.
 - ii. Business Services- develop customized strategies based on their profile to determine the needs of employers in a way that addresses the challenges related to Recruitment, Employment, Training, Closures, and Layoff
2. Multi-Barrier Employment Population Services - Partners must ensure that services are available to individuals with barriers to employment.
3. Continuous Improvement and Duplication of Service
 - a. All partners will participate in the process of programmatic review and continuous improvement to offer the best services, avoid duplication, and consider an innovative approach to the delivery of services.
 - b. Partners will participate in the day-to-day development and improvement of the system's procedures, policies, and operational administration and the Single Management Center.
 - c. To ensure that services are responsive to community needs, partners will interview customers for feedback related to satisfaction with the service and care provided at the CGU-AJC. Tools will be developed to measure continuous improvement and avoid service duplication:

1. Evaluation Sheet- to be administered among all AJC staff, including partners, every three months. This Evaluation Sheet shall consider the delivery of services, referral processes, among others.
2. Customer Service Survey- which will be administered every three (3) months by the - AJC Operator to participants. To do this, the operator will choose a statistic sample corresponding to 35% of the total daily average participants.
3. The results of these tools will be taken into account to measure the effectiveness and efficiency of AJC processes and services.
1. Performance Measure - All partners will work together to achieve and exceed the Performance Measures negotiated with DOLETA.
2. The AJC operator will report on the progress of these measures, and all partners will discuss alternatives to mutually achieve performance, to make the negotiated rates, and share responsibility.
3. Common Operating System - All partners will integrate in the common operating system for the taking of information, evaluation, referral and monitoring of participants in the UGC-AJC.
4. Priority of Service: All employment and training programs or partners, subsidized with federal funds, and administered by AJC partners will observe a preferred system for people with disabilities, veterans, pregnant women, people over 65, and other priority population.. Employment and training opportunity must be provided to such population and/or other eligible persons as established by federal and State laws and federal policies applicable to the grants

Infrastructure Funding Agreement (IFA) and Resource Allocation Guidelines

The Infrastructure Funding of the One-Stop Delivery System (AFI) and Resource Allocation Agreement Guidelines was prepared using TEGL 17-16, Infrastructure Funding of the One-Stop Delivery System. The WIOA-01-2017 policy sets the parameters for negotiations of one-stop center cost allocation. The allocation and distribution among AJC core programs, infrastructure costs, are governed by WIOA Section 121(h), its Final Regulations and the Federal Cost Principles contained in the Uniform Administrative Requirements, Principle Costs, and Audit Requirements for Federal Awards of 2 CFR part 200 (Uniform Guidance).

1. All programs must contribute to infrastructure costs and certain additional costs, comma required by 20 CFR 678,700 and 678,760, 34 CFR 361,700 and 361,760 and 34 CFR 463,700 and 463,760. Under federal cost principles, a member's contribution must be a reasonable, necessary, and assignable cost to the program.
2. The Guide describes the governor's responsibilities, the State and State board, the Local Board, CEOs, and partners to determine infrastructure costs and their roles in the development of Local Financing Mechanisms (LFMs) and State Financing Mechanisms (MFS).
3. All costs incurred in the operation of the AJC must be allocated in compliance with federal cost principles and using an accepted cost allocation methodology. These methodologies should be described in an Infrastructure Financing Agreement (IFA), which each Local Board must submit to the State along with the Memorandum of Understanding and The Local Plan.

4. The IFA must be certified and approved by the AJC Operator and each required and optional partner.
5. Consistent with the 20 CFR 678,755, 34 CFR 361,755 and 34 CFR 463,755, the IFA must include the following elements:
 - a. the validity of the IFA (which may be different from the MOU's validity);
 - b. identification of the infrastructure cost budget, which is a component of the AJC's operational budget;
 - c. identification of all AJC partners, the CEO(s) and the Local Board participating in the IFA;
 - d. a description of the process for periodic review and modification to ensure equitable benefits between partners in the agreement;
 - e. information on the Local Board's measures, the CEO(s) and the core partners to reach consensus or ensure that the Local Area followed the state financing process (SFM);
 - f. a description of the process to be used among partners to resolve infrastructure financing issues during the MOU's duration, in cases where no consensus is reached.

Infrastructure Financing Mechanisms

Infrastructure costs can be financed through two methods, the Local Financing Method (LFM) and the State Financing Method (SFM). The LFM method allows flexibility to the Local Board and partner programs to establish the design and allocation of funds through consensus. The intention of the LFM is to make a good-faith effort to reach agreement in the development of an AFI. On the other hand, the SFM is thinking about it as an alternative when the required consensus between the Local Boards and partner programs is not achieved.

AJC Operational Costs

The AJC budget should contain a base budget, which is based on the individual budgets that distribute in two types of costs specifically described in the Rule: (1.) the Infrastructure Costs, defined in WIOA's 121(h)(4); and (2.) the Additional Costs, which consist of operating costs and cost of shared services that are related to the operation of the AJC (but do not constitute the infrastructure costs), described in Section 121(i) of WIOA. Specific references on infrastructure costs can be found in sections 20 CFR 678,755, 34 CFR 361,755, and 34 CFR 463,755

1. **Infrastructure Costs** -Infrastructure costs are defined as the overall operating costs of the AJC, not related to the payment of human resources (salaries, or marginal benefits, among others), and may include the rental of physical facilities, utilities and maintenance, equipment (including products related to evaluation and technological assistance for persons with disabilities) and technology to facilitate access to the JJ (including planning activities and candidate search (outreach)) and may include the costs associated with establishing the identifier American Job Center (AJC) and related materials, as defined in Uniform Guidance 2 CFR 200.94, necessary for the operation of the center. Include:
2. **Non-personnel costs** - Non-personnel costs are all costs that are not compensation for personal services

3. **Personnel costs** - In contrast to non-personnel costs for the one-stop system, personnel costs include salaries, wages, and fringe benefits of the employees of partner programs or their sub-recipients, as described in 2 CFR 200.430 (Compensation – personal services) and 2 CFR 200.431 (Compensation – fringe benefits) of the Uniform Guidance.
4. **Additional Costs**- One-stop partners must share in additional costs, which must include applicable career services, and may include shared operating costs and shared services necessary for the general operation of the one-stop center
5. **Career Services** - One-stop partners must ensure that at least some career services, described in WIOA sec. 134(c)(2), are provided at the one-stop center.
6. **Shared Operating Costs and Shared Services** - One-stop partners may also share other costs that support the operations of the one-stop centers and the costs of shared services. The costs of shared services may include initial intake, assessment of needs, appraisal of basic skills, identification of appropriate services to meet such needs, referrals to other one-stop partners, and business services (WIOA sec. 121(i)(2), 20 CFR 678.760, 34 CFR 361.760, and 34 CFR 463.760).

Funding Types and Sources.

Funding for infrastructure costs and additional costs, such as shared costs and shared services, may be in the form of: (1) cash, non-cash, and third-party in-kind contributions; (2) funding from philanthropic organizations or other private entities; or (3) other alternative financing options, as described in WIOA sec. 121(c)(2)(A)(ii) and 20 CFR 678.715, 34 CFR 361.715, and 34 CFR 463.715. The infrastructure funding may be from funds classified as administrative, program, or both, depending on the partner program's requirements.

Uniform Guidance – Federal Cost Principles

Any cost paid for with federal grant funds must comply with Subpart E, Federal Cost Principles of the Uniform Guidance at 2 CFR part 200. The Federal Cost Principles, applicable to one-stop partners that are Federally-funded, provide general guidance for developing cost allocation methodologies and determining if contributions towards infrastructure costs and additional costs are necessary, reasonable, and allocable to their program based upon relative benefits received. Additionally

Proportionate Use

Proportionate use refers to a partner program contributing its fair share of the costs proportionate to: (1) the use of the one-stop center by customers that may include reportable individuals and participants in its program at that one-stop center; (2) the amount of square footage occupied by the partner program in the one-stop center; or (3) another allocation base consistent with the Uniform Guidance.

Relative Benefit

The process of measuring the benefit of a program must use reasonable methods and is related to the benefit received by the partner at the center.

Partner Programs with Multiple Grant Recipients

In this situation, each contracted grant recipients must contribute to infrastructure

Cost Allocation

Cost allocation is based on the premise that federal programs must have an equitable proportion of cost-sharing, based on the benefit received by each program.

1. Definition of Allocation of 2 CFR 200.4

It is the process of assigning a cost or a cost group, to one or more cost objectives, in reasonable proportion with the expected benefit or other equitable relationship. The process can involve assigning a cost directly to a final cost goal or through one or more intermediate cost goals.

1. Assignable Cost

The 32 CFR 200,405 details the criteria for determining assignable costs under a federal program.

1. Allocation Methodologies.

In the development of the methodology, the partners: (1) determine the infrastructure costs budget and the budget(s) for additional costs, which must include career services and may include shared services and shared operating costs for a particular comprehensive one-stop center; (2) determine which methodologies are reasonable and acceptable; and (3) from the acceptable methodologies, select the methodology (or methodologies) that will be applied to the different cost categories. Partners should focus on identifying methodologies that most effectively allocate costs based upon proportionate use and relative benefits received by the partners.

1. Allocation Bases

When costs cannot be directly assigned to a final cost objective, the costs are placed in a pool that will be allocated later to the benefiting partner programs.

1. Inputs

The inputs are the most commonly used allocation bases for the resources used in a process, activity, or service. Using inputs, the cost is allocated at the same time it is incurred and the usage must be documented. Examples of input bases include: (1) staff time allocated on the basis of timesheets and time distribution records; (2) facilities allocated on the basis of square footage; (3) accounting services allocated on the basis of transactions; and (4) equipment or supplies allocated based on usage.

1. Outputs

The Departments consider outputs to be the results of an activity or service. Examples of output allocation bases include: (1) participants and reportable individuals under a specific program; (2) number of customers who are obtaining employment after self-directed job search; and (3) number of customers receiving a specific career service.

Basic Cost Allocation Principles

1. Allowable Costs

To be allowed, a cost must be necessary and reasonable for proper and efficient administration of the program. To reduce the risk of expense accumulation and be responsible for unintended costs, the planned program expenses, the terms and conditions of the delegation of funds, and the applicable regulations should be carefully reviewed before incurring any cost of a program.

1. Reasonable Costs

For a reasonable cost, the cost must not exceed the costs that would be incurred by a prudent person under the same circumstances. In order to determine the reasonableness of a given cost, consideration should be given to:

1. Whether the cost is of a type generally recognized as normal and necessary for the operation of the organization or the management of the assignment.
2. The requirements or restrictions imposed by factors such as generally accepted business practices, state and federal laws, regulations and terms and conditions of the allocation
3. If the individuals and/or parties concerned act prudently within the circumstances, taking into account their responsibilities to the organization, its members, employees, customers, the general public and public interest.
4. Important deviations from established organization practices that can unreasonably increase operating costs.

1. Assignable Costs

For a cost to be assignable to a given cost objective, other costs incurred for the same purpose must be treated as constantly treated in similar circumstances. Any cost assignable to a particular fund, grant, or assignment or other cost objective, under these principles, may not be changed to other federal grants or allocations to cover funding deficiencies, to avoid restrictions imposed by law or assignment contract, or for other reasons.

However, this prohibition is not a limitation on cost change that is allowed under two or more allocations under existing agreements within the programs.

1. Benefits

Benefit measurement is a critical requirement and central task to perform under a cost distribution. Costs are assignable to a particular cost target considering the expected benefits from that cost goal

When direct benefit measurement cannot be done efficiently and effectively, then it is appropriate to group this type of costs into a cost pool, to subsequently make a distribution. The allocation basis should be the mechanism used to allocate combined costs (pool) to final cost targets. Partners must be careful that the selected base does not distort the expected results.

Cost Allocation Plan (CAP) - Method for Documenting Cost Allocation

The CAP is the method by which an organization identifies, group, and distributes the direct and indirect costs allowed in grants and contracts. Accounting records are the evidence required to justify all expenses included in a cost-sharing plan. The CAP must include at least the following elements:

1. An organizational chart that identifies all partners, type of services and staff functions
2. A description of the types of services and programs delivered at the center.
3. A copy of the official budget that includes all the costs to operate the AJC
4. A description of the methods used in allocating expenses for each cost objective that includes the following:

- a. A narrative description of the methodology for the allocation of expenses for each cost objective
- b. An overview of direct costs and cost types,
- c. A list of indirect costs, pool costs, basis for the allocation of each pool cost type, and supporting documentation for each allocation base.
- d. A summary of the allocation of the costs of the core services allocated for the operation of the AJC
- e. A certification from the AJC operator that the cost allocation methodology has been prepared in accordance with the guidelines and instructions given by the State. If the AJC wishes to certify your PAC, you can use a certification statement developed by the Local Board.

Factors to Develop a PAC

1. **Simple** - use the most straightforward and least expensive method possible, based on a measure to calculate the relative benefit are expect to receive, which can produce an equitable allocation of costs between programs.
2. **Replicable** - the process that unfolds must be replicable at any time
3. **Consider Available Resources** - it is essential to consider the structure and capabilities of the accounting system in the design of a cost allocation process.
4. **Make changes wisely** - Making changes to the CAP that result in a retroactive redistribution of costs to the cost objective, would be permissible only when the change results in a more equitable distribution of costs. Such changes in the allocation methodology must be received by the necessary, justified, and documented prior approvals.

Example of a Cost Allocation Process

The Guide includes a practical example showing cost estimates based on square feet, pool cost objective of physical facilities, number of expected participant's equipment costs, and wages.

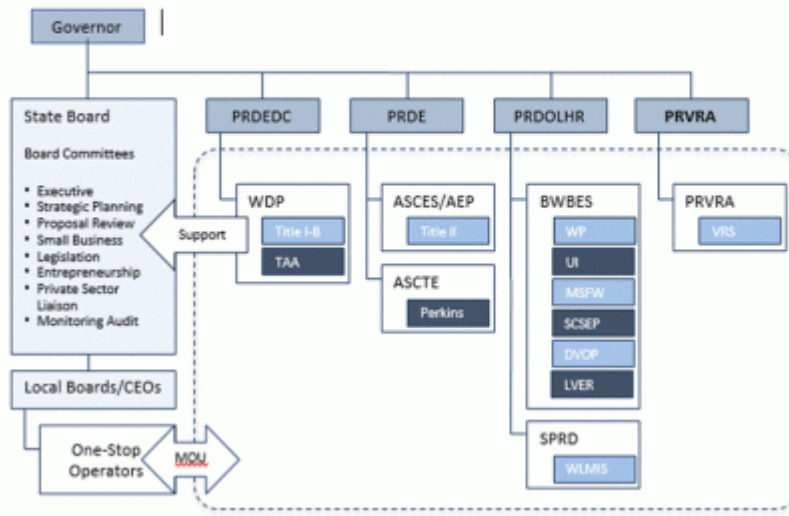
Certification of the AJC Infrastructure Financing Agreement

1. It is a matter of certifying that in the CAP, the included expenses are correctly allocated in accordance with the rules and regulations established for the use of WIOA funds
2. Costs presented in the CAP have been duly negotiated and reviewed for AJC's partners, and they are fair and reasonable, considering the contribution of each partner to the operation of the center and the provision of services.
3. It includes the signature of the persons responsible for negotiating the CAP and the date of certification of the agreements.

3. STATE PROGRAM AND STATE BOARD OVERVIEW

A. STATE AGENCY ORGANIZATION

Organizational chart of workforce system with core programs



B. STATE BOARD

The Puerto Rico Workforce Board operates in accordance with the Federal Workforce Innovation and Opportunity Act and local regulations. The Board's responsibility is to lead strategic efforts in Puerto Rico to strengthen and develop the workforce system. Representation on the Puerto Rico Workforce Board is mandated by federal and state law. The board includes representation from government agency leaders, elected officials, private sector representatives, and other representatives of Puerto Rico's workforce. Most of the board member are private business representative.

I. MEMBERSHIP ROSTER

Table 58 - PR State Workforce Board Members

Member Name	Affiliation	Organization
Wanda Vázquez Garced	Government Representative	Governor, Puerto Rico
Carlos Méndez	Government Representative	President, Puerto Rico Representatives Chamber
Miguel Romero Lugo	Government Representative	Senator, Puerto Rico
Manuel A. Rivera Laboy	Government Representative	Secretary, Department of Economic Development and Commerce
Eligio Hernández Pérez	Government Representative	Secretary, Puerto Rico Department of Education
Briseida Torres Reyes	Government Representative	Secretary, Puerto Rico Department of Labor

Member Name	Affiliation	Organization
Luis Fernández Trinchet	Government Representative	Secretary, Puerto Rico Department of Housing
Eddie García Fuentes	Government Representative	Acting Secretary, Puerto Rico Department of the Family
Madeline Hernández Dipiní	Government Representative	Vocational Rehabilitation Administrator
Rosachely Rivera Santana	Government Representative	Mayor, Gurabo Municipality
Felix Delgado Montalvo	Government Representative	Mayor, Cataño Municipality
Emilio Colón Zavala	Business/Industry Representatives	ECZ Group
Nelson Ramírez	Business/Industry Representatives	Secure Tech Group
Coral Cummings Pino	Business/Industry Representatives	Walgreens Puerto Rico
Vanessa de Mari Monserrate	Business/Industry Representatives	F&R Management Services LLC
Jorge Capó Matos	Business/Industry Representatives	American International Plaza
Sonia Navarro González	Business/Industry Representatives	Brodersen Enterprise of P.R.
Luz Disla Peña	Business/Industry Representatives	Finanzas al Día, Inc.
Lymarís Otero Cruz	Business/Industry Representatives	Asociación de Comercio al Detal, Inc.
Carl Leyva Ramos	Business/Industry Representatives	Carl Leyva & Asociados, Corp.
Michael Pabón Rivera	Business/Industry Representatives	CIC Construction
Umberto Donato Solís	Business/Industry Representatives	DDD Group
Christian González Ortiz	Business/Industry Representatives	Wovenware, Inc.
Peggy Abreu Albarrán	Business/Industry Representatives	Honeywell

Member Name	Affiliation	Organization
Elizabeth Alonso Quiñones	Business/Industry Representatives	Hidroponistas de Puerto Rico
Luis Burés Martínez	Business/Industry Representatives	Puerto Rico Aqueduct and Sewer Authority (PRASA)
Irba Batista Cruz	Workforce Representatives	Secretary of the Central Federation of Workers
Alexis Torres O’Farril	Workforce Representatives	Construction Inspector, PRIDCO
Mildred Huertas	Workforce Representatives	Rector, Ana G. Méndez University
Oswaldo Ubiñas Nieves	Workforce Representatives	Director, Ramey Job Corps
Olga Ramos Carrasquillo	Workforce Representatives	President, Boys & Girls Club Puerto Rico
John Viguera Ortiz	Apprenticeship Representative	President, LiUNA-Puerto Rico District Council

Note: Board vacancies are pending Governor’s appointments.

The State Board composition will be evaluated by the Governor of PR, once the COVID -19 emergency has been stabilized, to meet the number of private sector members that are required. Right now, most of the businesses and industries, the primary source for recruiting people committed to the workforce system, are focusing their efforts on restarting operations and addressing the economic situation of the pandemic. It is extremely difficult in this situation to identify individuals from the private sector to belong to the state board. However, the DDEC as representative of the Governor, continues to carry out the necessary assessment to identify potential members to fulfill the composition required by WIOA. Once the required recruitment is completed, ETA will be notified for the corresponding evaluation.

II. BOARD ACTIVITIES

The development of the plan is a task that the State Board accomplishes with the collaboration of and interagency committee integrated by core and required partners and a year-round working agenda. The role and responsibilities of the State Board are defined by WIOA, local statute and its internal regulations. The latter establishes subcommittees and working groups in connection with technical and particular issues. Among these: Strategic Planning and Budget Committee; Private Sector Liaising Committee; Evaluation, Monitoring and Auditing Committee; Entrepreneurship Committee; Continued Improvement Committee; and the Executive Committee.

The State Board is also responsible for assisting the Governor with additional functions designated by WIOA. These include:

- Developing and implementing the State Unified Plan and performance measures;
- Developing/expanding strategies for partnership in in-demand sector/occupations;
- Developing and aligning policies;
- Developing and continuously improving the one stop delivery system; and

- Developing policies and guidance on one stop partner role and resource contribution.

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

A. ASSESSMENT OF CORE PROGRAMS

Please, refer to section II(b)(4), above.

Title I-B

The State will continue to assess the program based on the results of fiscal and programmatic monitoring, and customer satisfaction surveys, and the analysis performance and accountability measures.

Adult Education

Section 212 of WIOA requires a description of how the eligible agency will evaluate annually the effectiveness of the adult education and literacy activities based on the performance measures described in section 116. The evaluation will address the extent to which local providers have implemented each of the thirteen required activities specified in Section 231 and will focus in two key features: a formative evaluation is conducted to assure quality of program management by tracking the effectiveness of program development and implementation; followed by a summative evaluation that documents the educational impact on learners, and determines the extent to which populations specified in the State Plan are served.

The project staff, together with the evaluator, design and formalize the evaluation plan. The evaluation tasks are divided into the following tasks:

- Documenting the project's implementation process;
- Periodically aligning program elements with program goals;
- Monitoring outcomes and impact;
- Following-up on studies of former participants;
- Measuring the effectiveness of teacher training; and
- Assessing the extent to which adult education goals and objectives of individuals with barriers to employment and ensuring their access, and other special populations have been met.

The evaluation plan will yield both quantitative and qualitative data, needed to assess the efficiency and effectiveness of the program's functions and services. The program evaluator will utilize a combination of strategies, which include but are not limited to Pre and post inquiries; Surveys; Interviews; Standardized tests; Placement tests; Attendance records; Observations; and Questionnaires.

The product of the evaluation will include:

- Applicable information about the effectiveness of the Section 231 grant program
- Characteristics of the adult learners
- Improvements in literacy levels and educational gains of learners
- Analysis of learner goal attainment

- Outcomes of performance standards
- Services provided

The outcome reports will include the new requirements of the National Reporting System (NRS).

Pursuant to Section 116 of the Adult Education and Literacy Act, each local provider must report student progress measures obtained from all students who have attended at least twelve (12) hours of instruction in programs receiving Section 231 federal supplemental funds. The evaluation activities will require local providers to:

- Collect and analyze student performance and program improvement data;
- Determine performance levels on standard and core indicators;
- Identify needs and support services; and
- Implement continuous improvement initiatives to meet performance levels for standards and core indicators.

Documented progress of student performance measures must include at a minimum:

- Literacy skill level improvements in reading, writing, and speaking the English Language, English language acquisition, problem solving, numeric, and other literacy skills;
- Placement in, retention in, or completion of post-secondary education, training, or unsubsidized employment or career advancement;
- A secondary school diploma or its equivalent; and
- Attainment of student learning goals.

All participating local providers will be required to maintain individual student records for all students who have attended 12 hours of instruction. Each record must contain:

- Student identification and Intake information;
- Demographic data;
- Attendance data;
- Assessment data;
- Attainment data; and
- Other relevant information as specified by the data management system.

Monitoring of providers

The Puerto Rico Department of Education Adult Education Services continues to promote its comprehensive accountability system to determine program effectiveness and measure the progress of local providers towards continuous improvement. The agency reviews program delivery strategies, processes, and evaluation data in order to support and improve the literacy services provided and to optimize the return of the investment of federal funds in adult education literacy activities.

Monitoring processes include risk monitoring to determine that the allocated funds are used efficiently; monitor files to validate that local programs meet the eligibility criteria of the participants; and programmatic and fiscal monitoring. Said monitoring activities will be carried out each school year, in order to demonstrate compliance with the applicable program regulations. The monitoring effort will continue throughout the Plan and will include:

- **Mid-year Reports** - The Puerto Rico Adult Education Program requires all local providers to submit quarterly reports that reflect participation levels for the first three months.
- **Annual Program Evaluation** - The Program conducts continuous comprehensive program evaluation. This evaluation includes all participating local providers and uses surveys of all local providers, on-site observations and interviews. It provides recommendations for state level planning and development activities for the following year. It will also identify the best practices and emerging needs in conjunction with the training and technical assistance needed for local providers to establish high quality, effective instructional programs to the targeted populations specified in the State Plan.
- **Student Follow-up** - The Adult Information System's report submitted to the USDOE will reflect the grantee's progress in achieving the objectives in the application of the program and the effect of the program on participants served.

Vocational Rehabilitation

The agency will assess its performance accountability measures, described in section 116(b) of WIOA, through:

- Reports on WIOA indicators based on data gathered through the case management system;
- Satisfaction surveys to customers, employers and Community Rehabilitation Programs;
- Compliance with strategies established in the VR Portion of the Plan; and
- Internal programmatic monitoring.

In order to collect data for the WIOA performance indicators, PRVRA staff will follow-up on customers and also request data on employment and wages records from other agencies.

Puerto Rico did not provide information for this section due to unexpected technology issues that affect the State's ability to submit the Quarterly PIRL Reports. Puerto Rico has not reported for the past 1.5 years for any ETA program due to the lack of a WIOA management information system. Additionally, Puerto Rico did not describe how other One-Stop delivery system partner services included in the plan will be assessed each year. (Compliance)

PRDEDC requested a waiver for statewide required activities described in WIOA Sections 129(b)(1)(A) and 134(a)(2)(vi); to conducting evaluations under section 116(e) of activities authorized under this chapter and chapter 3 in coordination with evaluations carried out by the Secretary under section 169(a). The approval of this waiver expires on June 30, 2020. As previously described, Puerto Rico submitted to the USDOL the "Puerto Rico Reporting Action Plan" with the different phases of the project and the steps that have been carried out and others that are in the process of being carried out. The implementation phase of the new PRIS technology information system is expected to be completed by June 2020, under WIOA requirements. The completion date coincides with the deadline set out in the waiver.

B. ASSESSMENT OF ONE-STOP PARTNER PROGRAMS

Due to unexpected technology related issues that affects Commonwealth's ability to submit the Quarterly PIRL Reports, the PRDEDC requested in 2018 an extension in order to not be considered failing to report according to Section 116(f)(1)(B) of WIOA. At this moment, our software is in its last phase of revision and is expected to be ready in March of this year. We will be able to report reliable and accurate data on program performance from the second quarter of this year.

Puerto Rico did not provide information for this section due to unexpected technology issues that affect the State's ability to submit the Quarterly PIRL Reports. Puerto Rico has not reported for the past 1.5 years for any ETA program due to the lack of a WIOA management information system. Additionally, Puerto Rico did not describe how other One-Stop delivery system partner services included in the plan will be assessed each year (Compliance)

On May 25, 2020, Puerto Rico submitted to the USDOL an Action Plan involving the different phases that were being worked on to achieve the PRIS report. This Action Plan was prepared based on a planning process with the local areas of Puerto Rico. On July 3, 2020, Puerto Rico completed the third and fourth quarters of the 2018 performance report, both quarters remaining to complete the 2018 program year. An evaluation of the errors generated by PRIS was conducted for each local area to achieve the 2019 performance report. The action plan to correct these errors and submit the reports for the 2019 program year quarters is currently being prepared.

The Puerto Rico Workforce Development Program and the State Workforce Development Board have been developing policies and procedures on operating standards and expected performance measures for the American Job Centers in Puerto Rico. A meeting is being arranged with all WIOA partners to discuss their inclusion in the PRIS case management system. The integration of partners in the system will allow for joint data collection and reporting on performance measures for WIOA core programs and all partners. The intention is to ensure that the data collected from each partner is consistent with WIOA requirements and accurately reflect each program partner's results at an overall level. Once the 2019 performance reporting phase is completed, a statewide evaluation of the local areas and regions of Puerto Rico's labor system will be conducted under WIOA performance requirements for each core program.

The Workforce Development Program has been receiving technical support in the PRIS system's management and, at the end of 2020, will be submitting a report on the performance of the WIOA program partners in each local area of Puerto Rico. This report will be a tool that will serve as a basis for decision making regarding the reorganization of the labor system in Puerto Rico. The restructuring of the regions and the effectiveness of each of the local areas will be considered. Decisions on this matter will be made based on the provisions of Section 116 of the WIOA. The State will use performance data, the baseline report, the submission of the plan/MOU, and the certification process to assess the effectiveness of quality and program improvement in each local area.

C. PREVIOUS ASSESSMENT RESULTS

No data available at this moment.

D. EVALUATION

Puerto Rico will conduct evaluations and research on the implementation of WIOA core programs. The evaluation process is important in order to determine the effectiveness of the planning and implementation processes of the strategic plan. Plans for this in-depth evaluation process include:

- Establish regular meetings to evaluate the performance of the local areas. These meetings should assess if the activities carried out by the local area staff are consistent with the goals set out in the strategic plan;
- Conduct a formative evaluation of services, resources and activities at the local and state levels. This evaluation will provide the appropriate knowledge for decision making at the management level;
- Annual evaluation of the performance of local areas and the effectiveness and efficiency of the services offered through WIOA core programs.
- The evaluation measures are those set out under section 16(b)(2)(A) and include the six primary performance indicator; and
- Formative evaluation will help in the process of identifying areas for improvement. The collaboration of agencies, internal staff and external resources will be solicited to work on projects to improve the effectiveness of core programs.

The results of the first phase of PRIS will be used as a basis for future evaluations and will determine whether a modification of the strategic goals is necessary and consistent with the results of the evaluation.

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

A. FOR TITLE I PROGRAMS

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

The Governor allocates WIOA formula funds allotted for services to youth, adults and dislocated workers in accordance with WIOA sections 128 and 133. Within-State allocations are made in accordance with the allocation formulas contained in WIOA sections 128(b) and 133(b).

Of WIOA formula funds allotted for services to youth, adults and dislocated workers, the Governor's Reserve funds from each of these sources for statewide workforce investment activities. In making these reservations, the Governor reserves up to 15 percent from each of these sources. Funds reserved under this paragraph are combined and spent on statewide employment and training activities, for adults and dislocated workers, and statewide youth activities, without regard to the funding source of the reserved funds. The Governor reserves a portion of the dislocated worker funds for statewide rapid response activities, as described in WIOA. In making this reservation, the Governor reserves up to 25 percent of the dislocated worker funds.

The Governor elects to distribute funds in accordance with the allocation formula in section 128(b), as follows:

- $33\frac{1}{3}$ percent on the basis of the relative number of unemployed individuals in areas of substantial unemployment in each workforce investment area, compared to the total number of unemployed individuals in all areas of substantial unemployment in the State;

- 33^{1/3} percent on the basis of the relative excess number of unemployed individuals in each workforce investment area, compared to the total excess number of unemployed individuals in the State; and
- 33^{1/3} percent on the basis of the relative number of disadvantaged youths in each workforce investment area, compared to the total number of disadvantaged youths in the State. (WIOA sec. 128(b)).

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

The Governor elects to distribute funds in accordance with the allocation formula in 133(b), as follows:

- 33^{1/3} percent on the basis of the relative number of unemployed individuals in areas of substantial unemployment in each workforce investment area, compared to the total number of unemployed individuals in areas of substantial unemployment in the State;
- 33^{1/3} percent on the basis of the relative excess number of unemployed individuals in each workforce investment area, compared to the total excess number of unemployed individuals in the State; and
- 33^{1/3} percent on the basis of the relative number of disadvantaged adults in each workforce investment area, compared to the total number of disadvantaged adults in the State. (WIOA sec. 133(b))

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

The Governor elects to distribute funds in accordance with the allocation formula considering the following:

- Insured unemployment data;
- Unemployment concentrations;
- Plant closings and mass layoff data;
- Declining industries data;
- Farmer-rancher economic hardship data; and
- Long-term unemployment data.

B. FOR TITLE II

I. DESCRIBE HOW THE ELIGIBLE AGENCY WILL AWARD MULTI-YEAR GRANTS OR CONTRACTS ON A COMPETITIVE BASIS TO ELIGIBLE PROVIDERS IN THE STATE, INCLUDING HOW ELIGIBLE AGENCIES WILL ESTABLISH THAT ELIGIBLE PROVIDERS ARE ORGANIZATIONS OF DEMONSTRATED EFFECTIVENESS

Please, refer to section VIII. (A) and (B), below.

II. DESCRIBE HOW THE ELIGIBLE AGENCY WILL ENSURE DIRECT AND EQUITABLE ACCESS TO ALL ELIGIBLE PROVIDERS TO APPLY AND COMPETE FOR FUNDS AND HOW THE ELIGIBLE AGENCY WILL ENSURE THAT IT IS USING THE SAME GRANT OR CONTRACT ANNOUNCEMENT AND APPLICATION PROCEDURE FOR ALL ELIGIBLE PROVIDERS

Please, refer to section VIII. (A) and (B), below.

C. VOCATIONAL REHABILITATION PROGRAM

Not applicable.

6. PROGRAM DATA

A. DATA ALIGNMENT AND INTEGRATION

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

The Government will comply with fiscal and management accountability information system specified by the USDOL.

The Puerto Rico database system is the Participant Record Information System (PRIS) and enter on function on March 9, 2020. The technology solutions include a common registration and case management across Title I and Title III programs. The software solution for WIOA workflows, is in compliance with the Training and Employment Guidance Letter (TEGL) 5-16, and the new WIOA database ("Participant Individual Record Layout (PIRL). We expect that by the first deliverable phase of the project, we will be able to report accurate data by the third quarter of PY 2019.

- *The narrative does not describe how Puerto Rico exchanges common data elements. The system described in this subsection only applies to DOL programs with no specifics for title II. Puerto Rico must address how the various systems will maximize exchange of common data elements for core programs to support assessments and evaluations. (Compliance)*

The WDP and the State Board will be convening a meeting to bring together all required and non-required WIOA partners. The purpose of this meeting will be to discuss the status of the new PRIS information technology system and to discuss the integration of partners into this new digital platform. The inclusion of partners into this platform will allow for more effective case management and identify the services each participant receives through the one-stop system.

The narrative does not describe how Puerto Rico exchanges common data elements. The system described in this subsection only applies to DOL programs with no specifics for title II. Puerto Rico must address how the various systems will maximize exchange of common data elements for core programs to support assessments and evaluations. (Compliance)

Please refer to section III.b.1.B.

Please, see below

Participant Record Information System (PRIS)

The Department of Economic Development and the Department of Labor and Human Resources of Puerto Rico, Title I-B programs, grantees of UI, Wagner - Peyser Employment Services (ES),

were allocated a grant of RSI-DWGs fund to integrate our Title I-B, UI, Wagner - Peyser Employment Services (ES) to the workforce information technology (IT) systems. The Puerto Rico database system is the Participant Record Information System (PRIS) and entered on function on March 9, 2020. The technology solutions include a common registration and case management across Title I-B and Title III programs. The software solution for WIOA workflows, is in compliance with the Participant Individual Record Layout (PIRL).

In compliance with the Section 116(d)(1) of WIOA and related federal guidelines, the system consist in a multiuser web based software based on the Participant Individual Record Layout (PIRL, ETA-9172), including the validation rules established by DOLETA and the reports related with the PIRL database. Its main function is to comply with the three sets of validation rules (duplicate rules, valid values rules and logical rules) reflected in the generation of a 100% error free, comma delimited text files (csv files) based on the PIRL schemas for all the programs.

The software was developed according with the PIRL Schemas CSV files and will be used by the sixteen programs included in PIRL. In the initial phase of the PRIS system, Title I-B programs and W-P fully integrated. In the next two months, the Workforce Development Program will be initiating the final stages of development to streamline the application process for individuals who seek employment services and integrate or interface the participant management systems of WIOA Titles I, II, III, and IV and other required partners.

To comply with this phase DEDC have to establish data share agreements with each partner willing to be integrated in the system, either by sharing the data, or by achieving an interface to share customer engagement information. This will improve both client services and reporting with respect to data analysis and client activity. The intent of this process is to gather comprehensive and consistent information so that appropriate workforce development services will be provided.

Referrals will be made to services that are deemed appropriate and each provider will be responsible for following up with those referrals in order to provide services. This process will help coordinate and align services that are provided through the workforce development system and will ensure those needing services through the workforce system are receiving appropriate services.

State Wage Interchange System (SWIS)

Puerto Rico signed the SWIS Agreement with DOLETA, which incorporates all six WIOA core programs to exchange interstate quarterly wage records. Since January 1, 2020, all Queries for Wage Data for all applicable programs are processed through the SWIS Clearinghouse. The SWIS Agreement replaces the Wage Record Interchange System (WRIS and WRIS2) Data Sharing Agreements previously executed by most States. States signing the Agreement will be able to exchange interstate quarterly wage records with any other State signing the Agreement to satisfy performance reporting requirements in section 116 of the Workforce Innovation and Opportunity Act (WIOA).

The PR Department of Labor & Human Resource is the SUIA agency. "SUIA" is the state agency that holds wage data, whether such agency also administers the state's unemployment insurance program. On the other hand, PACIA" is the Performance Accountability and Customer Information Agency designated by the governor to be responsible for coordinating the state's program for assessing state and local program performance and evaluating training provider performance. The PACIA are PR Department of Economic Development & Commerce – Access PACIA; PR Department of Education – Access PACIA; PR Department of the Family – Access PACIA; and the PR Vocational Rehabilitation Administration – Access.

- *The narrative did not describe how the State board is assisting the governor with aligning technology and data across the one-stop partner programs. Puerto Rico must further describe what the State Board is doing in this section of the narrative. (Compliance)*

The process of technology transfer between the previous information system and the new PRIS system has taken a little longer than expected. However, the WDP and the State Board have dedicated all their efforts and resources to ensure that the system is operational in the shortest possible time. It is a matter of priority for the DEDC to provide the Governor of Puerto Rico with the indicators of program performance under WIOA. The Governor is very aware of these results, and for this same urgency, the State Board ordered an Action Plan to culminate the process of implementing PRIS. The action plan states that reporting on the implementation of the AJCs will begin in June.

- *The Commonwealth has not produced performance reports since the quarter ending June 30, 2017. However, Puerto Rico should, at a minimum, provide more details of how they will eventually develop and produce required reports for all core programs. (Compliance)*

The Puerto Rico Department of Economic Development and Commerce (DEDC) and the Workforce Development Program (WDP) submitted on May 25 the Action Plan to direct efforts in implementing the PRIS system under the requirements of the WIOA Participant Individual Record Layout (PIRL). SOFTEK, Inc., was contracted by WDP to develop the PRIS system. PRIS is currently in its final phase review and will be ready for the first report in June. At this time, the system detected 250 errors. These errors respond to the participant files from the American Job Centers. The Local staff was instructed to correct them. The first report for the 2018 program year will be submitted in the next few weeks. However, it is essential to note that the program's implementation will better position the DEDC to comply with the quarterly and 2019 program year USDOL's reports.

This action plan was developed in collaboration with an independent consulting firm. An assessment of the American Job Centers in Puerto Rico was conducted before the development of the plan. The evaluation reflected the challenges that persist in the implementation of PRIS. Once all the information was gathered, a meeting was held on May 21, 2020, with the American Job Centers Operators. With the input of all stakeholders, this action plan was developed. WDP and ETI will monitor the activities of the project to ensure compliance with the U.S. Department of Labor dates. Once this plan is implemented, Puerto Rico will begin to report the performance measures required by WIOA regularly.

For more details about the phases of the action plan and the timeline for the corresponding activities, you may refer to the "Puerto Rico Corrective Action Plan."

B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

Puerto Rico must respond to section of the narrative (Compliance)

It is essential that even though Puerto Rico has not reported on performance measures since 2017, a manual record procedure has been maintained for the participant's case management. This manual record even allowed that with the implementation of the new PRIS system, the information collected could be entered into the new system. The new system, although still in its testing process, will be able to track, predict, and report on core performance indicators, including rates of job placement, earnings, job retention, skill gains, and credentials obtained to ensure compliance with federal performance standards for WIOA Title I and Title III programs.

Once the 2018 program year performance report is issued, Puerto Rico will begin submitting the corresponding quarterly and annual reports. With these reports, state-level performance measures under WIOA will be carefully monitored. These quarterly and annual reports will be handled at the state level by the WDP and sent to the AJCs. These measures are critical to state-level decision making. The State Plan stated that all local areas would be under evaluation, and consideration would be given to reorganize them to serve participants more effectively. Performance measures are a required indicator by WIOA for maintaining AJCs. Therefore, Puerto Rico will conduct an assessment of all AJCs and finally determine how the reorganization of the system will look to ensure that a high-quality system is provided to all participants in Puerto Rico's workforce system.

PR did not respond adequately to this section of the narrative (Technical Assistance)

WIOA's lead agencies are committed to the governor's vision of Puerto Rico's workforce development and its importance to its economic and social development. Participants' progress is monitored through the PRIS system, a longitudinal database that incorporates workforce data to help identify, evaluate, and report on the performance of participants in obtaining educational credentials or obtaining jobs that promote economic development. The Puerto Rico Workforce Development Program recognizes that reporting on performance measures took longer than expected, and therefore in the past year, it had not been possible to evaluate the success that the WIOA program was having on the island. However, PRIS is now in place, and WDP has been identifying effective measures for evaluating current and historical data to move from simple descriptive statistics to predictive statistics and, more importantly, to formulate prescriptive analyses.

The WDP seeks to understand what factors influence program performance to determine whether the results achieved were reasonable, predict what levels of performance are likely to be performed in the future, and identify what actions the system should take in serving specific clients to achieve effective results. The WDP is developing a methodology to evaluate the above to optimize resources and increase operational efficiency. The analysis will allow for the use of different simulation and optimization techniques to identify the correct path to serve as a basis for decision making in the WIOA program in Puerto Rico.

C. USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORD DATA

The wage record information is used to determine employment, retention, and average earnings. Puerto Rico's Unemployment Insurance (UI) wage records are the primary data source. Puerto Rico signed the SWIS Agreement with DOLETA, which incorporates all six WIOA core programs to exchange interstate quarterly wage records. Since January 1, 2020, all Queries for Wage Data for all applicable programs are processed through the SWIS Clearinghouse. The SWIS Agreement replaces the Wage Record Interchange System (WRIS and WRIS2) Data Sharing Agreements previously executed by most States. States signing the Agreement will be able to exchange interstate quarterly wage records with any other State signing the Agreement to satisfy performance reporting requirements in section 116 of the Workforce Innovation and Opportunity Act (WIOA).

The PR Department of Labor & Human Resource is the SUIA agency. "SUIA" is the state agency that holds wage data, whether such agency also administers the state's unemployment insurance program. On the other hand, PACIA" is the Performance Accountability and Customer Information Agency designated by the governor to be responsible for coordinating the state's program for assessing state and local program performance and evaluating training provider performance. The PACIA are PR Department of Economic Development & Commerce – Access

PACIA; PR Department of Education – Access PACIA; PR Department of the Family – Access PACIA; and the PR Vocational Rehabilitation Administration – Access.

D. PRIVACY SAFEGUARDS

The State complies with section 444 of the General Education Provision Act, section 2(c)(2) of the Rehabilitation Act of 1973, section 491-2(a)(2) of the Wagner Peyser Act, 2 CFR 200.303, OMB Uniform Guidance and any other applicable provision. It also complies with all relevant local provisions, including those identified by the Puerto Rico Institute of Statistics pertaining the access, dissemination and confidentiality of government information.

The PRIS Management Information System is a role-based system with specific permissions granted, depending on an individual's role. Confidential information is protected within the system by restricting access to view, enter, or edit data to specific security roles or specific security privileges. Access to the systems is granted by users with specialized administrative rights and administrative users' accounts are monitored periodically to ensure that rights have been granted to only appropriate staff.

7. PRIORITY OF SERVICE FOR VETERANS

Enacted in November 7, 2002, the Jobs for Veterans Act of 2002 (Public Law 107-288) has the main objective of "review and enhance employment, placement and training services offered to veterans." The Act requires that all workforce development programs, fully or partially funded by the USDOL, provide priority service to Veterans and, under certain circumstances, to spouses of veterans. Veterans and eligible spouses of veterans who otherwise meet the eligibility requirements for adult programs must receive the highest priority for services.

The PRDOLHR is committed to establish relationships with agencies that make up the One-Stop Workforce Development System, such as municipalities, consortiums, colleges and universities, public and private agencies, faith-based and community-based organizations, employer and labor union representatives to ensure and confirm priority of service. Priority of Service will be provided by Wagner-Peyser merit staff. The Veteran Program Coordinator (JVSGC) will be responsible to overview the compliance of Priority of Service by members of the Workforce Community.

A Strategic Plan will be implemented by Wagner-Peyser with an active participation of DVOPs/LVERs staff members who will meet with representatives of all of these organizations in order to achieve or review any agreements in place. The Strategic Plan will have the following goals in mind:

- Identify: veterans, veterans with disabilities, returning wounded or injured veterans, REALife-lines participants, transitioning service members and eligible persons;
- Promote employment of veterans;
- Promote training and education for veterans;
- Seek and coordinate support services for veterans; and
- Establish referral and service procedures.

Wagner-Peyser staff will continue to announce and provide priority of service to veterans according to Federal law and applicable regulations. Veterans entering to the the AJCs will be notified of their priority right of service under the Wagner-Peyser Act, as amended by WIOA. Once a customer is identified as a veteran, he/she will be provided special information

designed for veterans only, and will be referred, when appropriate, to specially trained staff for individualized career services. Local areas will continue to encourage the provision of additional priority services and information to veterans, including priority access to job orders and individual training accounts (ITAs).

As provided by law, the affected programs that must provide priority service includes, but are not limited to:

- Adults and Displaced Workers program under Title I of WIOA;
- All services offered under the Wagner-Peyser Act;
- All programs under the Trade Act;
- National Emergency Grants;
- Senior Community Service Employment Program (SCSEP);
- National Farmworkers Jobs Program (NFJP);
- H-IB Technical Skills Training Grants;
- Job Corps;
- Demonstration Projects under WIOA;
- Youth Opportunity Program;
- Youth Program under WIOA;
- Labor Market Information Formula Grants;
- Research and Development;
- Electronic tools in AJCs; and
- Other self-directed Internet-based services that use technology to assist individuals in accessing workforce development resources.

Under 20 CFR 1001.120, priority of service is applied to all employment services including:

- Registration;
- Interview with a Veteran Representative;
- Tests;
- Occupational Counseling;
- Job Search Workshops; and
- OJT Referrals.

All career centers inform veterans and eligible spouses of priority of service at initial contact and provides detailed information about priority of service and the range of employment, placement and training services available to them. If a veteran meets the definition of a Veteran with Significant Barriers to Employment as defined below, the veteran or eligible spouse is referred to a JVSG DVOP Specialist for the provision of services.

Also, as disposed by the USDOL Secretary, Veterans aged 18-24 are to be referred to a DVOP specialist for services. Veterans also receive reemployment services from career centers through a FY16 Reemployment Services and Eligibility Assessment (RESEA) program. RESEA provides focused case management services, including reemployment orientation, individualized career assessment, and job search assistance.

Wagner-Peyser staff will continue to announce and provide priority of service to veterans according to Federal law and applicable regulations. Veterans entering the ES offices will be notified of their priority right of service under the Wagner-Peyser Act, as amended by WIOA. Once a customer is identified as a veteran, he/she will be provided special information designed for veterans only, and will be referred, when appropriate, to specially trained DVOP Specialists to receive individualized career services. To be referred to a DVOP, the veteran or eligible spouse shall meet one of the following criteria in accordance with VPLs 3-14, changes 1 and 2 and VPL 3-19:

- A special disabled or disabled veteran, as those terms are defined in 38 U.S.C § 4211(1) and (3);
- Homeless person, as defined in Section 103(a) and (b) of the *Stewart B. McKinney Homeless Assistance Act* (42 U.S.C. 11302(a) and (b)), as amended;
- A recently separated service member, as defined in 38 U.S.C § 4211(6), who has been unemployed for 27 or more weeks in the previous 12 months;
- An offender, as defined by WIOA Section 3 (38), who is currently incarcerated or who has been released from incarceration
- Lacking a high school diploma or equivalent certificate;
- Low-income individual (as defined by WIOA at Section 101 (25)(B))
- Veterans 18 – 24;
- Vietnam era Veterans; and
- TSM's who have been identified as in need of individualized career services; and
- Service members who are wounded, ill, or injured and receiving treatment in MTFs or WTUs; as well as their spouses and caregivers.

For Priority of service purpose, the veteran definition is broad covering all persons that served at least one day in the active military, naval, or air service, and who were discharged or released under conditions other than dishonorable, as specified in 38 USC 101(2). Eligible Spouse as defined at section 2(a) of the JVA (38 USC 4215(a)) means the spouse of any of the following:

- Any veteran who died of a service-connected disability;
- Any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed for more of 90 days as missing in action, capture in line of duty by hostile force and forcibly detained or interned by foreign government or power; and
- Any veteran with a total disability from a service-connected disability evaluated by VA.

However, a spouse whose priority of service is derived from a living veteran or service member lost her priority of service if the veteran loses the status that is the basis for the priority or if she divorces from the veteran. The workforce system network in Puerto Rico, including Wagner-

Peyser, and the general public is aware of the Priority of Service entitlement to veterans, covered persons and eligible spouses through announcements posted in the bulletin boards and near the entry service delivery point. In addition, Wagner-Peyser and AJC Staff are fully trained to identify covered persons at the reception desk and once in a while they ask the public if there is any veteran or spouse among the clients at the AJC.

Verifying Priority of Service Status through the required paperwork is not mandatory unless the covered persons will undergo eligibility determination or if the applicable federal program rules require the verification in site. Once Priority of Service is determined, covered persons move ahead of the line to receive the appropriate employment, training and placement services over the non-covered persons as required by law and as stated by VPL 07-09. Some Unemployment Insurance Offices have adopted this priority of service model from the Employment Service or the AJC although not mandatory by law.

Local areas will continue to encourage the provision of additional priority services and information to veterans, including priority access to job orders and individual training accounts (ITAs). Other actions targeted to ensure the monitoring of priority of service to veterans include, but are not limited to:

- Training staff members.
- Periodic reception and Labor Exchange Staff reinforcement.
- Placement of signs in waiting areas stating Veterans preference in all AJCs.
- Ensure reception asks customers waiting and entering the reception area whether they are a veteran and provide the required priority of service.
- Distribution of printed material; and
- Submission of Priority of Service reports by managers.

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

As mentioned previously, Title I and the PRVRA will lead the efforts to adapt the USDOL Office of Disability Employment Policy's (ODEP) recommendations contained in its "Promising Practices in Achieving Universal Access and Equal Opportunity: a Section 188 Disability Reference Guide". The resulting guidance will be adopted by the State Board and mandated to all local areas as part of the local area certification and operator competitive selection processes.

Under Section 188 of the WIOA, the Puerto Rico State Workforce Development Board has, under its consideration, the approval of the accessibility policy for individuals with disabilities. This policy aims to ensure that both programmatic and physical accessibility criteria for individuals with disabilities are met in all AJCs in Puerto Rico. This policy is found in table number 57 of state policies and procedures in the process. The following policies will include the promising practices strategies, examples and approach to comply with section 118 of WIOA.

	Description	Local Policy Number	Expected Date
1. Roles and responsibilities of directors, local boards and elected officials of the One-Stop Centers	Establish the roles and responsibilities of the actors involved in the fiscal and programmatic areas in the One-Stop Center.	TBD	April 2020
1. Case management	Provide guidance for carrying out case management interventions (eligibility, referrals, training activities, employment, etc).	TBD	April 2020
1. Local Board Certification	Policy for compliance with local board certifications.	TBD	April 2020
1. Local area designation	To provide guidance and process for the designation and subsequent designation of Workforce Development Areas.	TBD	May 2020
1. Youth Program Guidance	Guide to define concepts, eligibility, and other aspects related to the youth program.	TBD	May 2020
1. WIOA Operational Guidelines	Guidelines about basic services, training services, Individualized career services, case management, rapid response and other operational regulations of WIOA	No number required	May 2020
1. One-Stop Center Certification	Policies and procedures for the certification of One-Stop Center	TBD	May 2020
1. State Apprenticeship Implementation Guide	Policies and procedures for establishing a State Apprenticeship Agency	TBD	June 2020
1. Access to information	Policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes.	TBD	June 2020
1. Accessibility to individuals with disabilities	Policy to ensure the physical and programmatic accessibility of all One-Stop Centers with the individuals with disabilities.	TBD	June 2020
1. MOUs/IFAs and co-enrollment policy	This policy provides the guidance and establishes the procedures regarding <i>Workforce Innovation and Opportunity</i>	TBD	August 2020

	Description	Local Policy Number	Expected Date
	<i>Act</i> (WIOA) Memorandums of Understanding (MOU)		
1. Priority Services	To provide policy guidance to Local Workforce Development Boards for the implementation of priority of service for WIOA Title I Adult program customers.	TBD	August 2020
1. Grievance and Complaint Policy.	This policy applies to all entities and individuals who would like to appeal a decision at the local or the state levels.	TBD	August

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

It is important to emphasize that a considerable part of the Puerto Rican population is bilingual. However, Spanish is the principal language of Puerto Rico. For this reason, a significant portion of the population may not be proficient in English. As mentioned above, this means that the concept of English Language Learner would apply to the vast majority of people since English is not the primary language. Services in Puerto Rico are offered primarily in Spanish, as are documents, informational materials, and others. In the eventuality that a participant arrives at the AJCs who speak only the English language, the staff is prepared to offer the service in both languages.

The Local Workforce Development Boards are aware of the reality of Puerto Ricans around the need to learn the English language. The LWDBs in their local plans organize activities for participants who need to learn English. Budget allocation is made to help those who lack English language skills to obtain employment.

IV. COORDINATION WITH STATE PLAN PROGRAMS

At the State level, Puerto Rico Unified State Plan was developed in collaboration and coordination with representatives from all core programs.

A WIOA Unified State Plan team was formed with the purpose of development and submission for approval, an integrated, aligned and actionable WIOA Unified State Plan. The Department of Economic Development and Commerce, acts as the implementation team lead, pulling together representatives from all core programs including Adult Education, Wagner-Peyser, and Vocational Rehabilitation.

The Governor's Workforce Development State Board approval of the WIOA Unified State Plan is requested at their full board meeting, which was held electronically due to the COVID-19 crisis.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The State Plan must include	Include
1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;	Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;	Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;	Yes
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;	Yes
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;	Yes
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);	Yes
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;	Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;	Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;	Yes
10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);	Yes

The State Plan must include	Include
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and	Yes
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.	Yes

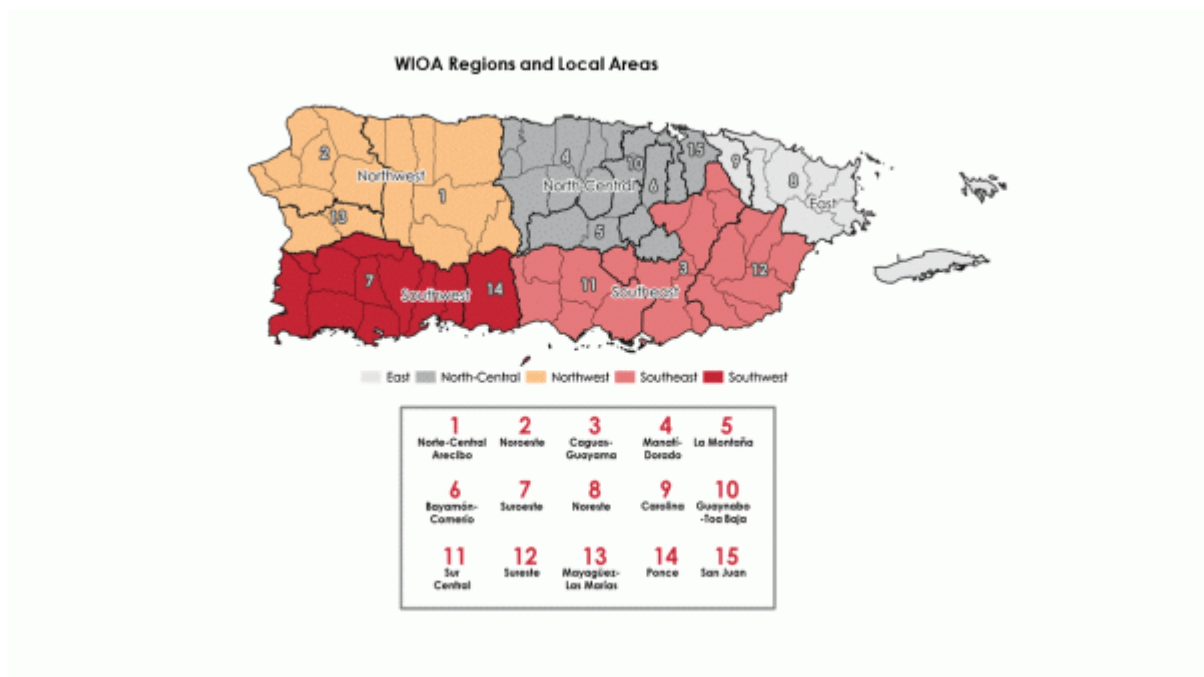
VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

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

A. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

In 2016, the governor identified five regions of economic development in the Island, according to the predominant economic activities at that time. However, although these five regions remain in place, the current government is evaluating the effectiveness of these regions under the new economic reality of Puerto Rico. A reorganization of the regions is being considered in order to adapt to the new trends of the labor market, the needs of the participants and to respond to an efficient system.



The main characteristics of the regions are:

- Northwest. The region is characterized by an industrial clustering in computer and information devices, aerospace, and agriculture.
- Southwest. The region is characterized by the concentration of industries in the sectors of agriculture, eco-tourism, hospitality and logistics technology.

- North Central. The region is characterized by an industrial clustering in pharmaceutical manufacturing, biotechnology, logistics technology, health services, research and development and medical tourism.
- Eastern. The region is characterized by the concentration of industries in tourism, and logistics technology.
- Southeast. The region is characterized by the concentration of industries in pharmaceutical manufacturing, agricultural biotechnology including crop research and development.

The Governor and the State Board shall establish public policy and guidelines to enable local areas develop regional plans. These will be presented to the State Board for evaluation and approval. The guidelines will consider the following topics, consistent with the objectives established in WIOA regulations:

- Technical assistance to local areas for carrying out the regional planning and service delivery efforts required under section 106(c);
- Alignment with regional economic development strategies adopted by the State;
- Integration of the economic development initiatives of local government consortia;
- Integration of industry cluster organizations, and the advancement of sector strategies and initiatives;
- Development of projects and activities for existing and emerging industries generating jobs opportunities;
- Collaboration with business and industry associations available in the region
- Agreement structure (MOUs) with consortia, clusters, business associations, academia, providers and other stakeholders in the workforce development systems;
- Conditions for strategic planning including evaluation of strength, weaknesses, and opportunities in the region, terms for the revision of the plan, among other parameters;
- Governance of the regional plan, in collaboration with the boards of mayors and participating local boards; and
- Integration of the local boards in the service-delivery model mandated by WIOA, including common intake, common outreach strategies and initiatives, universal service across the region, common performance measures (optional), identification of additional grants and fund opportunities, cost allocation plan, and MOU structure with required and optional partners, among other factors.

Puerto Rico have 15 Local Areas with 17 American Jobs Center (AJC). The next map shows the 15 Local Areas. The composition of each region and local area are described in the next section.



The State Board's Administrative Letter WIOA-1-2015, *Public Policy and Requirements for the Initial and Subsequent designation of local areas under WIOA*, establishes the process for considering the request of the initial designation of local areas for the administration of the funds allocated under WIOA. Additionally, the guidance establishes the directives that will govern the process of evaluation of an application for the subsequent designation as local area. Finally, it also establishes the circumstances and criteria under which the State Board may consider an application for re-designation of local areas that belong to a region of economic development or that seek designation as a single local area.

Under WIOA, the State Board has the power to recommend the designation of an entity as a local area. The State Board advises the Governor in matters relating to the workforce investment system, including those related to section 106 of WIOA, as well as sections 20 CFR 679.200 to 679.290 of the proposed rule.

WIOA conceives a system centered on the customer, comprising both job seekers and employers, capable of anticipating and responding to the needs of regional economies. This requires that local boards and the Chief Elected Officials design and manage a regional system by aligning their services and policies with regional needs, and devising support strategies for the provision of services adapted to the demands of the economy.

The Governor, in consultation with the State Board, the Chief Elected Officials and the Local Boards will designate local areas as a condition for receiving the funds allocated to the Government of Puerto Rico under Title I of WIOA. In accordance with OE-2014-64, the PRDEDC is WIOA's Title 1 designated grantee, as well as the designated unit to provide administrative and operational support to the State Board.

The state regulations are being issued in compliance with sections 3 and 106 of WIOA, Act 171-2014, which transferred the WDP to the PRDEDC, and the Governor's EO-2014-64 that designated the PRDEDC as grantee, administrator and monitor of WIOA funds allocated to the State and established the State Board.

The State Board Administrative Letter WIOA-1-2015, also enacts public policy to guide the local area re-designation process. In summary, the transition process from a local area designated previously, to be initially designated as a local area under WIOA can occur using one of two methods:

- Automatic Designation. Under section 106(b)(2) of WIOA, the Governor must approve an application from the previously designated area for the initial designation under WIOA, provided there has not been a change in the composition of the local area; and for the 2 program years prior to the adoption of the approval of WIOA, the local area "performed successfully" (during PY 2012 and PY 2013), and complied with the criteria pertaining "sustained fiscal integrity".
- Discretionary Designation. After recommendation of the State Board, in accordance with section 106(b)(4) of WIOA, the Governor might approve an application of any unit of general local government, including a combination of those units, for its designation as local area under WIOA, if the State Board recommends and determines that the unit or units share a common labor market; share a same area of economic development; and have federal and non-federal resources, including education and training institutions appropriated for delivery service for the labor force.

At any time, the Governor might review the performance and outcomes of a local area to assess if it meets the requirements for its subsequent designation.

Compliance issue

Request: Puerto Rico must describe the designation of local areas, region and planning efforts, including a description of the mechanism the state uses to consult with the local boards and CEOs for identifying regions. Puerto Rico must provide its procedure for subsequent local area designation and how it defines performed successfully and sustained fiscal integrity for that purpose. Puerto Rico must list each of the local and regional areas.

The government of Puerto Rico developed the policy "PRDDEC-WIOA-RR-06-20" called "Designación de Áreas Locales. Once approved by the State Board its will replace WIOA-1-2015 policy. the " The procedure is currently under review by the State Board. Due to the emergency related to COVID-19, the State Board has this policy and additional ones under its consideration. This policy describes the processes for designation and subsequent designation, as established under the WIOA regulations. The terms " sustained fiscal integrity" and "performed successfully" were included in policy PRDDEC-WIOA-RR-06-20. Puerto Rico currently has five regions and fifteen local labor development areas. However, the State office is in the process of designating redefined regional areas. The objective is to define regions that are consistent with labor markets as defined by work to home flows.

The Bureau of the Census uses, among other data, Place of Workflows to support delineation of Metropolitan and Micropolitan Statistical Areas for OMB. Metro and Micro areas, commonly used geographical areas used by the Bureau, are made up of a county with a large population nucleus and adjacent counties that have a high degree of integration with that nucleus.

Similarly, the Puerto Rico WIOA State Office has used Place of Workflows to propose to define geographical labor markets, by determining the integration of places of residence with the main areas of work in a region. Municipalities were grouped based on the municipal interrelationship between the place of work and place of residence of workers. Municipality-to-municipality home-to-work flows area based on 5- year ACS 2006-2010, which is the most current data available. The resulting regions may be considered labor market areas. Implicitly home-to-work

flows consider the size and diversity of a center of economic activity, driving distances, and psychological and geographic barriers. The proposed regions conform quite well with traditional areas of economic activity consisting of a central place -sometimes more than one- of economic activity and smaller adjoining municipalities. As such, they provide a rational basis to conduct regional planning. All local areas are within a specific region. Adjustments were made to account for the supra-regional pull of the certain municipalities of the San Juan Metropolitan Area, mainly the municipalities of San Juan, Bayamon, Carolina, and Guaynabo avoid defining an excessively large labor market area. The current regions and the local areas are listed in the table below:

Table 1. Local and Regional Areas

Region	Municipality	Workforce Area
Este	Canóvanas	Noreste
Este	Carolina	Carolina
Este	Ceiba	Noreste
Este	Culebra	Noreste
Este	Fajardo	Noreste
Este	Loíza	Noreste
Este	Luquillo	Noreste
Este	Naguabo	Noreste
Este	Río Grande	Noreste
Este	Vieques	Noreste
Noroeste	Adjuntas	Norte-Central Arecibo
Noroeste	Aguada	Noroeste
Noroeste	Aguadilla	Noroeste
Noroeste	Añasco	Noroeste
Noroeste	Arecibo	Norte-Central Arecibo
Noroeste	Camuy	Norte-Central Arecibo
Noroeste	Hatillo	Norte-Central Arecibo
Noroeste	Isabela	Noroeste
Noroeste	Jayuya	Norte-Central Arecibo
Noroeste	Lares	Norte-Central Arecibo
Noroeste	Las Marías	Mayagüez-Las Marías
Noroeste	Mayagüez	Mayagüez-Las Marías
Noroeste	Moca	Noroeste

Region	Municipality	Workforce Area
Noroeste	Quebradillas	Norte-Central Arecibo
Noroeste	Rincón	Noroeste
Noroeste	San Sebastián	Noroeste
Noroeste	Utua	Norte-Central Arecibo
Norte-Central	Barceloneta	Manatí-Dorado
Norte-Central	Barranquitas	La Montaña
Norte-Central	Bayamón	Bayamón-Comerío
Norte-Central	Cataño	Guaynabo-Toa Baja
Norte-Central	Ciales	Manatí-Dorado
Norte-Central	Cidra	La Montaña
Norte-Central	Comerío	Bayamón-Comerío
Norte-Central	Corozal	Manatí-Dorado
Norte-Central	Dorado	Manatí-Dorado
Norte-Central	Florida	Manatí-Dorado
Norte-Central	Guaynabo	Guaynabo-Toa Baja
Norte-Central	Manatí	Manatí-Dorado
Norte-Central	Morovis	Manatí-Dorado
Norte-Central	Naranjito	La Montaña
Norte-Central	Orocovis	La Montaña
Norte-Central	San Juan	San Juan
Norte-Central	Toa Alta	Guaynabo-Toa Baja
Norte-Central	Toa Baja	Guaynabo-Toa Baja
Norte-Central	Vega Alta	Manatí-Dorado
Norte-Central	Vega Baja	Manatí-Dorado
Sureste	Aguas Buenas	Caguas-Guayama
Sureste	Aibonito	Caguas-Guayama
Sureste	Arroyo	Caguas-Guayama
Sureste	Caguas	Caguas-Guayama
Sureste	Cayey	Caguas-Guayama
Sureste	Coamo	Sur Central

Region	Municipality	Workforce Area
Sureste	Guayama	Caguas-Guayama
Sureste	Gurabo	Caguas-Guayama
Sureste	Humacao	Sureste
Sureste	Juana Díaz	Sur Central
Sureste	Juncos	Sureste
Sureste	Las Piedras	Sureste
Sureste	Maunabo	Sureste
Sureste	Patillas	Sureste
Sureste	Salinas	Sur Central
Sureste	San Lorenzo	Sureste
Sureste	Santa Isabel	Sur Central
Sureste	Trujillo Alto	Caguas-Guayama
Sureste	Villalba	Sur Central
Sureste	Yabucoa	Sureste
Suroeste	Cabo Rojo	Suroeste
Suroeste	Guánica	Suroeste
Suroeste	Guayanilla	Suroeste
Suroeste	Hormigueros	Suroeste
Suroeste	Lajas	Suroeste
Suroeste	Maricao	Suroeste
Suroeste	Peñuelas	Suroeste
Suroeste	Ponce	Ponce
Suroeste	Sabana Grande	Suroeste
Suroeste	San Germán	Suroeste
Suroeste	Yauco	Suroeste

The Administrative Letter WIOA-1-2015, seeks to establish the process for considering the request of the initial designation of local areas for the administration of the funds delegated under WIOA, including the appeal procedures in case on an adverse determination regarding the application for a local area designation. Accordingly, a local area that understands that an adverse determination made with respect to its application of automatic or subsequent designation warrants revision, might submit to the state a reconsideration statement addressed

to the State Board within a term of 15 calendar days after the date of receipt of the notification. The State Board shall issue a final determination within 15 calendar days after receipt of the review request. If a denial determination is issued, the PEE might file an appeal to the USDOL within 30 calendar days from the date of receipt of the notice of the determination of the State Board.

Compliance issue

Request: Puerto Rico must describe the appeals process local boards and CEOs must use relating to the designation of local areas established by the State Board. (WIOA Sec 106(b)(5)). If a more detailed appeals procedure is available in the document they name, please include key information within the state plan. The appeal procedure must also apply to subsequent designation and any local area requests for new local area designations.

The State Board is in the process of approving a policy regarding the local workforce development areas designation and re-designation. The State Policy will contain information regarding this full process. The content of this policy is as follows:

A unit of general local government or grant recipient that requests but is not granted designation of an area as a local area under either the initial or subsequent designation clause may submit an appeal to the Department of Economic Development and Commerce (DEDC).

1. An appeal must be in writing and filed with the DEDC within fourteen (14) days after the notification of the decision. The appeal is to be submitted to the Secretary of DEDC and the President of the State Workforce Development Board.
2. The appeal must contain a specific statement of the grounds upon which appeals is sought.
3. The State Board will have 60 days to review the appeal and make recommendation to the Governor. The review will take into account the information of the original request and supplemental information provided in the appeal to determine if the criteria set forth in this policy have been met.
4. The final decision rests in the Governor.
5. If the appeal is connected to a request for initial designation under this policy and if the appeal does not result in designation, the entity may be request review by the Secretary of Labor to determine if procedure rights were granted or if the minimum criteria of WIOA Section 106(b)(2) of Section 106 (b)(3) were met. This second level of appeal must be sent within fourteen (14) days to:

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

A copy of the appeal must be simultaneously provided to the:

ETA Regional Administrator
United States Department of Labor
John F. Kennedy Federal Building
Room E-350
Boston, Mass 02203

Compliance issue

Request: Puerto Rico must describe the appeals process established by the State Board as required by WIOA Sec 121(h)(2)(E), relating to the determination for infrastructure funding.

One-Stop partner may appeal the Governor's determination regarding their portion of funds to be provided for infrastructure costs. In addition, the State Board have a Grievance and Complaint Policy draft under consideration. This policy will apply to all entities and individuals who would like to appeal a decision at the local or the state levels.

The appeals process relating to determinations for infrastructure funding are as follows:

1. The Governor, through the assistance of the SWDB, will make the final determination of each required partner's proportionate share of statewide infrastructure costs under the State funding mechanism.
2. Any required partner may appeal the Governor's determination on the basis of a claim that:
 - The Governor's determination is inconsistent with the proportionate share requirements of 20 CFR 678.735(a), or
 - The Governor's determination is inconsistent with the cost contribution caps described in 20 CFR 678.736 and 20 CFR 678.738.
1. The process will ensure resolution of the appeal in order to ensure the funds are distributed in a timely manner, consistent with the requirements of 20 CFR 683.630.
2. An appeal must be made within twenty-one (21) days of the Governor's determination and must be submitted formally, in writing, by registered mail no later than the fifteen (15) day from the date of receipt of the notice of denial or revocation

2. STATEWIDE ACTIVITIES

The Planning Guidelines is the official document that sets the public policy and requirements for allocating local area funding for the Youth, Adult and Dislocated Workers programs. In compliance with WIOA regulations, priorities and goals the State planning will meet the needs of services of specific populations and minorities, as well as those of job seekers and employers. The annual Planning Guidelines compile the State and Federal public policies pertaining the management of WIOA funds. This Guide is designed to ensure compliance with ETA policies and goals, as stated in Training and Employment Guidance Letters (TEGL), Training and Employment Notices (TEN), WIOA Final Rules, as well as the State Board policies. Following are some of the items considered in the Planning Guidelines in relation to service delivery under WIOA. Please, for more details about State Policies and Procedures, refer to the **Table 57 - In-Process State Policies and Procedures**.

Compliance issue

Request: Puerto Rico must include MOUs/IFAs and co-enrollment policy, not listed on currently policy development list.

The Workforce Development Program approved on 5 May 2017 the policy: "Carta Circular WIOA-01-2017 Memorando de Entendimiento MOU". However, the procedure is under review

and is currently being listed in the ongoing policies of the DEDC. You may refer to Table 57 of the State Plan, particularly row number 26.

In accordance with WIOA, One-Stop partners may appeal the Governor’s determination on the portion of funds to be provided for One-Stop infrastructure cost and request a hearing. A written appeal and request for a hearing must be mailed to the State Board within 21 calendar days from the Governor’s infrastructure cost determination.

The appeal must be in writing and state the grounds for the appeal. The appellant must describe how the Governor’s infrastructure cost determination is inconsistent with proportionate share requirements, cost contribution limitations, and/or the cost contribution caps, in accordance with WIOA Notice of Proposed Rulemaking Section 678.750(b).

The appellant will be contacted within 10 calendar days of the receipt of the appeal and a hearing date will be scheduled. To ensure a prompt resolution of the appeal and distribution of funds in a timely manner, the appellant will receive a written decision no later than 15 calendar days after the hearing.

In-Process State Policies and Procedures (see also in Table 57)

Local Policy	Description	Local Policy Number	Expected Date
1. Cash Management	Policies and procedures for cash management	TBD	April 2020
1. Cost Allocation	Policies and procedures for cost allocation	TBD	April 2020
1. Closeout Federal Grant	Policies and procedures for Closeout of federal grants	TBD	April 2020
1. Payroll base on budget	Policies and procedures for payroll base on budget	TBD	April 2020
1. Financial Reporting	Policies and procedures for financial reporting of federal grant	TBD	April 2020
1. Trade Adjustment Assistance	Requirements when approving Trade Adjustment Assistance (TAA) Training for petitions.	2020-001	March 2020
1. On the Job Training	This policy provides guidance regarding the limitations and eligibility of individuals to participate in On-the-Job Training (OJT) opportunities.	TBD	March 2020
1. Roles and responsibilities of directors, local boards and elected officials of the One-Stop Centers	Establish the roles and responsibilities of the actors involved in the fiscal and programmatic areas in the One-Stop Center.	TBD	April 2020

Local Policy	Description	Local Policy Number	Expected Date
1. Case management	Provide guidance for carrying out case management interventions (eligibility, referrals, training activities, employment, etc).	TBD	April 2020
1. Local Board Certification	Policy for compliance with local board certifications.	TBD	April 2020
1. Local area designation	To provide guidance and process for the designation and subsequent designation of Workforce Development Areas.	TBD	May 2020
1. Youth Program Guidance	Guide to define concepts, eligibility, and other aspects related to the youth program.	TBD	May 2020
1. Expense requirements	Policy to determine requirements for the expenditure level of training activities.	TBD	May 2020
1. Rapid Response	Políticas para intervenir en asuntos de respuesta rápida a nivel Estatal	TBD	May 2020
1. Customized training	This policy provides guidance to the Local Areas as they implement Customized Training for the Adult and Dislocated Worker programs.	TBD	May 2020
1. Conflict of interest	This policy is established to provide direction for sub-recipients, contractors, staff and board members of Puerto Rico Local Workforce Development Boards in order that business can be conducted within the guidelines that will prevent actual, potential, or questionable conflicts of interest.	TBD	April 2020
1. Policy on recapture and reallocation of funds	This policy describes the reallocation and recapture of local area Workforce Innovation and Opportunity Act (WIOA) allocations for youth, adult, and dislocated worker activities.	TBD	May 2020
1. WIOA Operational Guidelines	Guidelines about basic services, training services, Individualized career services, case management, rapid response and other operational regulations of WIOA	No number required	May 2020
1. Local Areas Designation	WIOA policy requirements for establishing local areas.	TBD	May 2020

Local Policy	Description	Local Policy Number	Expected Date
1. Composition of Local Boards	WIOA Standard Requirements for Boards	TBD	May 2020
1. One-Stop Center Certification	Policies and procedures for the certification of One-Stop Center	TBD	May 2020
1. State Apprenticeship Implementation Guide	Policies and procedures for establishing a State Apprenticeship Agency	TBD	June 2020
1. Local Board Cost Allocation Guidance	Guidelines about cost allocation procedures for all Local Board.	TBD	June 2020
1. Access to information	Policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes.	TBD	June 2020
1. Accessibility to individuals with disabilities	Policy to ensure the physical and programmatic accessibility of all One-Stop Centers with the individuals with disabilities.	TBD	June 2020
1. MOUs/IFAs and co-enrollment policy	This policy provides the guidance and establishes the procedures regarding <i>Workforce Innovation and Opportunity Act</i> (WIOA) Memorandums of Understanding (MOU)	TBD	August 2020
1. Priority Services	To provide policy guidance to Local Workforce Development Boards for the implementation of priority of service for WIOA Title I Adult program customers.	TBD	August 2020
1. Grievance and Complaint Policy.	This policy applies to all entities and individuals who would like to appeal a decision at the local or the state levels.	TBD	August

Governor set-aside funds

Statewide activities funds are being used and prioritized to carry out the following required activities:

- **Operating a fiscal management and accountability system:** The DEDC has established, in accordance with the Workforce Innovation and Opportunity Act (WIOA) Section 116(i), fiscal control and fund accounting procedures that are necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for adult, dislocated worker, and youth programs to carry out workforce investment activities.
- **Dissemination of the State's list of Eligible Training Providers:** The WIOA Section 122(c) specifies that states must establish an application procedure for training providers and programs to maintain their eligibility and the eligibility of their programs. States in partnership with the local boards, the One-Stop system, and its partners play a leadership role in ensuring the success of the eligible training provider system. The module of the Eligible Training Providers List (ETPL), that is part of the PRIS, serves as an important tool for participants seeking training to identify appropriate providers and relevant information such as cost and program outcomes. Using the PRIS, career planners can assist participants in identifying training providers offering programs in high-demand industries that result in positive outcomes and recognized credentials. This system will provide up-to-date information about in-demand occupations, training programs that address the skill needs of employers, and information about available jobs and occupations.
- **Technical Assistance to local areas:** The State will publish and disseminate performance outcomes on a quarterly basis for all local areas. These reports allow the State and local areas to monitor performance outcomes in order to establish trends and identify measures requiring corrective action. The WIOA program staff will monitor performance, identify issues, and provide technical assistance, as needed.

Programmatic reviews ensure that workforce development system achieves quality program outcomes that meet the requirements and objectives of the WIOA and federal and state regulations. Puerto Rico will continue to evaluate the effectiveness of local programs by conducting comprehensive programmatic reviews and oversight activities for the entire workforce development system. The WIOA programmatic reviews will provide guidance and direction to local programs in order to assist in providing quality workforce development services to our customers and provide a framework for continuous improvement efforts under the WIOA. Program reviews also offer the opportunity for disseminating information about effective program practices to the entire workforce development system. State staff will continue to conduct programmatic reviews to ensure effective grant monitoring and oversight utilizing a comprehensive set of monitoring and oversight activities, including on-site monitoring, quarterly desk reviews, and ongoing technical assistance and training.

Use of the DEDC Monitoring Guides by WIOA State Coordinators is required. In addition, Monitoring Guides are living documents that are updated regularly to reflect changes in law, regulation, and/or policy, as well as to include any improvements which will make the guides easier and more effective to use.

- **Evaluations:** The State will conduct evaluations and research projects on activities under the WIOA core programs to establish and promote methods for improving such activities to achieve high-level performance within, and high-level outcomes from, the statewide workforce system. Such projects will be coordinated with, and designed in conjunction with, state and local boards and with State agencies responsible for the administration of all respective core programs. Evaluations will include analysis of

customer feedback, outcome and process measures for the workforce investment system, as required.

In addition to funding the above-referenced WIOA activities, statewide activities funds are being used for those activities deemed most essential to the basic functions of the workforce investment system, including oversight of the local workforce investment boards and the WIOA programs. Statewide funds are being used to carry out the following allowable activities:

- **State Level Administration** includes the following functions:
 - Staff costs for program oversight and monitoring.
 - Participant Record Information System (PRIS) and related staff costs: The state uses a single integrated data collection system, known as the Participant Record Information System. This ensures that all local providers collect, report, and maintain the same data elements. In the next months, DEDC is going to start a second phase aimed to achieve the integration and/or interface of some required partner's data systems.
- **Special Projects Funding:** Funds have been set aside for yet-to-be-determined special projects generated by DEDC. Special projects could include, but are not limited to, workforce and economic information and data needs, support for statewide planning activities around the WIOA, support for regional and local activities, surveys, evaluations. Funds may also be utilized to provide additional support for local boards operations, commensurate with the level of any remaining set aside funds.
- **Capacity Building and Professional Development Funds to our workforce development system:** To most efficiently and effectively utilize these funds to benefit the entire Puerto Rico workforce development system, funds are going to be allocated to support activities in addressing the goals of local strategic plans and the needs of local employers for a skilled workforce. Funds may be utilized for, but not limited to, supporting state and local partnerships to build equitable pathways to high-wage careers, enhancing system capacity to provide opportunities for individuals with barriers to employment to enter in-demand industry sectors or occupations and nontraditional occupations, and developing and improving local program performance and goals through assisting ongoing system development and proficiency, including professional development and technical assistance.

State Unit for Dislocated Workers and Employers – Rapid Response Services

The Department of Economic Development and Commerce facilitates the statewide Rapid Response services and serves as the recipient of plant closings/mass layoff notices required under the Worker Adjustment and Retraining Notification Act.

Rapid Response is a key component to Puerto Rico's strategy to create a unified local approach while working with and providing a comprehensive array of services to employers. As a business service, Rapid Response will promote a full range of services available to help companies in all stages of the economic cycle. Early intervention facilitates a relatively quick and unencumbered transition to employment or training, following either a permanent closure or mass layoff, or a natural (or other) disaster resulting in mass job dislocation.

The State Unit for Dislocated Workers and Employers of the Workforce Development Program of DEDC is in charge of carrying out Rapid Response services and coordinates the Trade Adjustment Assistance Program (TAA). The State Unit has Rapid Response and TAA

coordinators who have the responsibility to coordinate services to dislocated workers affected by mass layoff and plant closings. The Rapid Response process involves a unification of state agencies and local service providers, together with the private sector and organized labor. The goal of all concerned parties is to provide dislocated workers with an array of support, resources, and technical assistance to effectively assist in the transition to reemployment. The RR and TAA State Coordinators participate in cross training of crucial re-employment and assistance programs and services most relevant to each local area or region. Subsequently, the RR and TAA State Coordinators acts as the link between the Local Workforce Development Boards (LWDBs), Wagner Peyser and Unemployment Insurance of the PRDOLHR, and applicable federal, state, and private resources to ensure all re-employment and supportive service information is readily available to assist employers and workers experiencing a mass layoff or plant closing.

The state has been developing a comprehensive rapid response and TAA procedures, that will be continuously reviewed for improvement, to serve impacted employers and workers using the Rapid Response, and TAA Programs. In order to provide thorough and complete delivery, the procedures will provide a special emphasis to business engagement and layoff aversion services.

The Rapid Response team begins the process by interacting with companies that have, or plan to, lay off workers. Information regarding the WIOA Dislocated Worker and TAA Programs are provided to the company, and if applicable, union officials at this early stage. Worker meetings are planned at this point to discuss the available workforce programs in more detail.

In addition to acting as a facilitator and resource of re-employment resources, the TAA and RR State Coordinators thoroughly documents dislocation events, allowing for trend analysis and proactive strategy development, organizes necessary communications and aligns relevant services to support affected workers. The aforementioned strategies are all part of a demand-driven system and a key component of a comprehensive layoff aversion strategy.

Compliance issue

Request: Puerto Rico must clearly describe steps to ensure fiscal integrity processes are implemented with Statewide funds. Puerto Rico must describe RR layoff aversion strategies.

To ensure the fiscal integrity of the Statewide fund, the DEDC developed cost allocation procedures. These procedures are currently under consideration by the State Board. For these procedures, a private consulting firm conducted interviews with DEDC financial staff and together developed procedures for proper allocation of program costs. In addition, the following procedures are performed to ensure the fiscal integrity of the program:

- A single audit of the use of the funds is carried out once a year.
- Financial monitoring of the activities carried out with funds from the state reserve is carried out once a year.
- Contracts that exceed \$10,000 must be referred to the Governor's office. If they exceed \$50,000, they must also be sent to the OGP.
- The State Board is in the process of establishing public policy for the evaluation and approval of any delegation of funds from the state reserve.

- The State Board, through its Executive and Planning Committee, evaluates transactions of State Reserve funds that exceed \$500,000. In addition, it requires a report of all projects developed with Reserve funds regardless of the amount of funds used.
- The WDP has a Planning Guide that is reviewed each program year to bring it in line with the public policies issued by DOLETA. It contains all instructions on the use of funds. This guide is also used for permitted state reserve activities.
- For the development of the activities required by the state, the DEDC develops competitive processes by publishing RFPs for the hiring of any professional service. There is a permanent Auction Committee, which is staffed by additional DEDC personnel who specialize in the service to be contracted. The DEDC follows the protocols and policies of the state OGP to develop any RFP process.
- All contracts are regulated by the 2 CFR ensuring that obligations and funds are not used for: food and beverage, branding and marketing projects, including website development, indirect administrative costs, politically related activities, entertainment, fines and penalties, donations, fundraising activities, individual memberships, and subscriptions.
- For incumbent workers training, the employers must sign certifications and warranties and complete the contract process. Funds will be reimbursed as expenses are incurred. So the State Board, through the Fiscal Agent, will ensure that companies submit performance reports and expense receipts before issuing reimbursements. The performance reports will include the amount of work savings, the estimated amount of annual wage savings, and the specific project measures and results. Employers benefiting from the fund must retain receipts for at least three years beyond the end of the grant period.
- The WDP will agree with employers receiving the fund that they may be subject to local, state, or federal monitoring.
- The DEDC also adheres to state laws regarding the use of public funds. And all contracts are subject to review by the Puerto Rico Comptroller's Office.

In order to prevent risk for companies and employees, state strategies for layoff aversion are oriented in four dimensions:

Partnership with economic development entities: The Department of Economic Development and Commerce is the umbrella for government economic development agencies. Therefore, part of the strategies for the prevention of layoffs is the orientation on incentives in Puerto Rico that promote job creation. Some of these examples are Law 120-2014, Law 135-2014, Incentive for Micro-entrepreneurs, among others. Therefore, part of our strategy is that companies can have savings in their payrolls through state incentives under the DEDC. These are state resources but apply to WIOA participants.

Incumbent Workers training: Employee training reduces the risk of dislocation of the incumbent workers. Lifelong education is the basis for companies to be competitive in a global and changing economy.

Research and Development: Permissible activities under Rapid Response allow local areas to contract consulting services and labor market research. These actions will encourage data-based decision making and expert research.

Improving technology transfer: The DEDC is developing a case management program that will allow for a better monitoring picture of WIOA participants (employees and employers). This system will be able to keep a better record of the activities that occur in companies.

The DEDC contracted an external resource to develop policies and procedures for establishing a Business Service Unit within the State Unit for Dislocated Workers and Employers. The State Board has a draft policy under consideration: "PRDDEC-WIOA-RR-04-20". This policy details the procedures for the implementation of Rapid Response activities in Puerto Rico

The statewide RR coordinator and team respond to natural disasters in the same manner as other dislocations, while adapting to the unique characteristics of the event. The coordinator will organize and develop a coordinated response with the appropriate federal, state, and local agencies to ensure impacted individuals receive the services they need.

When the Governor declares an emergency and formally requests a federal emergency declaration, the Puerto Rico Department of Economic Development and Commerce (DEDC) will work with the local board(s) to determine if the disaster could result in a potentially large loss of employment and evaluate whether sufficient resources are available to adequately provide workforce services. If a funding shortfall is anticipated, the DEDC will seek Emergency Dislocated Worker Grant funding pending federal designation. If FEMA declares a natural disaster and establishes a designated disaster area, the DEDC will formally apply for assistance and work with the local area(s) on implementation.

PR recently has been affected by different types of disasters; hurricanes, earthquakes and the latest COVID-19 pandemic. For this reason, the DEDC requested a waiver allowance of WIOA section 134(a)(2)(A), (2)(B) and (3) to add flexibility in the use of the funds reserved by the Governor for use to provide statewide rapid response activities (i.e. WIOA section 134(a)(2)(A)), for use to provide statewide employment and training activities (i.e. WIOA section 134(a)(2)(B) and (3)) to provide disaster relief to affected areas.

Under this waiver allowance, permitted WIOA statewide fund use includes, but is not limited to:

- Expedient allocation of funds to a local workforce development board, or local board, so they may respond quickly to a disaster, emergency, or other qualifying event as described at 20 CFR 687.100(b). Only those events, and cascading events caused by a qualifying event, that have been declared as an emergency or disaster by the Federal Emergency Management Agency (FEMA), by the chief official of a Federal Agency with jurisdiction over the Federal response to a disaster with potential significant loss of employment, or the Governor of Puerto Rico as a qualifying event, qualify for the use of WIOA statewide funds.
- To alleviate the effects that a qualifying event causes within affected local area(s), and/or planning regions, WIOA statewide funds will allow comprehensive disaster relief employment and employment and training activities, and the provision of needed humanitarian resources and services, including other services or resources deemed necessary as described at 20 CFR 687.180(b)(1).
- An individual's disaster relief employment is limited to 12 months or 2080 hours for work related to recovery from a single emergency or disaster. The Workforce Development Program (WDP) of the DEDC may extend an individual's disaster relief employment for up to an additional 12 months or 2080 hours if requested and sufficiently justified by the local board.

- Employment and training activities as described in WIOA section 134(c) and (d) are supported for WIOA eligible participants.
- Supportive services may be provided to enable individuals to participate in disaster relief employment, including such costs as transportation, childcare, and personal safety equipment and clothing consistent with local policies.
- Individuals shall be eligible to be offered disaster relief employment and employment and training services if such individual is a dislocated worker; is a long-term unemployed individual as defined by the State; is temporarily or permanently laid off as a consequence of the emergency or disaster; or in the case of an individual who is self-employed, becomes unemployed or significantly underemployed as a result of the emergency or disaster as well as appropriate adults and youth ages 18 and over.

The waiver request is under consideration of the USDOLETA.

The DEDC is in the process of developing a comprehensive procedure, expected to be approved by May 2020, to serve customers using the Workforce Innovation and Opportunity Act (WIOA) Rapid Response (RR), the WIOA Dislocated Worker, and Trade Adjustment Assistance (TAA) programs. Both TAA and Rapid Response activities are shared by State Unit for Dislocated Workers and Employers within the Workforce Development Program of DDEC to ensure the provision of an all-inclusive approach. The Rapid Response section is comprised of Rapid Response (RR) and TAA State Coordinators who are assigned to serve layoffs/closings across the state.

The RR Coordinators begins the process by interacting with companies that have, or plan to, lay off workers. As soon as company closure or layoff information is known, this information is investigated by the assigned Coordinator. Investigation and fact-finding of potential trade impact is immediately conducted for consideration of a TAA Petition. If found that a TAA petition filing is warranted, the TAA State Coordinator discusses with the employer, and if applicable, the Union Officials, the next steps for petition filing as well as potential benefits if approved. If the impacted employer or Union prefers to file the TAA Petition with the U.S. Department of Labor (USDOL), the TAA State Coordinator is available for assistance.

Dependent upon the employer preference, a Rapid Response and/or Worker Orientation meeting is arranged to discuss the re-employment, state, federal, and local resources, as well information presented by the W-P and UI staff. If TAA certified, the TAA Worker Benefit Orientation (WBO) meetings are arranged in coordination with all applicable partners, including LWDBs.

The TAA WBO meetings expand upon the Rapid Response worker orientation and provide detailed information on all TAA benefits and services. The integration of the State's Rapid Response and TAA Program ensures workers will receive prompt and accurate information to make informed career and employment decisions.

The LWDBs are highly encouraged to co-enroll TAA participants into the WIOA Dislocated Worker programs as applicable. The TAA Comprehensive Manual states "In accordance with federal regulations, each LWDB shall provide a full range of reemployment services, including mandated services, to eligible workers. These services include case management, training, job search/relocation allowances and other dislocated worker programs administered by the LWDB to maximize program efficiency and prevent duplication of services".

Qualified participants for this program can receive the following services:

- Skills assessments, individual employment plans, career counseling, supportive services, and information on training labor markets;
- Classroom training, on-the-job training, customized training designed to meet the needs of a specific employer or group of employers, apprenticeship programs, and more;
- Income support available in the form of weekly cash payments to workers who are enrolled in a full-time training course and have exhausted their unemployment insurance;
- Reimbursement for costs of seeking employment outside of the worker's commuting area;
- Reimbursement for relocation costs for employment outside of the worker's commuting area; and
- A wage subsidy for up to two years that is available to re-employed older workers and covers a portion of the difference between a worker's new wage and their old wage (up to specified maximum amount).

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

Work-based training is employer-driven with the goal of unsubsidized employment after participation. Generally, work-based training involves a commitment by an employer or employers to fully employ successful participants after they have completed the program. Work-based training can be an effective training strategy that can provide additional opportunities for participants and employers in both finding high-quality work and in developing a high-quality workforce. Customized training, On-the-Job Training (OJT), incumbent worker training, and Registered Apprenticeships are all identified as work-based training services. Each of these work-based training models can be effectively used to target different job seeker and employer needs.

The WIOA State Workforce Development Board is in the process of approving a Work-based Training Policy at state level. Nevertheless, the LWDBs are required to have a local policy in place that includes a strategy for providing work-based training services. Local training policies and contracts are reviewed during the WIOA programmatic reviews.

Customized Training: Customized training is designed to provide local areas with the flexibility to ensure that training meets the unique needs of job seekers and employers or groups of employers. Customized training is to be used to meet the special requirements of an employer or group of employers and conducted with a commitment by the employer to employ all individuals upon successful completion of training.

Employers pay a significant portion of the training costs, as determined by the local board, taking into account the size of the employer and other factors that may include the number of employees participating in training; the wage and benefit levels of the employees (at present and anticipated upon completion of the training); the relation of the training to the competitiveness of the participant; and other employer-provided training and advancement opportunities.

The training must incorporate new technologies, processes, or procedures, skills upgrades, workplace literacy, or other appropriate purposes as identified by the local board.

The LWDBs are required to have a local customized training policy for the execution of customized training contracts. Since “significant portion of the training costs” is not identified under the WIOA, the LWDBs will be allowed to locally define “significant portion” as part of their local customized training policy.

On-the-Job Training: The OJT is primarily designed to first hire the participant and provide the participant with the knowledge and skills necessary for the full performance of the job. The OJT is a critical tool that can help job seekers enter into successful employment. The term “on-the-job training” means training by an employer that is provided to a paid participant while engaged in productive work in a job that:

- Provides knowledge or skills essential to the full and adequate performance of the job.
- Provides reimbursement to the employer of up to a percentage of the wage rate of the participant for the extraordinary costs of providing the training and additional supervision related to the training.
- Is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.

The LWDBs are required to have a local OJT policy for the execution of OJT contracts. Local OJT policies and contracts will continue to be reviewed during the WIOA Programmatic Reviews.

Prior to approving an OJT, the local area must assess the potential participant to ensure suitability for the training. The assessment, at a minimum, shall include the relevant occupation’s specific skill requirements, the participant’s academic and occupational skill level, prior work experience and the Individual Employment Plan (IEP) or Individual Service Strategy (ISS). The IEP must reference the lack of skills and the need for OJT. The results of the assessment will be used, in part, to determine the appropriateness of and suitability for the OJT, along with determining the duration of the training.

Prior to entering into an OJT agreement with an employer, the local LWDBs shall conduct a pre-screening to ensure that the employer meets the minimum standards and can provide both training and long-term employment to an OJT participant.

Local areas should target priority industries identified by Local Workforce Development Boards consistent with a demand-driven workforce system. Occupations targeted for OJT should be defined in the local OJT policy and should align and support State Workforce Development Board. Targeted outreach should then occur within those industries.

Incumbent Worker Training (IWT) Programs: The IWT is designed to ensure that employees of a company are able to acquire the skills necessary to retain employment and advance within the company or to provide the skills necessary to avert a layoff and must increase both the participant’s and a company’s competitiveness. An ideal IWT is one where a participant acquires new skills allowing the participant to move into a higher skilled and higher paid job within the company, thus allowing the company to hire a job seeker to backfill the incumbent worker’s position. The training should, whenever possible, allow the participant to gain industry-recognized training experience and ultimately, should lead to an increase in wages.

The IWT is designed to meet the special requirements of an employer (including a group of employers in partnership with other entities) to retain a skilled workforce, or to avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain

employment. The IWT is conducted with a commitment by the employer to retain or avert the layoffs of the incumbent workers being trained.

Local areas may use up to 20 percent of their local Adult and Dislocated Worker funds for IWT. The employer, or group of employers, must pay for a portion of the cost of providing the training to incumbent workers. The portion of the training cost is the non-federal share of the cost of providing the training.

The LWDBs utilizing IWT are required to have a local IWT policy in place. The local policy must include a description of local and/or regional layoff aversion strategy being utilized.

Employers are required to contribute their share (the non-federal share) of the training costs, using a sliding scale approved by the LWDB.

Local policies and contracts for IWT will be reviewed during the WIOA Programmatic Reviews.

2. REGISTERED APPRENTICESHIP

Registered Apprenticeship is a potential workforce solution that contributes to the development of industry-defined competencies and also serves as a proven industry-driven workforce.

Since 2018, the Department of Economic Development and Commerce of Puerto Rico thru Workforce Development Program is working as an Apprenticeship Office under USDOL-OA Region I oversight. In this capacity, the department has direct contact with Registered Apprenticeship Sponsors/Employers and promotes the utilization of WIOA funding to employers in training WIOA qualified apprentice participants. There is a stipulation that the employer will retain the apprentice upon completion of the first year of the apprenticeship program. Incentives exist for employers which include direct financial assistance for the apprentices' related training instruction.

For eligible participants, local Workforce Innovation and Opportunity Act (WIOA) Adult and Dislocated Worker funds may be used for not only Registered Apprenticeships, but for pre-apprenticeship training, such as remediation and/or basic job skills training, to prepare an individual for a Registered Apprenticeship program.

Registered Apprenticeships can be funded through several mechanisms. Given the unique nature of Registered Apprenticeships, there are several ways in which training services will be used in conjunction with these programs:

- Registered Apprenticeships generally involve both classroom and on-the-job instruction. An On-the-Job Training (OJT) contract may be developed with a Registered Apprenticeship program for training participants. The OJT contracts are made with the employer. The OJT contract may be made to support some or all of the OJT portion of the Registered Apprenticeship program,
- A combination of an Individual Training Account (ITA) to cover classroom instruction along with an OJT contract to cover some or all of the work-based training portion of the Registered Apprenticeship is allowed, and
- Incumbent worker training may be used for upskilling apprentices who already have an established working/training relationship with the Registered Apprenticeship program.

Local areas may also include support services, in coordination with career and/or training services to participants in a Registered Apprenticeship program. The supportive services must be consistent with the WIOA Section 134(d)(2) and state and local policies.

An Apprenticeship State Expansion Grant was awarded to DEDC to promote the expansion of apprenticeship programs across occupations and industries sectors and encourage diversity in the apprentice population. The performance period ends on June 30, 2022.

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

The Procedure for Initial and Continuous Eligibility for Training Providers contains the State policy applicable to WIOA training providers. The policies guide the procedures, directives and the threshold criteria for achieving a determination of eligibility of educational institutions interested in providing training and learning services for adults and dislocated workers, in compliance with section 122 of WIOA. The procedure applies to trainings and learning programs provided through the use of the Individual Training Accounts ("ITAs").

The following institutions may request an eligibility determination, initial or continuing, to provide training services under WIOA:

- Higher education institutions that offer a program that leads to a post-secondary recognized credential;
- Institutions that offer training programs registered under the National Apprenticeship Act;
- Any other public or private institution with training programs, which may include joint labor-management apprenticeship organization and occupational technical training; and
- Eligible adult education and literacy service provider under Title II, if these activities are provided in combination with training in occupational skills.

Any educational institution must complete the application for eligibility and submit the required information electronically to be assessed by the Local Board, in accordance with section 122 of WIOA.

The Local Board submits to the state and to the State Board the training service providers that comply with the minimum requirement established by the Board. Thereafter, the State will include the recommended eligible programs in the State list of training services providers and disseminate them in all the One Stop Centers via the electronic system. The electronic system will automatically update the list any time a training or education program will be determined eligible. The State shall notify the Local Board through written communication the update of the training service providers' list.

Extended Eligibility – Biennial Review: All training providers' eligibility is going to be reviewed at least every two years as indicated in the State Training Provider Policy. The State will review the performance of providers to ensure they are meeting minimum levels of performance. The biennial review will also include verification of the registration status of registered apprenticeship programs.

All sponsor of the Registered Apprenticeship program in the USDOL will automatically include the apprenticeship programs in the State list, which will be disseminated to the One Stop Centers. The electronic system will automatically update the list each time a Registered Apprenticeship Program is included. The sponsors of Registered Apprenticeship programs shall not be subject to the same requirements of implementation for the determination of eligibility of other training providers.

RA sponsors on the ETPL:

All Registered Apprenticeship (RA) programs are work-based, employer-driven, and consist of two primary components: on-the-job training (or on-the-job learning) and related instruction (e.g., classroom training). How those components are structured varies based on industry needs. The state ETP list addresses one of the two components of RA programs – the related technical instruction – generally referred to as “RTI.”

Under WIOA, all apprenticeship programs that are registered with the USDOL Office of Apprenticeship (OA) could be automatically eligible to be included on the State Eligible Training Provider List, as a wish of the sponsor RIT providers.

All RA programs will be informed of their automatic eligibility to be included on the list and will be provided an opportunity to consent to their inclusion, before being placed on the State ETPL.

There are no WIOA performance requirements for RA programs and are not required to provide ongoing reports to the state or local boards.

Puerto Rico provides to the sponsors that, as part of the RI, in case of need a registration form with instructions, for contract external training services. If they wish to belong to the ETPLs in accordance with 20 CFR 680.470 A, the RI provider should complete the form to be in. All external RI providers are oriented on their right to decide to be a part of the ETPL.

It is important to highlight that in Puerto Rico, there is a tendency to offer the RI activity with internal resources. This is because many industries maintain training programs designed by their Subject Matter Experts (SME). SMEs, on certain topics, are also hired externally. These external SMEs do not meet the requirements to be registered on the ETPL. As a general rule, these external SMEs are private individuals, consultants, and advisers in specific areas. RI outlines containing courses offered by external SMEs are limited because the RI outline is offered by a range of internal and external professionals who are experts in specific knowledge and skills that are part of the RI outline.

Local Workforce Development Areas (LWDA) may not impose additional criteria, information, or reporting requirements on RA programs. Additionally, if an LWDA has a local ETPL, RA programs should be included and should be noted as ‘in-demand occupations’. If an issue arises, LWDA should contact the Workforce Development Program (WDP) for assistance.

RA programs must remain registered and in good standing with the OA to remain on the ETPL. Registered Apprenticeship program sponsors that have requested to be ETPs will remain on the ETPL as long as the program is registered or until the program sponsor notifies the WDP that it no longer wants to be included on the ETPL or until the RA program is determined to have intentionally supplied inaccurate information or to have substantially violated any provision of Title I of WIOA (e.g., civil rights of discrimination violations) or the WIOA regulations, including 29 CFR part 38. An RA program whose eligibility is terminated due to intentionally supplying inaccurate information or substantially violating WIOA provisions will be terminated for not less than two years and is liable to repay all youth, adult, and dislocated worker training funds if received during the period of noncompliance.

If instances of substantial violations are reported to the WDP, they will work in consent with the OA to make the determination of ineligibility. The opportunity for an appeal and hearing is described in the ETPL Appeal Procedures.

The biennial review will include verification of the registration status of RA programs and the removal of any RA programs that are not currently registered or do not wish to continue as ETPs. Although RA programs are not required to provide ETP Performance reports, voluntary reporting of performance information is encouraged under WIOA regulations, and outcomes for

WIOA participants in WIOA funded RA programs must be included in the State's annual performance report. WIOA 116 (d) (2).

In order for Registered Apprenticeship programs to be included on the ETPL, completion of an abbreviated form is necessary to collect information needed for populating the ETPL. If the program is viable and active, the program will remain on the ETPL as long as the program is registered or until the program sponsor notifies the State that it no longer wants to be included on the list. Training programs must be approved by the Office of Apprenticeship.

Registered Apprenticeship can take many forms, and the sponsors are diverse, including:

- Employers who provide related instruction. A number of employers with Registered Apprenticeship programs provide formal in-house instruction as well as on-the-job training at the worksite.
- Employers who use an outside educational provider. Under this model, Registered Apprenticeship program sponsors do not provide the related instruction or educational portion of the apprenticeship, but rely upon an outside educational two entities to deliver instruction. Employers can use two- or four-year post-secondary institutions, technical colleges, eligible providers of adult education and literacy activities under title II, or on-line courses for related instruction. The employer is the ETP and must identify their instructional provider as defined locally.
- Joint Apprenticeship Training Programs. These programs are made up of employers and unions. They have an apprenticeship training school where the instructional portion of the Registered Apprenticeship program is delivered. The training schools are usually administered by the union.
- Intermediaries. Intermediaries can serve as program sponsors when they take responsibility for the administration of the apprenticeship program. They can also provide expertise such as curriculum development, classroom instruction, and supportive services, as appropriate. The intermediary is the ETP and must identify the instructional provider if an outside organization is providing the educational portion of the apprenticeship. Intermediaries include:
 - Educational institutions including two and four-year post-secondary institutions, technical colleges, or eligible providers of adult education and literacy activities under title II. In this model, the educational institution administers the program, works with employers to hire apprentices, and provides classroom or on-line instruction for the apprenticeship program.
 - It should be noted that as part of our assessment and outreach to disseminate the apprenticeship program, registered educational institutions, understanding community colleges, universities, and similar, are being oriented to offer their programs to the employers who will be part of that registry. These institutions are nationally registered and can provide federal financial aid to the students who qualify. Individuals who enter Apprenticeship Programs belonging to these institutions will have the RI and the opportunity to be placed with employers allied to the program for the OJL;
- Industry associations administer the program and work with employer/members and educational entities to implement the apprenticeship program; and,

- Community-based organizations administer the program and work with employers, educational entities, and the community to implement the apprenticeship program.

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR THE PRIORITY FOR PUBLIC ASSISTANCE RECIPIENTS, OTHER LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT IN ACCORDANCE WITH THE REQUIREMENTS OF WIOA SEC. 134(C)(3)(E), WHICH APPLIES TO INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES FUNDED BY THE ADULT FORMULA PROGRAM

Local areas must establish the criteria and the process by which priority of service will be applied. Priority for individualized career and training services must be given to recipients of public assistance, other low-income individuals, and/or individuals who are basic skills deficient. It is not necessary to determine that an adult is eligible in accordance with the priority of service until it is determined that the individual is in need of individualized career or training services. Veterans and eligible spouses continue to receive priority of service.

When programs are statutorily required to provide priority for a particular group of individuals, priority must be provided in the following order:

- First, to veterans and eligible spouses who are also funded in the groups given statutory priority for the Workforce Innovation and Opportunity Act (WIOA) Adult formula funds. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services funded with the WIOA Adult formula funds for individualized career services and training services.
- Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the WIOA's priority groups.
- Third, to veterans and eligible spouses who are not included in the WIOA's priority groups.
- Fourth, to priority populations established by the Governor and/or the local Workforce Development Board.
- Last, to non-covered persons outside the groups given priority under the WIOA.

The statutory requirement applies to Adult program funds for individualized career and training services. Funds allocated for the Dislocated Worker program are not subject to this requirement. The State Board will be reviewing and approving a policy to provide the framework for the local boards in the next weeks. All new policies have to be in place on July 1st, 2020.

Priority of Service is monitored as part of the state's WIOA programmatic reviews. The goal of programmatic reviews is to provide technical assistance, as appropriate, and ensure that established policies, procedures, and systems achieves quality program outcomes that meet the requirements and objectives of the WIOA and federal and state regulations.

Compliance issue

Request: Puerto Rico must describe the implementation and monitoring for priority of service for public assistance, other low-income individuals who are BSD in the Adult program. Puerto Rico's plan indicates priority is given to Veterans.

The Workforce Innovation and Opportunity Act (WIOA) requires priority to be given to public assistance recipients, other low-income individuals, and individuals who are basic skills deficient, when providing individualized career services and training services using WIOA Title I Adult program funds. WIOA provides a focus on serving individuals with barriers to employment, and this priority in the law intends to ensure access to these populations on a priority basis across all titles. In the initial evaluation process for WIOA participants, they are asked to report whether they are receiving public assistance, whether the participant has a low-income level, and whether they have deficient basic skills level through assessment tests conducted by AJC staff. The follow-up process for these participants is conducted to ensure that the service priority is met. The DEDC is in the process of doing the monitoring instrument to ensure compliance with the priority of service policy for eligible participants. The tool will provide a review of overall eligibility as well as the priority of service based on the requirements of the state policy. Also, the monitoring instrument will verify that all local areas have established written policies and procedures to ensure that priority of service to participants is met. Currently, AJC staff in Puerto Rico keep the eligibility document for priority services in the participant's file.

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

The Planning Guidelines is also the official document that sets the public policy and requirements for local area funds allocation regarding the Youth, Adult and Dislocated Workers programs. Section VIII of the guidelines establishes the public policy for transfer of funds between the adult and dislocated worker programs in accordance with section 133(b)(4) of WIOA allows for the transfer of 100 percent of funds between adults and dislocated workers programs, subject to the approval of the Governor. The local areas transfer requests are evaluated according to the need of each local area. To request transfers between programs, local areas must present to the State a transfer application that include:

- Transfer application signed by the president of the Board of Mayors and the president of the Local Board
- Certification of the Local Board in quorum, with the presentation of the minutes of the meeting in which are discussed the scope of the transfer of funds, together with the vote held to authorize it
- Statistical data of the closures of business, industries or employers, as well as the dislocated workers or adults with need, which justify and evidence the need for increase services in the program which funds will be transferred (applications received without this information will not be considered for evaluation)
- Measures to be implemented to avoid any adverse impacts on the services of the program from which funds were transferred or reduced
- Two Budget Information Summaries (BIS), one including the transferred amount to maintain the identity of the program where it is transferred, and another reflecting the reduction of the program from which the transfer takes place

Transfer of funds will be made only after completing a thorough analysis of the impacts on the service in the affected programs. The Local Board in charge of establishing the priorities and outcomes of the local areas will consider the impact in the service delivery at the One Stop Centers prior to completing a transfer of funds.

C. WITH RESPECT TO YOUTH WORKFORCE INVESTMENT ACTIVITIES AUTHORIZED IN SECTION 129 OF WIOA—

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA IN AWARDING SUCH GRANTS OR CONTRACTS.[11]

As provided in sec. 123 of WIOA, local boards must identify eligible providers of youth workforce development activities in the local area by awarding grants or contracts on a competitive basis based on the recommendation of the youth standing committee, whose establishment will be encouraged by the State Board.

The Local Boards must include the State plan criteria used to identify youth providers, taking into consideration the ability of the provider to meet performance accountability measures based on the primary indicators of performance for the youth programs. Also, must conduct a full and open competition to secure that the selection of youth service providers is made in accordance with federal procurement guidelines in 2 CFR parts 200, in addition to applicable State and local procurement laws.

Where the Local Board determines there is an insufficient number of eligible providers of youth workforce development activities in the local area, such as might be the case in a rural area, the Local Board might opt to award grants or contracts on a sole source basis (WIOA sec. 123(b)).

Local youth programs must be designed to provide for an objective assessment of each youth participant that meets the requirements of WIOA Section 129(c)(1)(A), and include a review of the academic and occupational skill levels, as well as the service needs, of each youth for the purpose of identifying appropriate services and career pathways for participants and informing the individual service strategy. Also, to develop and update, as needed, an individual service strategy for each youth participant and provide case management to youth participants, including follow-up services. Local areas must ensure that WIOA youth service providers meet the referral requirements established in sec. 129(c)(3)(A) of WIOA for all youth participants.

According to sec. 129(c)(2) of WIOA, local areas must make each of the required 14 youth elements available to youth participants. According to WIOA sec. 129(c)(3)(C), the local areas must ensure that parents, youth participants, and other members of the community with experience relating to youth programs are actively involved in both the design and implementation of its youth programs. A minimum of 75% of State and local youth funding is to be used by local areas for out-of-school youth (OSY). At least 20% of local Youth formula funds must be used for work experiences, such as summer and year-round employment, pre-apprenticeship, OJT, internships or job shadowing.

Youth program providers must provide a detailed description of each program element with youth performance information (for WIOA youth providers). Performance information for each training program will include a detailed description of the provider partnerships with business partners, and a provider must not be found in fault in criminal, civil, or administrative proceeding related to its performance as a training or educational institution and must not be included in any Federal, State, or local debarment and suspension lists.

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ACHIEVE IMPROVED OUTCOMES FOR OUT-OF-SCHOOL YOUTH AS DESCRIBED IN 129(A)(1)(B), INCLUDING HOW IT WILL

LEVERAGE AND ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.

Out of school youth are one of the most difficult populations to serve because their primary interest lies in attaining self-sufficiency. Local Areas received youth with facing diverse economic and social barriers to achieve their academic or employment goals. Among these: below average academic and reading levels; risks of becoming dropouts, homeless, runaway, foster child, pregnant or parents, offenders; or in need of additional assistance to obtain and maintain employment. To improve the out of school youth outcomes the State will pursue the following strategies:

- Implementation of the Registered Apprenticeship. Registered Apprenticeship will be implemented as a useful strategy to increase youth attainment of industry-recognized credentials, as well as to improve youth outcomes.
- Puerto Rico Office of Apprenticeship will partner with the PRDE, community colleges, universities and community partners to increase the opportunities for youth to transition from high schools into an apprenticeship or pre-apprenticeship program.
- Foster a structured approach for out of school youth emphasizing the importance of a youth program design that includes meaningful work experiences that integrate work-based learning and academic classroom learning, as a strategy to strengthen services to out of school youth. Local areas will be encouraged to design this activity by providing a greater number of hours in work experience combined with alternative secondary school, support service and academic learning for the out of school youth.
- Strengthening Employer Collaboration. Increase partnerships with employers to foster economic development and high-growth opportunities for out of school youth. The WIOA system has the mission to prepare and train workers, and to help businesses find qualified workers to meet their present and future workforce needs. Local areas will be encouraged to integrate employers to help define and support new strategies designed to better educate, train, and prepare out of school youth and to provide critical leadership in the creation of these pipeline strategies.
- Also, employers can help the workforce system by identifying the skills and competencies needed in the industry, particularly for entry-level positions; developing industry certification; collaborating with training institutions in occupational-skills curriculum development; creating student internships and work experience opportunities; providing formal mentoring programs and partnerships that support youth in their interest to pursue careers in high-growth and high-demand industries; and acquiring employer and industry commitments to hire youth. Also, under WIOA, employers are the main partner in the implementation of Apprenticeship training opportunities and credentials.

When designing youth employment and training programming, State and local areas should consider the following design elements; promotion and increase of meaningful work experience opportunities as set forth in section 129(c)(2)(c) of WIOA, particularly for out of school youth; increase of service delivery for youth with disabilities; need to address the issues impacting service delivery for out of school youth; need to ensure quality case management through the monitoring process; and provision of effective follow-up services.

The state level will provide technical assistance to local areas for carrying out the necessary activities to improve the outcomes for out of school youth as described in section 129(a)(1)(B).

3. DESCRIBE HOW THE STATE WILL ENSURE THAT ALL 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2) ARE MADE AVAILABLE AND EFFECTIVELY IMPLEMENTED, INCLUDING QUALITY PRE-APPRENTICESHIP PROGRAMS UNDER THE WORK EXPERIENCE PROGRAM ELEMENT. [12]

WIOA eligible youth are individuals between the ages of 14 and 24 that are either Out of School Youth or In School Youth as defined by WIOA's section 129(a)(1). These must also meet one of the following additional conditions: being basic skills deficient; be an English language learner; an offender; homeless, runaway, in foster care or aged out of the foster care system; pregnant or parenting; an individual with a disability; or a person who requires additional assistance to enter or complete an educational program or to secure and hold employment.

Services are provided to eligible youth participants through a network of youth service providers, which are competitively procured. The Youth program is committed to providing, through local areas, the following required youth elements:

- Tutoring, study skills training, instruction and evidence-based drop-out prevention and recovery strategies;
- Alternative secondary school services or drop-out recovery services;
- Paid and unpaid work experiences;
- Occupational skills training;
- Education offered concurrently with and in the same context as workforce preparation;
- Leadership development;
- Supportive services;
- Adult mentoring;
- Comprehensive guidance and counseling;
- Financial literacy education;
- Entrepreneurial skills training;
- Labor market and employment information services;
- Activities that prepare for transition to post-secondary education and training; and
- Follow-up services.

In order to become an eligible Youth training provider, the entity must first contact the local area to apply. The area will conduct a competitive bidding process to award locally procured youth contracts. The statewide youth eligible provider list is comprehensive list of those locally procured youth contracts. Once the entity has successfully completed the application process dictated in the local area policy, the application is then referred to the State program to be included on the statewide youth provider list.

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR "REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO

SECURE AND HOLD EMPLOYMENT” CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR “REQUIRING ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT” CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII). IF THE STATE DOES NOT HAVE A POLICY, DESCRIBE HOW THE STATE WILL ENSURE THAT LOCAL AREAS WILL HAVE A POLICY FOR THESE CRITERIA.

State policy defers to local policy on the definition of “requires additional assistance to complete and educational program, or to secure and hold employment.”

5. INCLUDE THE STATE DEFINITION, AS DEFINED IN LAW, FOR NOT ATTENDING SCHOOL AND ATTENDING SCHOOL AS SPECIFIED IN WIOA SECTION 129(A)(1)(B)(I) AND SECTION 129(A)(1)(C)(I). IF STATE LAW DOES NOT DEFINE “NOT ATTENDING SCHOOL” OR “ATTENDING SCHOOL,” INDICATE THAT IS THE CASE AND PROVIDE THE STATE POLICY FOR DETERMINING WHETHER A YOUTH IS ATTENDING OR NOT ATTENDING SCHOOL.

Puerto Rico compulsory education laws require children between the ages of 6 and 16 to attend school. However, for purposes of WIOA, the Workforce Development Program does not consider providers of Adult Education under title II of WIOA, YouthBuild programs, and Job Corps programs to be schools. Therefore, WIOA youth programs may consider a youth to be “not attending school” for purposes of WIOA youth program eligibility if he/she is attending Adult Education provided under title II of WIOA, YouthBuild, or Job Corps. It is the policy of the WDP that student attendance at a post-secondary institution qualifies as “attending school.”

State policy defines “alternative education” as options for students who are at risk of dropping out of high school to remain engaged in an alternative-learning environment that focuses on their particular skills, abilities, and learning styles.

6. IF USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE STATE DEFINITION WHICH MUST FURTHER DEFINE HOW TO DETERMINE IF AN INDIVIDUAL IS UNABLE TO COMPUTE OR SOLVE PROBLEMS, OR READ, WRITE, OR SPEAK ENGLISH, AT A LEVEL NECESSARY TO FUNCTION ON THE JOB, IN THE INDIVIDUAL’S FAMILY, OR IN SOCIETY. IF NOT USING THE PORTION OF THE DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INDICATE THAT IS THE CASE.

Puerto Rico is using the basic skills deficient definition as contained in WIOA sec. 3(5). The term “basic skills deficient” means a youth that: has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual’s family, or in society.

Compliance issue

Request: Puerto Rico must include a detailed description of the state's basic skills deficient definition.

As included in WIOA Section 3(5)(B):

The term “basic skills deficient” means, concerning an individual -

- who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or

- who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

An adult may be assessed as deficient in basic knowledge through observations by the case manager and documented in case notes. For example, the case manager may observe that the adult is not able to read or fill out an application form or have basic computer skills. It is expected that any such basic skills deficiencies will be determined by an objective, valid, and reliable assessment. There are several methods for evaluating basic skills. Each local area must use the test tabulation to classify the participant's performance levels. The participant's file must contain an academic test (including the participant's name, date of test, and results).

D. SINGLE-AREA STATE REQUIREMENTS

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)

2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)

3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

Not applicable.

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

Not applicable.

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

Not applicable.

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

Not applicable.

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

Not applicable.

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

Not applicable.

E. WAIVER REQUESTS (OPTIONAL)

Compliance issue

Request: Under separate cover dated April 28 2020, Puerto Rico is requested to submit additional information to support waiver requests. ETA is unable to issue a determination on requests, pending Puerto Rico's response.

The Puerto Rico Department of Economic Development and Commerce (DEDC) and the Workforce Development Program (WDP) submitted on May 25 the Action Plan to direct efforts in implementing the PRIS system under the requirements of the WIOA Participant Individual Record Layout (PIRL). SOFTEK was contracted by WDP to develop the PRIS system. PRIS is currently in its final phase review and will be ready for the first report in June. At this time, the system detected 250 errors. These errors respond to the participant files from the American Job Centers. The Local staff was instructed to correct them. The first report for the 2018 program year will be submitted on June 15. However, it is essential to note that the program's implementation will better position the DEDC to comply with the quarterly and 2019 program year USDOL's reports.

This action plan was developed in collaboration with Estudios Técnicos, Inc. (ETI), an independent consulting firm. An assessment of the American Job Centers in Puerto Rico was conducted before the development of the plan. The evaluation reflected the challenges that persist in the implementation of PRIS. Once all the information was gathered, a meeting was held on May 21, 2020, with the American Job Centers Operators. With the input of all stakeholders, this action plan was developed. WDP and ETI will monitor the activities of the project to ensure compliance with the U.S. Department of Labor dates. Once this plan is implemented, Puerto Rico will begin to report the performance measures required by WIOA regularly.

For more details about the phases of the action plan and the timeline for the corresponding activities, you may refer to the "Puerto Rico Corrective Action Plan."

Implementation Results of Approved Waivers

Puerto Rico Waivers Request Plan

Puerto Rico is going through a difficult situation, after slowly starting recovery after the impact of hurricanes, we faced tremors that affected the southern and southwest areas of the island. Then the COVID-19 pandemic happened. According to USDOL's report on unemployment insurance claims in Puerto Rico, from March 16, 2020, when quarantine began on the island, until May 23, 2020, there were 275,478 UI claims. This number does not include self-employed who applied for the Pandemic Unemployment Assistance Program (PUA), which is estimated to be 140,000 applications. This statistic is in great contrast to the unemployed reported by the BLS in December 2019, which were 89,211, while the people receiving IU were only 56,240, with 26,781 unemployed for 15 weeks or more (BLS December 2019).

Puerto Rico is in stage three, of the opening of the pandemic, established by the Governor of PR. This stage allows the partial opening of businesses and industries, taking the necessary control measures. It is not projected, an uptick in the economy until the end of 2020, so the number of dislocated workers will continue to over 200,000 in the incoming months.

These waivers will allow the workforce system to better respond to the needs of the participants and employers. This is Puerto Rico's new reality, leads us to look for more opportunities for people with barriers to employment and to assist local and regional economies. These waivers are of great help in actual scenario.

The outcomes of the current waiver are as follows:

- 1. Waiver of Youth Program requirement to meet the 75% OSY Expenditure rate.**

This waiver has been the most used in the PR workforce system, because its implementation allows the use of up to 50% of the youth program funds, for services to in-school youth (ISY). After the catastrophic events of hurricanes Irma and Maria, the services provide to ISY were limited because most of the schools on the island closed for a long time. To this we must add the earthquakes that occurred at the beginning of the year 2020 and later the COVID-19 pandemic.

In the PY 2018 Annual report, Puerto Rico reported that a total of 2,914 youth, (1,527 OSY and 1,386 ISY), were served under this waiver with an investment of \$2,610,926. It should be noted that even with the waiver, the services to OSY did not reflect a decrease in services. The number of OSY served is greater than the ISY.

In-School-Youth have been the most affected by the closure of educational institutions after the tremors and the COVID-19 pandemic. The government plans to take measures so that students in the public system can start the next school year either in person or online. With the renewal of the waiver we can expand the scope of services to young people. However, it is important to mention that the OSY will continue to be a priority of the workforce development system of Puerto Rico.

On the other hand, once the MIS system is working, we can better measure the impact on young people (OSY and ISY) and obtain quantifiable outcomes. In addition, the DEDC and the State Board are taking measures to improve the Youth Program. For that reason, in the next weeks we expect the approval of new public policies for the Youth program, including implementing changes to the procurement process for the selection of service providers.

As the economic situation of Puerto Rico improves, and the MIS system is properly implemented, DEDC expect to increase the percent on annual basis until reach the 75% for OSY.

- 1. Waive requirements under Sections 129 and 134 Required Statewide Activities, to conducting evaluations under section 116(e) of activities authorized under this chapter and chapter 3 in coordination with evaluations carried out by the Secretary under section 169(a).**

The outcomes of this waiver cannot be submitted determined yet, because directly relates to the performance reports. Puerto Rico is in the process of finishing the database system that will allow to submit annual and quarterly reports in the next few weeks.

We don't have an estimate of the cost savings, nevertheless the unused funds were used to serve the youth, adults and dislocated workers. We expect to be in better position to conduct evaluations, as soon as the MIS implementation is finished and the public policies are in place.

In addition, we will be building capacity to conduct evaluations to the monitors both at the state level and at the local area level and hiring external resources for those purposes. System partners will also be included in the process. The State Board have some concerns and suggested some areas to be evaluated such as: Youth Program performance, integration of

required partners in the AJCs, and public policies related assistance and implementation at state and local areas level, and evaluate the reduction of the number of local areas., among others.

1. Waiver of WIOA section 134(d)(5) to allow up to 50 percent of Adult and Dislocated Worker funds to be used for the provision of transitional jobs.

As reported on the PY18 Annual Report, two LWDBs, San Juan and Ponce, had a participation of 107 participants, 38 dislocated workers, and 69 adults. Also, 33 employers collaborated to provide the first work experience to people with poor employment history to make their transition to the labor market. The allocation of funds was \$541,941 between both Local Boards, with an average investment of \$5,000 per participant. At the present, only the LWDB of La Montaña is using the waiver.

Nevertheless, the State Board request the renewal of this waiver due to the negative effect that the COVID-19 pandemic has had on the economy. It will be necessary to help adults and dislocated workers with a poor employment history.

1. Waiver for WIOA section 134(c)(3)(H)(i) and 20 CFR 680.720(b) to increase on-the-job training (OJT) employer reimbursement up to 90 percent.

Initially five Local Boards used this waiver with a participation of 80 employers and 592 participants. This waiver has been a great tool to help local boards to attract new employers to the workforce system. Especially those small and medium-sized businesses which usually are reluctant to develop training for the employees even in need when they are introducing new processes or update skills.

The economic outlook has changed in the past six months. Starting the year Puerto Rico suffered various tremors that mainly affect the south and southwest areas of the island. The USDOL published in its report on unemployment insurance claims in Puerto Rico from March 16, 2020, when quarantine began on the island, until May 23, 2020, reported 275,478 claims to the UI. This number does not include self-employed who applied for the Pandemic Unemployment Assistance Program (PUA), which is estimated to be 140,000 applications. This statistic is in great contrast to the unemployed reported by the BLS in December 2019, which were 89,211, while the people receiving IU were only 56,240, with 26,781 unemployed for 15 weeks or more (BLS December 2019). In addition the pandemic crisis has forced the closing of many small business. We'll see how many businesses can recover from this crisis.

The state developed instructions (which is included) and established the requirement that each local board had to develop public policy for the implementation of the waiver. The State Board will be issuing additional instructions to allow only employers with a history of OJT participants at the end of training to be awarded the highest rate.

As mentioned previously, the economic situation that has arisen in the last six months in Puerto Rico has further aggravated the situation presented at the time when DEDC originally requested the waiver. The waiver will increase the opportunity for employers to access talented participants looking for an employment opportunity. This waiver has not been implemented by all local board, as it is based on the need that arises in their local areas and the difficulty that small businesses have using the OJT at the rate allowed by law. The local areas determine the needs of the employers when conducting the outreach.

The State Board is in the process of developing a number of public policies, including work-based training, including OJT. This policy will contain a separate section to address the issue of waivers. In addition, technical assistance will be provided to staff in local areas related to this policy.

When we complete the implementation of the new MIS system we will be able to track the participants who benefited from this exemption.

Waivers Request

Waiver of the limitation on the use of funds for capitalization of business under WIOA 181(e) to allow funds to be used to capitalize small business, up to \$5,000 per affected business.

PRDEDC requests DOLETA a waiver of the limitation on the use of funds for capitalization of business under WIOA §181(e) to allow Governor's Reserve funds to be used to capitalize small business that were affected by emergencies, up to \$5,000 per affected business. This waiver will allow the state to assist disaster-affected business and create new employment opportunities. Under the waiver, individuals benefiting from the capitalization must complete entrepreneurial or microenterprise training.

Puerto Rico's geographical location exposes the island to atmospheric and natural events that lead to emergencies. We are exposed to threats of floods, tropical storms and hurricanes, because of our geographical position in the Caribbean Sea, that disrupt the functioning of the island's economy after each events. In 2017, we suffered the onslaught of the Category 5 Hurricanes Irma and Maria, which left desolation, deaths, million-dollar losses, infrastructure damage and the dislocation of PR's economy. Under the grant DW-31161-17-60-A-72 assigned by DOLETA to serve both hurricanes, the business capitalization waiver was requested. Only the state of Texas had received approval from this waiver to deal with Hurricane Katrina.

On the other hand, geologically the island of Puerto Rico lies in a dynamic plate-boundary zone between two tectonic plates: the North American plate and the northeast corner of the Caribbean plate. The northern boundary of Puerto Rico is marked by the 800-kilometer-long Puerto Rico Trench, which is the deepest part of the Atlantic Ocean, with a maximum depth of 8,648 meters. Puerto Rico is bounded on the south by the Muertos Trough, on the west by the Mona Canyon, and on the east by the Virgin Islands Basin

Puerto Rico lies in a tectonically active region where earthquakes have occurred for centuries, but because Puerto Rico has not experienced a quake of this level of impact since 1918. The recent quakes occurred since December 28, 2019, their aftershocks, and resulting damage took the southwest region and destroyed it. About 7,500 people have left their homes for other kinds of shelter, including, in some cases, cars and tents.

The geologic settings of Puerto Rico created a new emergency scenario related to human safety, environmental health, and economic development. Because the island lies on an active plate boundary, earthquakes are a constant threat, and the densely populated coastal areas are vulnerable to tsunamis. Erosion is a concern in many coastal areas, but is particularly serious to island economies that rely heavily on the tourist industry.

The latest worldwide emergency is the COVID-19 pandemic. Coronavirus disease (COVID-19) is a new strain that was discovered in 2019 and has not been previously identified in humans. This new virus and disease were unknown before the outbreak began in Wuhan, China, in December 2019.

In the three emergency scenarios that faced PR in the last years, the small and medium business are the most affected sector in the economy, because there are directly related with people spending trend.

The use of funds that will be allocated under this waiver is limited to emergency, disaster-related needs only. For example, businesses may use the funds to purchase a computer for contacting customers and reestablishing payroll records, lease a building for operations, buy supplies and materials, or for fees and tuition payments for operating licenses or staff certification and training.

Small and medium-sized established businesses represented 81.3% of private sector jobs, according to the Small Business Administration[1]. According to the SBA, the private sector accounted for 681,058 jobs in Puerto Rico. Of these, 555,945 or 81.3% were in businesses of 25 employees or less. It was estimated around 40,000 small and medium-sized business in Puerto Rico well known as PYMEs (the Spanish acronym for *Pequeñas y Medianas Empresas*). According to the SBA, 8 of 10 jobs openings in Puerto Rico came from PYMEs.

On June 12, 2018, DOLETA approved this waiver to Puerto Rico, until June 30, 2020, to allow the use of Irma and Maria Hurricanes NDWG funds up to \$5,000 to capitalize a small business in concert with entrepreneurial training for the individuals benefiting from the capitalization.

PR is proposing two scenarios for the use of funds for capitalization. In the first option, the state would use up to 20% of the Governor's Reserve funds, when a state emergency occurs, as proclaimed by the Governor, through the State Emergency Management Agency. In this case, the State Board will determine the allocation and approve the use of capitalization funds, taking into consideration the impact of the designated emergency. On the second scenario, up to 25% of the emergency funds allocated through an NDWG grant can be used for capitalization of small business. This alternative is in consonance with the waiver approved after Hurricanes Irma and Maria.

The following conditions apply to the use of funds for small business capitalization once approved this new waiver request:

1. The DEDC create an ad-hoc Business Capitalization Committee. The applications must be reviewed by the committee prior to approval to ensure rigor and consistency in the handling of business capitalization requests.
2. Grant assistance must be limited to no more than \$5,000 per individual/business.
3. Entrepreneurial training is required for the individual benefiting from the capitalization.
4. Use of funds to cover salaries is not permitted.
5. Use of funds for business capitalization revolving loans is not permitted.
6. Is required to submit as minimum three receipt of legitimate estimates for expenses in the application for the Committee evaluation.
7. Also business have to submit receipts after the item/service is provided, to ensure that the actual cost of the good/service is not less than the estimate.
8. The business has to reimbursement the fund doesn't used as approved by the Committee.
9. DEDC financial systems in place to track funds approved under this business capitalization waiver, as well as the responsibility to recapture funds that were not used by eligible businesses in instances where the final receipt is less than the original estimate.
10. The DEDC Monitoring Unit is required to monitor the implementation of this waiver.

The waiver for capitalization after hurricanes Irma and Maria was of great help to small and medium-sized business affected by hurricanes to restart their operations. The outcomes of this waiver are as follows:

1. Development of an outreach and dissemination process by providing on-site orientation, related to the eligibility criteria, documentation and application processes. Were completed 1,453 orientations to small business and had been received 669 applications for the grants.
2. A policy and procedure to capitalization of business was approved by de PR Department of State and is in place to continue the implementation of this waiver request once approved.
3. The DEDC create an ad-hoc Business Capitalization Committee, in charge of evaluate and approve the applications, after the pre-screening process performed by case managers.
4. Until December 31, 2019, the Committee evaluated the 669 applications, with 499 approved, 153 rejected and another 17 that did not comply with the eligibility process.
5. From the total approved, 496 business completed the entrepreneurship training as part of the requirement for delegation of funds.
6. Total funds approved until December 31, 2019 were \$2,308,437.57, with a balance of \$191,562.43, related to the \$2,500,000 approved for business capitalization.
7. The Workforce Development Program have developed a follow-up process to verify the use of funds by business and the policy described before, including penalties and sanction for the wrong use of federal funds.

Statutory and/or regulatory requirements to be waived:

Indicate which part of the WIOA or the regulations the state would like to waive.

PRDEDC requests a waiver to the WIOA Section 181(e), Limitation on Use of Funds. This section establishes that no funds available to carry out an activity under this title shall be used for employment generating activities, investment in revolving loan funds, **capitalization of businesses**, investment in contract bidding resource centers, economic development activities, or similar activities, that are not directly related to training for eligible individuals under this title.

Due to the economic breakdown after emergencies like hurricanes, earthquakes and COVID-19, the small and the medium sized businesses were the most affected by these natural disasters and disease. Many small businesses had to close operations because they were not able to face the loss of revenue and an economy in crisis for years to come.

Actions undertaken to remove state or local barriers:

Describe the actions undertaken to remove state or local barriers.

There are no State or local statutory or regulatory barriers for the implementation of the proposed waiver.

Goals and expected programmatic outcomes of waiver:

Describe and specify how the waiver will help the state achieve an identified strategic goal or set of goals that it has outlined in its State Plan. If possible and appropriate the

type of waiver requested, provide quantifiable projections for programmatic outcomes that will result from the waiver.

The expected outcomes from this waiver for the PRDEDC are as follow:

- Support Puerto Rico’s small business and entrepreneurial start-up economy.
- Accelerate the economy and the labor market restoration;
- Complete the evaluation of 100% of application submitted under this waiver.
- Approve at least 90% of application evaluated by the committee.
- Achieve the restart or maintain operation in 90% the business impacted by the capitalization funds
- Avoid layoff of employees of small and medium business affected by emergencies
- Rise at least 95% of expenditure in fund allocated under this waiver.

Department of Labor’s policy priorities:

Describe how the waiver will align with the Department’s policy priorities:

- Maximize the flexibility needed to ensure speedy implementation of work-based learning opportunities that WIOA encourages for both formula and discretionary grants;
- Increase business usage of the workforce system flexibilities and thereby achieving greater access to employment opportunities;
- Provide greater incentives for employers to retain and retrain current employees to avoid layoffs; and to create new jobs;
- Create additional opportunities for new workers, and for unemployed and underemployed workers to speed their return to full-time employment;

Individuals impacted by the waiver:

Describe which populations the waiver will benefit, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment.

- Businesses, particularly small and medium-sized businesses needing to retain current workers, and/or hire additional workers to sustain or expand their productivity, and that do not have immediate resources to do so;
- Small business employees who will be able to retain their jobs, and
- Unemployed and underemployed workers.

Process for monitoring progress in implementation:

The Workforce Development Program (WDP) of PRDEDC developed waiver guidelines and policies, and will measure the impact of waivers on performance outcomes. The WDP will monitor progress under this waiver by reviewing performance reports, and through its monitoring and performance accountability system. The Monitoring Unit will be adding the monitoring of waivers to its monitoring processes in order to insure compliance with waiver guidelines.

Process for Notice of Local Boards and Opportunity to Comment:

The unified plan and the waiver request will be published for a period of two (2) weeks on the PRDEDC website, allowing for public comment on its content and potential impact. In addition, copies of workforce system waivers will be provided to the Major's boards, Local Boards and LDWA's.

Waiver Impact:

Collect and report information about waiver outcomes in the State's WIOA Annual Report. The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.

The Workforce Development Program will prepare quarterly reports regarding this waiver. The report must include the number of approved businesses, fund allocation and information related to any situation that would affect the waiver implementation. PRDEDC will report on the impact and outcomes of its approved waivers in the WIOA Annual Report.

Waiver of WIOA Section 134(c)(3)(H)(i) and 20 CFR 680.720 (b) to increase the On-the-Job Training (OJT) employer reimbursement up to 90 percent

Puerto Rico is requesting a waiver to the current allowable employer reimbursement rate of up to 50 percent of the wage rate of an On-the-Job-Training (OJT) participant for the extraordinary costs of providing training and additional supervision related to the OJT as described in the WIOA Section 134(c)(3)(H)(ii)(II). The waiver request has been developed following the WIOA guidelines in Section 189(i)(3)(B) and the WIDA Federal regulation at 20 CFR 680.720(6).

Puerto Rico is proposing a sliding scale of reimbursement to the employer based on its size and capability. Under this waiver, the following scale will be implemented: up to 90% reimbursement for employers with 50 or less employees; up to 75% reimbursement for employers with a workforce between 51 and 250 employees. For employers with 251 employees or more, the statutorily defined 50% limit will continue to apply.

The waiver is requested in order to use with all WIOA formula funds: Adult, Dislocated Worker, Youth, National Dislocated Worker Grants, as well as other Discretionary grants, as appropriate. DEEDC looks forward to the approval of this waiver for Puerto Rico. Effective upon approval.

Statutory and/or regulatory requirements to be waived:

WIOA Section 134(c)(3)(H)(ii)(II), and the accompanying regulations as promulgated at 20 CFR 680.720 (b), state that employers may be reimbursed up to 50 percent of the wage rate of an OJT participant for the extraordinary costs of providing the training and additional supervision related to the OJT.

Actions undertaken to remove state or local barriers:

There is no state or local statutory or regulatory barrier to implement the proposed waiver.

Goals and expected programmatic outcomes from the waiver:

This waiver request is consistent with national policy to develop a workforce system that is responsive to the demands of both individual and employer customers. The Commonwealth anticipates the following goals will be achieved with the waiver's approval:

- Maximize the flexibility needed to impact local economic vitality and direct resources where demand for services is greatest by assisting local areas in marketing the OJT as a vehicle to engage employers, particularly in targeted sectors, to hire and provide training to new workers.
- This flexibility will build the capacity and future viability of both the workforce and the industries themselves. Assist with the transformation of the current workforce system to a demand-driven, sector-based and regionally driven talent development pipeline.
- Increase training and transitional employment for unemployed workers and hard-to-serve youth and adults.
- Equip individuals with relevant job training and transferable skills in high-skill, high-wage, high-demand occupation and industries.
- Increase business usage of the local workforce system by providing added incentives to hire and train new workers.

Department of Labor's policy priorities:

- Connect individuals with chronic unemployment or inconsistent work history with opportunities to build workplace skills and job history.
- Inject the economy with skilled individuals that will continue to advance in their specific fields or occupations.

Individuals impacted by the waiver:

The need for training is especially acute for those workers most in need: dislocated workers transitioning to new occupations and industries, long-term unemployed individuals in need of advancing outmoded skills in order to catch up with emerging technologies, and low-income and entry-level workers seeking to start their careers in a weak economic climate. Approval of the waiver will increase training option for WIOA-eligible job seekers.

The reduced match requirement for employers, particularly new start-ups and other small to medium-sized businesses, will provide an attractive and cost-effective financial incentive, increasing the opportunity to utilize the OJT model to hire and train new workers. This waiver will allow Puerto Rico's businesses to more rapidly adapt to both technological and general marketplace changes by improving their capacity to expand and remain competitive with affordable OJT options uniquely designed to achieve their specific development goals.

Process for monitoring progress in implementation:

The WDP of PRDEDC will monitor progress under this waiver and work with the fifteen (15) local workforce development boards to implement the appropriate state and local policies. The Monitoring Unit will be adding the monitoring of waivers to its monitoring processes to ensure compliance with waiver guidelines.

Process for Notice of Local Boards and Opportunity to Comment:

The unified plan and the waiver request will be published for a period of two (2) weeks on the PRDEDC website, allowing for public comment on its content and potential impact. In addition, copies of workforce system waivers will be provided to the Major's boards, Local Boards and LDWA's.

Waiver Impact:

The Workforce Development Program will require the local areas to submit quarterly reports regarding the use of all the approved waivers. The report includes the number of participants, funds allocation and information related to any situation that would affect the waiver implementation. PRDEDC will report on the impact and outcomes of its approved waivers in the WIOA Annual Report.

Waiver of WIOA section 134(d) (5) to allow up to 50 percent of Adult and Dislocated Worker funds to be used for the provision of transitional jobs.

Waiver to the section WIOA§135(d)(5) which allows Local Boards to reserve up to 10% funds allocated to the local area involved, under section 133(b), to provide transitional jobs. Puerto Rico is proposing the DOL-ETA to allow up to 50% of Adult and Dislocated Worker funds to be used for the provision of transitional jobs.

This waiver is requested to be implemented with Adult and Dislocated Worker formula funds. DEDC looks forward to the approval of this waiver for Puerto Rico and, upon the request's approval, for the performance period to be effective immediately.

Statutory and/or regulatory requirements to be waived:

PRDEDC requests a waiver of the requirement under WIOA §134(d)(5), and consistent with 20 CF'R 680.190 and .195, that state that Local Boards may not use more than 10% of their combined Adult and Dislocated Worker funds to provide transitional jobs.

Actions undertaken to remove state or local barriers:

There are no State or local statutory or regulatory barriers for the implementation of the proposed waiver.

Goals and expected programmatic outcomes of waiver:

The waiver is consistent with the national policy to develop a workforce system that is responsive to the demands of both individuals and employer customers. DEDC anticipates the following goals will be achieved with the approval of the waiver request:

- Provide individuals with work experience and an opportunity to develop essential workplace skills within the context of an employee-employer relationship.
- Connect individuals with chronic unemployment or inconsistent work history with opportunities to build workplace skills and job history.
- Maximize the flexibility needed to ensure speedy implementation of work-based learning opportunities that WIOA for formula grants;
- Increase business usage of the workforce system by providing incentives to hire and train new workers and thereby achieve greater access to employment opportunities for chronically unemployed;

Department of Labor's policy priorities:

- Connect individuals with chronic unemployment or inconsistent work history with opportunities to build workplace skills and job history
- Inject the economy with skilled individuals that will continue to advance in their specific fields or occupations

- Create additional opportunities for new workers, and for unemployed and underemployed workers to speed their return to full-time employment;

Individuals impacted by the waiver:

This waiver applies to the fifteen (15) LWDAs that compose Puerto Rico's Workforce Delivery System, and that were significantly affected by the hurricane disasters. The need for training is especially acute for those participants with barriers to employment who are chronically unemployed or who have an inconsistent work history, as determined by the local boards.

Process for monitoring progress in implementation:

The WDP of PRDEDC will monitor progress under this waiver and work with the fifteen (15) local workforce development boards to implement the appropriate state and local policies. The Monitoring Unit will be adding the monitoring of waivers to its monitoring processes to ensure compliance with waiver guidelines.

Process for Notice of Local Boards and Opportunity to Comment:

The unified plan and the waiver request will be published for a period of two (2) weeks on the PRDEDC website, allowing for public comment on its content and potential impact. In addition, copies of workforce system waivers will be provided to the Major's boards, Local Boards and LDWA's.

Waiver Impact:

The Workforce Development Program will require the local areas to submit quarterly reports regarding the use of all the approved waivers. The report includes the number of participants, funds allocation and information related to any situation that would affect the waiver implementation. PRDEDC will report on the impact and outcomes of its approved waivers in the WIOA Annual Report.

Waiver of the requirement under WIOA 129(a)(4), and consistent with 20 CFR 681.410, that states and local areas must expend a minimum of 75 percent of their Youth formula funds on youth workforce activities for out-of-school youth (OSY).

Statutory and/or regulatory requirements to be waived:

Indicate which part of the WIOA or the regulations the state would like to waive.

PRDEDC requests a waiver of the requirement under WIOA §129(a)(4), and consistent with 20 CFR 681.410, that States and local areas must expend a minimum of 75 percent of their youth formula funds on youth workforce activities for out-of-school youth (OSY).

The use of this waiver is limited to emergency, disaster-related needs only. The natural disasters like hurricanes, earthquakes and now pandemic like CORVID -19, are causing the loss of thousands of jobs throughout Puerto Rico. Local economists forecast that Puerto Rico will face an economic contraction that can extend for the next ten years. The island's labor market is currently paralyzed, without any new jobs or the openings of new businesses. On the other hand, Local Areas are facing an increase in the demand for jobs, for job sites that were destroyed or have not been able to restart operations because of the instability of infrastructure, lack of financial resources or the decrease in product consumption.

This situation directly impacts OSY. The OSY is a hard to serve population, given that they require a combination of educational and employment services that are not available every time the island is facing an emergency scenario. It is reasonable to expect that many youth service

providers are unable to provide services due to the damages suffered in their infrastructure, loss of employees or permanent closures. OYS are also competing for jobs opportunities with unemployed adults and dislocated workers, during the recovery process. These two factors, makes it difficult for the workforce system to reach the WIOA requirement to meet the 75% OSY during a national emergency like hurricanes, earthquakes or worldwide diseases.

On the other hand, demand for services for ISY increases considerably in the face of emergencies, as schools have to close during and after hurricanes, others have been destroyed by earthquakes and a large number become obsolete due to damage in its structure. In the case of pandemics, all schools have been forced to a full lockout. ISYs have suddenly experienced an increase in the need for services to meet their needs. The elements of the youth program are an alternative to support ISYs in receiving educational services in an emergency situation.

Actions undertaken to remove state or local barriers:

Describe the actions undertaken to remove state or local barriers.

There are no State or local statutory or regulatory barriers for the implementation of the proposed waiver.

Goals and expected programmatic outcomes of waiver:

Describe and specify how the waiver will help the state achieve an identified strategic goal or set of goals that it has outlined in its State Plan. If possible and appropriate the type of waiver requested, provide quantifiable projections for programmatic outcomes that will result from the waiver.

This waiver will provide Local Boards the necessary flexibility to use Youth formula funds, when appropriate, to meet the individual training and employment needs of all youth affected by an emergency.

The expect outcomes are as follow:

- Improve the ability of LWDAs to develop workforce strategies that align with economic realities within their workforce area;
- Improve the ability for LWDAs to design programs in response to the needs of their customers.
- Provides In-School Youth more choice opportunities to enter into post-secondary education, vocational training or a “learn and earn” opportunity through Pre-Apprenticeship Programs in order for them to increase math, literacy, vocational and pre-vocational skills needed to gain entry into a Registered Apprenticeship Program.

Department of Labor’s policy priorities:

Describe how the waiver will align with the Department’s policy priorities, such as:

- Maximize the flexibility needed to ensure speedy implementation of work-based learning opportunities that WIOA encourages for both formula and discretionary grants;
- Increase business usage of the workforce system and thereby achieve greater access to employment opportunities for young people;
- Provide greater incentives for employers to retain and retrain current employees to avoid layoffs and to create new jobs;

- Create additional opportunities for new workers, and for unemployed and underemployed workers to speed up their return to full-time employment; and
- Support Puerto Rico’s small and medium-sized businesses and the entrepreneurial start-up economy.

Individuals impacted by the waiver:

Describe which populations the waiver will benefit, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment.

This waiver applies to the fifteen (15) LWDAs that compose Puerto Rico’s Workforce Delivery System, and that will be significantly impacted by an emergency. All fifteen (15) LWDAs provide services to both out of school, and in-school youth.

Process for monitoring progress in implementation:

The WDP of PRDEDC will monitor progress under this waiver through performance reports, and through its monitoring and performance accountability system. The Monitoring Unit will be adding the monitoring of waivers to its monitoring processes in order to insure compliance with waiver guidelines.

Process for Notice of Local Boards and Opportunity to Comment:

The unified plan and the waiver request will be published for a period of two (2) weeks on the PRDEDC website, allowing for public comment on its content and potential impact. In addition, copies of workforce system waivers will be provided to the Major’s boards, Local Boards and LDWA’s.

Waiver Impact:

Collect and report information about waiver outcomes in the State’s WIOA Annual Report. The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.

The Workforce Development Program will require the local areas to submit quarterly reports regarding the use of all the approved waivers. The report includes the number of participants, funds allocation and information related to any situation that would affect the waiver implementation. PRDEDC will *report* on the impact and *outcomes* of its approved *wavers* in the *WIOA Annual Report*.

Waiver of statewide required activities described in WIOA Sections 129(b)(1)(A) and 134(a)(2)(vi) to conduct evaluations under section 116(e) of activities authorized under this chapter and chapter 3 in coordination with evaluations carried out by the Secretary under section 169(a).

Statutory and/or regulatory requirements to be waived:

Indicate which part of the WIOA or the regulations the state would like to waive.

PRDEDC requests a waiver for statewide required activities described in WIOA Sections 129(b)(1)(A) and 134(a)(2)(vi); to conducting evaluations under section 116(e) of activities authorized under this chapter and chapter 3 in coordination with evaluations carried out by the

Secretary under section 169(a). The use of this waiver is limited to emergency, disaster-related period only.

The purpose of the evaluation is to improve the management and effectiveness of workforce system programs and activities. The natural emergencies and pandemics affected and still affecting the delivery of services throughout the LWDA/AJC system across Puerto Rico. It is estimated that Puerto Rico will start to see some transitional economic changes within 10 years; the recovery process is long and unpredictable.

Gathering statistical data, participants and employer's surveys, developing an adequate methodology, disseminating the information and other necessary steps to conduct evaluations, are difficult to complete during emergency time.

Actions undertaken to remove state or local barriers:

Describe the actions undertaken to remove state or local barriers.

There are no State or local statutory or regulatory barriers for the implementation of the proposed waiver.

Goals and expected programmatic outcomes of waiver:

Describe and specify how the waiver will help the state achieve an identified strategic goal or set of goals that it has outlined in its State Plan. If possible and appropriate the type of waiver requested, provide quantifiable projections for programmatic outcomes that will result from the waiver.

- This waiver will help PRDEDC to targeting disaster recovery efforts; establish collaborative partnerships that will commit to a system-wide evaluation of activities throughout this recovery period.
- The waiver will allow Puerto Rico to develop a strategy for evaluation, transparency, to identify innovative changes and transitional steps to improve the island's workforce system.
- This waiver will also broaden opportunities for core partners to collaborate on a strategy to gather information, evaluate program requirements, as well as the state board delimit their evaluation priorities and goals.

Department of Labor's policy priorities:

Describe how the waiver will align with the Department's policy priorities, such as:

During emergency time, the PRDEDC will focus on providing LWDA's assistance to improve operational capacity, continue capacity building efforts for staff, program participants and employers, understand impact of performance outcome, and improvement and progress of the delivery of services.

Individuals impacted by the waiver:

Describe which populations the waiver will benefit, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment.

This impact the WIOA labor development system in Puerto Rico

Process for monitoring progress in implementation:

The WDP will continue its efforts to improve the management and effectiveness of workforce system programs and activities. The Monitoring Unit will be adding the monitoring of waivers to its monitoring processes in order to insure compliance with waiver guidelines.

Process for Notice of Local Boards and Opportunity to Comment:

The unified plan and the waiver request will be published for a period of two (2) weeks on the PRDEDC website, allowing for public comment on its content and potential impact. In addition, copies of workforce system waivers will be provided to the Major's boards, Local Boards and LDWA's.

Waiver Impact:

Collect and report information about waiver outcomes in the State's WIOA Annual Report. The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver..

Waiver of WIOA section 134(a)(2)(A), (2)(B) and (3) to add flexibility in the use of the funds reserved by the Governor to provide statewide rapid response activities.

The statutory and/or regulatory requirements the State would like to waive.

Waiver of WIOA section 134(a)(2)(A), (2)(B) and (3) to add flexibility in the use of the funds reserved by the Governor to provide statewide rapid response activities (i.e. WIOA section 134(a)(2)(A)), to provide statewide employment and training activities (i.e. WIOA section 134(a)(2)(B) and (3)) to provide disaster relief to affected areas, humanity services and health support services. The use of this waiver is limited to emergency, disaster-related period only.

The set of Governor's reserved statewide funds shall be described in this waiver allowance request as "WIOA statewide funds". Under this waiver allowance, the funds described at WIOA section 134(a)(2) and (3) may be used interchangeably.

Under this waiver allowance, permitted WIOA statewide fund use includes, but is not limited to:

- Expeditious allocation of funds to a local workforce development board, or local board, so they may respond quickly to a disaster, emergency, or other qualifying event as described at 20 CFR 687.100(b). Only those events, and cascading events caused by a qualifying event, that have been declared as an emergency or disaster by the Federal Emergency Management Agency (FEMA), by the chief official of a Federal Agency with jurisdiction over the Federal response to a disaster with potential significant loss of employment, or the Governor of Puerto Rico as a qualifying event, qualify for the use of WIOA statewide funds.
- To alleviate the effects that a qualifying event causes within affected local area(s), and/or planning regions, WIOA statewide funds will allow comprehensive disaster relief employment and employment and training activities, and the provision of needed humanitarian resources and services, including other services or resources deemed necessary as described at 20 CFR 687.180(b)(1).
- An individual's disaster relief employment is limited to 12 months or 2,080 hours for work related to recovery from a single emergency or disaster. The Workforce Development Program (WDP) of the DEDC may extend an individual's disaster relief employment for up to an additional 12 months or 2,080 hours if requested and sufficiently justified by the local board.

- Employment and training activities as described in WIOA section 134(c) and (d) are supported for WIOA eligible participants.
- Supportive services may be provided to enable individuals to participate in disaster relief employment, including such costs as transportation, childcare, and personal safety equipment and clothing consistent with local policies.
- Individuals shall be eligible to be offered disaster relief employment and employment and training services if such individual is a dislocated worker; is a long-term unemployed individual as defined by the State; is temporarily or permanently laid off as a consequence of the emergency or disaster; or in the case of an individual who is self-employed, becomes unemployed or significantly underemployed as a result of the emergency or disaster as well as appropriate adults and youth ages 18 and over.
- Transitional jobs as described at WIOA section 134(d)(5) will be supported with the WIOA statewide funds. Local boards may request that the transitional jobs funding limitation of 10 percent be increased up to and not exceed a total of 25 percent, as the approved waiver from DOLETA. Puerto Rico has a waiver of WIOA section 134(d)(5) to allow local boards up to 50 percent of Adult and Dislocated Worker funds to be used for the provision of transitional jobs effective until June 30, 2020.

Actions the State has undertaken to remove state or local barriers

The state must provide a discussion of the steps it has taken to remove any potential obstacles in the waiver request as appropriate. Quite often, state or local policies do not present a conflict for the request, and a simple statement indicating that there are no state or local barriers is sufficient

The Commonwealth of Puerto Rico established the **Puerto Rico State Agency for Emergency and Disaster Management** —Spanish: *Agencia Estatal para el Manejo de Emergencias y Administración de Desastres (AEMEAD)*— as the agency that oversees all emergency activities that occur in Puerto Rico. Within all local workforce development areas, or local areas, there are responsible entities marshalled by local government, or its agents, should a qualifying event occur. The AEMEAD works in concert with these entities to provide resources and expertise.

Puerto Rico's Unified State Plan, contain the process and staff authorized to applying and administering applicable National Dislocated Worker Grants, or NDWG, consistent with WIOA Sec. 170 and its corresponding regulatory requirements. The state plan will include the State Board policy as well as the process to Local Areas request NDWG funds, once the grant be approved.

The NDWG grants are helpful once allocated, but in the time between the event and allocation, aid is urgently needed and there is much work to be done. If months pass before the NDWG allocation occurs, damage can be exacerbated and work is not completed. The Government is mindful of this time gap and strives to apply as soon as the state is eligible for NDWG funding assistance, as appropriate. The efficient use of time right after a qualifying event occurs is a critical variable in how well recovery is measured. This is a serious barrier the state wants to reduce.

Strategic Goals

The state must precisely articulate the goals it seeks to achieve by requesting a waiver. The state must also discuss how these goals relate to its Unified or Combined State Plan, and expected programmatic outcomes of waiver

In the case of a qualifying event, the State intends to use WIOA statewide funds so that relevant workforce development responses are provided in a timely manner. WIOA statewide funds may be provided to local areas deemed in need of financial resources as a result of being affected by a qualifying event.

The use of WIOA statewide funds associated with this waiver supports the state's goal of local WIOA-based programs and activities that better serve targeted groups of workforce development system customers. The use of WIOA statewide funds offers greater flexibility so that the state and local governing entities can expand their ability to coordinate resources, services and activities for individual, workers and employers affected by the qualifying emergency and/or disaster event.

Projected programmatic outcomes resulting from implementation of the waiver

The state must provide an estimate of how the waiver will improve outcomes or provide other tangible benefits for jobseekers or employers. States have the discretion to determine how to measure a waiver's success and the specific data sources it intends to use to evaluate its impact Projected programmatic outcomes resulting from implementation of the waiver:

- Increase statewide and local area workforce development response times to a qualifying event
- Increase public safety and help support humanitarian activities
- Availability of disaster relief employment will provide some WIOA participants and reportable individuals with access to employment and training activities
- Increasing of eligible WIOA participant's employment and training activities will lead towards a higher probability of securing unsubsidized employment; and
- Alleviation of some of the time-sensitive variables arising from a qualifying event affecting an employer and lessening the severity of possible layoffs or business closings

Alignment with Department of Labor's policy priorities

Describe how the waiver will align with the Department's policy priorities, such as:

- **Supporting employer engagement;**
- **Connecting education and training strategies;**
- **Supporting work-based learning;**
- **Improving job and career results; and**
- **Other priorities as articulated in guidance.**

This waiver aligns with not only the Department of Labor's priorities, but also with those of the State of Puerto Rico. The initiatives will demonstrate the importance of ensuring career and work readiness at all levels. This will allow the state to temporarily expand service capacity at the local level through time limited funding assistance in response to significant disasters. Expanding the ability for the state to provide disaster related employment opportunities through statewide funding allows participants to develop skills that will better prepare them to obtain permanent employment.

Individuals impacted by the waiver

Describe which populations the waiver will benefit, including how the waiver will impact services for disadvantaged p or individuals with multiple barriers to employment.

This waiver will help business, industries, community base organization, service providers, among other, to restart their operations, reenter employment to dislocated workers that lost their jobs by the disaster, and launch the economy recovery needed in the Puerto Rico labor market. Also, will help older youth, adults and dislocated workers with employment skills.

- All eligible participants as identified at WIOA section 170 and 20 CFR 687.170
- Eligible WIOA Title I Adult, Dislocated Workers and Out-of-School Youth participants
- WIOA reportable individuals claiming under-employment or unemployment; to maintain benefit of this waiver a reportable individual must be deemed a WIOA Title I eligible participant within thirty days of accepting disaster relief employment and/or training activities
- Non-WIOA eligible recipients include: affected businesses and employers, residents and other individuals that benefit from the qualifying event clean-up, restoration and humanitarian activities and resources provided.

Process for monitoring progress in implementation:

The WDP of PRDEDC will monitor progress under this waiver through performance reports, and through its monitoring and performance accountability system. The Monitoring Unit will be adding the monitoring of waivers to its monitoring processes in order to insure compliance with waiver guidelines.

Process for Notice of Local Boards and Opportunity to Comment:

The unified plan and the waiver request will be published for a period of two (2) weeks on the PRDEDC website, allowing for public comment on its content and potential impact. In addition, copies of workforce system waivers will be provided to the Major's boards, Local Boards and LDWA's.

Waiver Impact:

Collect and report information about waiver outcomes in the State's WIOA Annual Report. The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.

The Workforce Development Program will require the local areas to submit quarterly reports regarding the use of all the approved waivers. The report includes the number of participants, funds allocation and information related to any situation that would affect the waiver implementation. PRDEDC will *report* on the impact and *outcomes* of its approved *wavers* in the *WIOA Annual Report*.

[1] The SBA defines small business those that generate \$5 million in revenue a year or have less than 25 employees.

The State Plan must include	Include
1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient;	Yes
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;	Yes
3. The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members;	Yes
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);	Yes
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;	Yes
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;	Yes
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);	Yes
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;	Yes
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;	Yes
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.	Yes
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);	Yes

ADULT PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	40.0%	60.0%	41.0%	62.0%

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Fourth Quarter After Exit)	36.0%	45.0%	37.0%	47.0%
Median Earnings (Second Quarter After Exit)	\$2,880.00	\$2,880.00	\$2,980.00	\$2,980.00
Credential Attainment Rate	46.0%	46.0%	47.0%	47.0%
Measurable Skill Gains	24.0%	24.0%	25.0%	25.0%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.

DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	50.0%	62.0%	51.0%	64.0%
Employment (Fourth Quarter After Exit)	35.0%	48.0%	36.0%	50.0%
Median Earnings (Second Quarter After Exit)	\$3,444.00	\$3,444.00	\$3,544.00	\$3,544.00
Credential Attainment Rate	50.0%	50.0%	51.0%	51.0%
Measurable Skill Gains	16.5%	16.5%	17.5%	17.5%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.

YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	40.0%	42.0%	41.0%	44.0%

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Fourth Quarter After Exit)	36.0%	42.0%	37.0%	44.0%
Median Earnings (Second Quarter After Exit)	\$2,880.00	\$2,880.00	\$2,980.00	\$2,980.00
Credential Attainment Rate	46.0%	46.0%	47.0%	47.0%
Measurable Skill Gains	29.1%	29.1%	30.1%	30.1%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

1

“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.

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

A. EMPLOYMENT SERVICE STAFF

1. DESCRIBE HOW THE STATE WILL STAFF THE PROVISION OF LABOR EXCHANGE SERVICES UNDER THE WAGNER-PEYSER ACT, SUCH AS THROUGH STATE EMPLOYEES, INCLUDING BUT NOT LIMITED TO STATE MERIT STAFF EMPLOYEES, STAFF OF A SUBRECIPIENT, OR SOME COMBINATION THEREOF.

The Wagner-Peyser Act (WP) Staffing Flexibility Rule (included in Federal Register Volume 85, No. 3 of January 6, 2020, to amend the provisions of 20 CFR Parts 651, 652, 653 and 658) is undoubtedly a very important new work tool for the Puerto Rico Department of Labor and Human Resources’ (PRDOLHR) Employment Services Division (ES).

Given the difficulties and challenges resulting from the implementation of PROMESA (Public law: 114-187), and the various fiscal restrictions applicable in Puerto Rico since 2016, PRDOLHR have been experiencing (as well as other agencies) delays or prohibitions in the recruiting process of the much needed vacant staff positions paid with federal funding, such as ES staff, which are currently under a local hiring freeze. Given the various options and the flexibility granted by this new rule, PRDOLHR understands the importance of studying in detail how it could be implemented to cover the vacant positions within ES staff. For purposes of this four-year plan, PRDOLHR does not expect to be able to implement it during FY 2020, since this is an election year and it will require interagency collaboration and governmental approval. However, for FY 2021 and after, PRDOLHR expects to be able to develop a plan, with the technical assistance of ETA, and to implement the same as soon as practicable thereafter. The potential agreements with sub-recipients, as well as other combinations permitted under the new flexibility rule allows for great improvements in service delivery and enhanced performance.

For the time being, labor exchange services and all ES services will continue to be provided with WP and State merit staff, and through the use of technological tools, and to the extent possible, in collaboration with local entities. As soon as a definitive plan for implementation of WP

flexibility rule is ready, Puerto Rico will amend the State Plan accordingly, and comply with any applicable local or statewide requirements to permit its implementation.

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

Consistent and strategic investment in ES staff development reflects Puerto Rico's commitment to integrated workforce services. PRDOLHR -ES staff is trained in both employment services and UI programs, enabling customers to receive seamless services geared to facilitate their return to employment. However, for the success of the implementation of the Workforce Innovation Opportunity Act (WIOA), it is of the utmost importance and essential that the skills and competencies of the WP staff be reviewed and re-engineered to respond to recent programmatic changes in WP. Our ES staff is the most important asset in the delivery of quality services in a prompt and efficient manner.

WP staff is co-located at the AJCs. Achieving this milestone is the key to the success of WIOA in the provision of career services to job seekers. For this change to become more successful, WP staff members will continue to be trained on how to better serve within the AJCs, how to use the new WIPS system (integrated technology tool under development) and to help them understand the reasons that make a change in the way services are rendered to improve and streamline the processes. For this, ES staff will continue participating in reengineering and capacity building processes, which are expected to ultimately result in successfully meeting customers' needs and achieving measurable program goals. This means that a consistent and strategic investment in ES staff development continues to be needed as a reflection of the Puerto Rico's commitment to fully integrate workforce services. ETA's tools, trainings, conference calls, webinars and guidance are and will continue to be a primary source of training our ES staff.

WP staff has been and will continue to be subject to intensive capacity building efforts regarding the new challenges and demands that WIOA requires from the workforce delivery system. WP will continue consulting with ETA and professionals in the Employment Counseling field to better serve our customers. An integral part to this approach is to provide them with the competencies and skills necessary to understand the essential role that technology plays in provision of career services to job seekers today, and how essential is a seamless integration of service provisions to customers in the AJCs.

It is necessary then, to continue training existing staff currently providing direct services to Federally designated high priority populations, such as veterans and eligible spouses, UI claimants more likely to exhaust their benefits, including UCX, and other special target populations identified as in need of career services such as agricultural workers (MSFWs), with the skills and tools necessary to provide such services.

The Workforce Professional

Since the implementation of WIOA in 2014, ways of doing business have changed drastically. As a result, employment counseling in the ES began to evolve to accommodate this transformation and the implementation of the concept of service delivery through the AJCs.

The requirements to provide employment counseling services should no longer be based primarily on the formal education of the WP professional staff. A determination regarding the staff ability to provide advice or counseling should be considered and shall include past work

experiences, current job requirements, current and past job duties and skills required by State regulators.

Employment Counseling

In Puerto Rico, skills and qualifications to provide occupational or employment counseling is regulated by law, and counseling is within this professional field. ES has among its support staff, Occupational Counselors certified in their field with a master's degree as case managers who work directly with different populations seeking employment such as veterans, UI claimants more likely to exhaust their benefits, including UCX and others.

Counseling services were introduced for the first time by the WP Act of 1933 with specific guidelines that such counseling services shall be provided to people with disabilities. Subsequently, the provision of these services to other groups identified with special needs became a requirement.

WIOA states that funds allocated to each state must be used to provide services to job seeking persons, including among other services, counseling. WIOA Section 102 requires the Unified State Plan to provide for the promotion and development of employment opportunities for people with disabilities, for their guidance and insertion in the labor market, and for the designation of at least one person in the ES whose functions will be directed to these purposes.

Employment counseling is defined as the process by which a WP Workforce Professional and the job seeker work together as a group and/or in individual activities, so that the job seeker may obtain better knowledge and understanding about the labor market and have a more realistic approach when selecting, changing and adapting to a career, profession or a job.

The WP staff has the responsibility of providing direct services to target populations as defined by the USDOL as high priority, such as veterans and eligible spouses, UI claimants more likely to exhaust their benefits, including designated UCX, and other populations in need of career services such as farm workers, with the skills and tools necessary to enable them to achieve their goal of obtaining suitable employment according to their needs, skills and educational level.

For WP staff to comply with this responsibility as stated above, at a minimum, it is recommended they attain the minimum competencies in order to provide, in an effective way, all the career services required under WIOA. The following competencies are to be adopted to be used in AJCs and WP:

- **Individual Counseling (one to one)**. Refers to a private session (face to face) between an employment specialist and a job seeker. The main objective is to help the job seeker to explore his current situation regarding the selection or changing job or occupation.
- **Group Counseling**. Refers to the process by which an employment specialist uses the principles and techniques of group dynamics and leadership roles in a continuous and meaningful way to help a job seeker who have trouble getting or keeping a job due to work-related attitudes, behaviors or habits. Usually, these group interventions focus on the discussion of a common theme within the rest of the group.
- **Counseling Skills**. Refers to the ability to establish a relationship of trust, open and useful to each client, accurately interpreting the feelings as well as verbal and nonverbal expressions, and convey that understanding to the client and any other relevant information and necessary assistance. The employment specialist must have the awareness and knowledge of career development theory and the ability to support the job seeker through transitions and facilitate

decision-making and goal setting. Must have the ability to recognize the need to refer the job seeker to appropriate resources to eliminate barriers to employment and the ability to obtaining (intake) the necessary and effective information to ensure that the job seeker is fit and able to benefit from the programs available in within the AJCs.

- Individual and Group Skills Assessment. Refers to the ability to provide a continuous assessment using individual skills and group evaluation and use of formal and informal assessment methods that comply with the regulations of the Equal Employment Opportunity Commission (EEOC); the ability to provide continuous assessment, individual and group settings, involving the assessment and measurement of customer needs, characteristics, potential, individual differences and self-evaluation; and the ability to recognize the needs and special features of all kinds, for example, minorities, women seeking non-traditional and culturally different occupations, immigrants, the disabled, older workers and people with AIDS.
- Development and Use of Labor Market Information. Refers to the ability to access, understand and interpret the labor market information and job market trends; the ability to develop and use educational, occupational and labor market information to help job seekers in their decision-making process and the formulation of employment and career objectives that lead to self-sufficiency; and the ability to develop and use skills standards.
- Computer Skills. Refers to the ability to apply the principles of employment counseling to the use of the Internet and other online services, including but not limited to testing, job banks (PR.JOBS), job search, preparing and distributing resumes, reports, case management, counseling and maintaining confidentiality of customer data.
- Development and Implementation of an Individual Employment Plan and Case Management. Refers to the ability to help job seekers to develop and implement an appropriate individual employability plan to help them move from their current situation through any necessary service to improve their employability, including training and supporting services into a suitable job. It involves the knowledge of educational resources and training, sources for financial support, community resources and requirements of the local labor market; and the ability to handle cases through placement and retention.
- Placement Skills. Refers to the ability to identify and communicate an understanding of employers staffing needs to develop effective job development contacts and help the job seeker to present his/her qualifications in relation to the employer's needs; the ability to teach job search skills and for job development; the ability to help the job seeker in making decisions related to the work environment in which he/she could be more successful; and the ability to advocate for employment and career development of special target groups.
- Community Relations Skills. Refers to the ability to help job seekers to get the services needed to address their employment barriers that may interfere with the successful employment and their career goals; the ability to make presentations to community groups and to participate in the working teams of such community groups; the ability to develop information packages; and the ability to associate and establish staff resources with other agencies within the AJCs.
- Workload Management and Inter-Personal Relationship Skills. Refers to the ability to coordinate all aspects of the Employment Counseling Program as part of a team effort, resulting in a continuous and significant sequence of client services, agency staff, employers and the community; and the ability to operate a comprehensive employment resource center.

- Professional Development Skills. Refers to the ability to develop skills on an individual basis and within the position or profession and demonstrate by example the performance and standards expected of a professional Employment Specialist.
- Ethical and Legal Aspects. Refers to the ability to meet ethical standards, knowledge of regulations and legislation affecting training and employment, employment services and social reform, such as the EEOC, the Americans with Disabilities Act, professional testing standards, Multicultural Affairs, Family Affairs and one Stop Centers.

Consistent and strategic investment in staff development reflects Puerto Rico's commitment to integrated workforce services. ES enables job seekers to receive seamless services geared to facilitate their return to employment. However, to successfully implement and provide those services, it is of the utmost importance and essential that the skills and competencies of the WP staff be continuously reviewed and re-engineered. WP staff is the most important asset in the delivery of high-quality services in a prompt manner. WP staff at the AJCs is a key element for the success of WIOA in the provision of career services to job seekers. WP staff, as a Workforce Professional, must understand they must work differently, they must participate in reengineering and capacity building process and ultimately derive pride and satisfaction from successfully meeting job seekers needs and measurable program goals. For this to occur, a consistent and strategic investment in staff development needs to occur as a reflection of the Puerto Rico's commitment to integrate workforce services and to attain the above professional development.

We are committed to continue provide intensive capacity building to WP staff for them to understand the new challenges and demands that WIOA on the workforce delivery system, including but not limited to:

1. Continuing Education: Courses and workshops, pursuing certificates, accreditation or other credentials through educational programs.
2. Participation in professional organizations: Attending local, regional, national, and international meetings, conferences and workshops sponsored by professional organizations; serving as an officer, board member, or committee member; coordinating events sponsored by the Employment Service and/or the AJC.
3. Improve Job Performance: keeping up with technology, systems, processes; learning about new developments in your field; improving existing skills.
4. Increased duties and responsibilities: taking on new challenges in current position, projects, long or short-term assignments.

An integral part to this approach is to provide the competencies and skills necessary to the WP staff and to understand the important role that technology plays in provision of career services to job seekers today. To obtain this, the following approached will be use, but not limited to:

1. Skill Based Training: By providing effective skill-based training staff will learn conceptual information or necessary behaviors, practice learning the new information or behaviors, and receive feedback on their performance.
2. Job Assignments: Learning by Doing; working on real problems and dilemmas, adding new responsibilities to an existing job, stretching staff, pushing them out of their comfort zones that requires them to think and act differently.

3. Developing relationships: Learning through interaction with others. By investing in professional development we will be motivating the WP staff to invest in the workforce system goals, be excited about overall successes, and feel motivated to improve provision of services to job seekers and to contribute to the AJCs workplace culture and be an active part of the workforce professional's community. This continuous professional development will help staff to not only be competent in their responsibilities as a workforce professional, but also excel in it. Actively pursuing professional development ensures that knowledge and skills stay relevant and up to date. It also allows WP staff to be more aware of changing trends and directions in the workforce system.

Professional development will include also the training of WP staff in the provisions of the American with Disabilities Act of 1990, regarding the physical and programmatic accessibility of facilities, programs, services, technology, and materials, for individuals with disabilities to support the needs of individuals with disabilities.

The ES is currently exploring with professionals in the field of Employment Counseling, ways to develop workshops and training courses that will provide the skills and competencies described above to WP professional staff who serves as Workforce Professionals so that they are familiar with the expectations of a workforce professional to provide a quality experience for job seekers visiting the AJC.

Our goal is to have a complete structured training curriculum aligned with the NECA competencies mentioned above to equip them with the necessary tools to provide high-quality services to both jobseekers and business such as:

- Intensive interviewing techniques;
- Administering career assessments;
- Accessing and interpreting labor market information;
- Customized service strategies for employers and jobseekers;
- Identifying the potential need for soft skills and skills gap training;
- Developing workforce partnerships;
- Identifying available supportive services;
- Résumé writing expertise;
- Counseling to address barriers to employment and to assist with career selection;
- Strategies for business recruitment events;
- Methodologies to connect qualified jobseekers with employers;
- Providing workforce statistics and prevailing industry wages;
- Guidance on employment laws as it relates to the workplace;
- UI the WOTC, other workforce services; and
- Access to customer service training to enhance services to jobseekers and businesses.

In addition to the competencies mentioned above, other staff development activities may include:

- Comprehensive online resources on PRDOLHR website at www.trabajo.pr.gov;
- Comprehensive training on external online resources such as mynextstep.org and myskillsmyfuture.org;
- Job shadowing for new staff at State and local offices;
- Handbooks and manuals;
- Mentoring;
- Community practice resources;
- Active participation in NASWA;
- Ongoing assessment of PRDOLHR and partner staff training needs by local PRDOLHR career center managers;
- Participation on LWDBs to keep abreast of information on local, State, and national issues;
- Comprehensive online resources on the Employment Service Intranet using MS SharePoint technology;
- As well as strategic counseling and improvement of delivery of service skills through seminars and counseling by expert third parties to be contracted by PRDOLHR.

The Economic Crisis: The Impact on the Provisions of Employment Services

As all other programs federal or local, WP has been impacted by the recent unprecedented fiscal crisis of Puerto Rico, and at the diminishing federal funding assigned each program year. This situation has partially impacted the ability to recruit new staff to provide all required services available under WIOA for career and employment of job seeking persons. Therefore, not all ES local offices at the AJCs have the appropriate level of WP staff to provide services to job seekers in need of them. The flexibility rule, once implemented, will be instrumental in surpassing this challenge. At the same time, PRDOLHR is making efforts and has been successful in filling vacancies such as that of the State Monitor Advocate. Not all ES Local Offices have a Career Counselor within its staff. PRDOLHR continues to work towards being able to recruit these positions, or to use the WP flexibility rule.

It is necessary to continue to train existing staff providing direct services to federally areas designated as high priority populations, such as veterans and eligible spouses, UI claimants more likely to exhaust their benefits, including UCX and other special target populations identified as in need of career services such as agricultural workers (MSFWs), with the skills and tools necessary to provide such services.

ES is currently exploring with professionals in the field of Employment Counseling ways to develop workshops and training courses that will provide the skills and competencies described above to WP professional staff who serves as Employment Specialists so that they are familiar with the expectations of an employment specialist and can provide a quality experience for job seekers visiting the AJCs.

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

Aware of the need to offer better services, ES/UI will provide cross training, technical assistance and support to all core partners staff who serve local job seekers and employers to ensure that program partners are highly engaged in local and State workforce partnerships that allow for the constant exchange of information on core programs, UI legislation, and available programs and to integrate these programs into the customer flow within the AJCs. ES will continue providing cross training on services provided by WP to veterans, UI claimants, MSFWs and job seekers in general. Also, cross training is provided in areas such as the WP Complaint System, the Agricultural Recruitment System (ARS), refocusing of the Jobs for Veterans State Grants (JVSG) and the impact it has on the provision of services by WIOA partners, Reemployment Services and Eligibility Assessment Program (RESEA, UI policies, rules, procedures, detection addressing and resolution of UI issues affecting UI eligibility.

Identification of Unemployment Insurance (UI) Eligibility Issues

Under the grant requirements for the Reemployment Services and Eligibility Assessment Program (RESEA), a complete review of UI eligibility is performed under the Eligibility Review Program (ERP). Section 303(a)(1) of the *Social Security Act* (SSA) requires "management methods ...as it is determined by the US Secretary of Labor as reasonable to ensure full payment of unemployment compensation at the due date". This means the implementation of procedures and policies for UI eligibility information by ES and/or WIOA staff in order to quickly identify UI eligibility issues and the correspondent referral to UI staff for proper adjudication under state UI law. To ensure that ES meets the needs of UI, policies and procedures are in place to define and timely provide the required information relating to the requirements regarding participation or availability of a claimant.

UI claimants referred to RESEA will be subjected to this eligibility review as part of their participation in RESEA. However, all UI claimants not referred to RESEA and receiving of employment services will be subjected to the same eligibility review by WP staff as part of the initial assessment. These services will be provided by WP state's merit staff. WP/RESEA staff will review WP/RESEA participants who have completed appraisal interviews and will refer them to UI for adjudication as appropriate.

A key element in developing more useful tools will be sought and put into effect once the new WIPS (integrated WIOA partners' program) is fully operational. Trainings for this new program will entail training towards maiming the system's capabilities of streamlining the referral process and provide a smooth service to the participants.

B. EXPLAIN HOW THE STATE WILL PROVIDE INFORMATION AND MEANINGFUL ASSISTANCE TO INDIVIDUALS REQUESTING ASSISTANCE IN FILING A CLAIM FOR UNEMPLOYMENT COMPENSATION THROUGH ONE-STOP CENTERS, AS REQUIRED BY WIOA AS A CAREER SERVICE

Consistent with the requirements that PRDOLHR takes an integrated approach to its reemployment strategy to strategically coordinate resources and activities serving the unemployed community, the RESEA program is being integrated and workflow redesigned in all AJCs and with UI to better serve their needs.

Puerto Rico meets the needs of individuals requesting assistance in filing UI claims by providing direct in-person customer assistance and guidance in all its local offices and all AJCs, through a call center and through web based interface, and are trained to assist individuals in completing application for UI benefits through the UI state agency via Online Services Portal or telephone, along with information regarding the UI Program. Every individual will have the ability to file a UI claim at each AJC. In order to provide this access and the meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through the AJCs, assistance will be assured through:

- UI orientation provided to every new claimant explaining the full range of workforce services available to help them return to work by WP merit staff and/or duly trained WIOA staff.
- Online access via <https://desempleo.trabajo.pr.gov/reclamacionsubsiguiente/> where customers can file electronically from career centers, home, libraries or any other Internet portal. Through telephone at 787-945-7900 (initial claim and subsequent by IVR), in PRDOLHR local offices and all AJCs.
- Fully staffed resource centers at all career centers, including Internet access, copies, phones, fax and resource libraries.
- Access points at AJCs and career centers across the State.
- An opportunity for each claimant to access in-person reemployment services as they come to career centers and AJCs to complete the UI filing process.
- Access to professional and experienced staff for the preparation of resumes, registration in ES as a requirement for claimants and job matching services.
- The availability of staff, technology, and written materials in a variety of languages to meet the needs of all customers.
- Fully accessible services, online and in person, to serve any customer with a disability.
- Joint participation of UI staff with other workforce partners in large layoff events.
- Daily referrals of customers from workforce partners to UI specialists to ensure that customers have access to all benefits to which they are entitled.

PRDOLHR is aware that the UI claims assistance must be “meaningful”. For that purpose, PRDOLHR is making efforts to comply with Program Letter 14-18 and WIOA.

C. DESCRIBE THE STATE’S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UI CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS

Puerto Rico is positioned, along other partner’s staff, to provide comprehensive employment and placement services to jobseekers who are most in need and face multiple barriers to reemployment. All employment, training and placement services are available to all job seekers walking in to AJCs on a customer–centric approach for the deliverance of services, aligned with WIOA, for providing reemployment assistance to UI claimants (job seekers) as long they are eligible to work in the United States including, but not limited to:

- Directing UI customers, that are required to seek work, to register in the state work search system PRNLX.

- Providing the job seeker, not only job search assistance, but information on the AJC services.
- Encouraging job seekers to attend an AJC orientation and refer them to subsequent services, as appropriate.
- Detailed labor market information related to growth occupations and industries, and wage surveys to assist with decision making in the selection of a better career opportunity or looking for a new job.
- An orientation about the services available through the AJCs with emphasis on access to information available on the labor market and careers, delivery of labor market information unique to the experience, skills and desired occupation of the claimant.
- Assistance in the use of basic services available and self-help offered within the AJCs through the use resources room or virtually (Internet).
- An initial assessment of skills relative to available jobs preferably with an Employment Counselor to identify strengths, weaknesses and barriers after the claimant receives the initial orientation by the ES/RESEA staff.
- Referrals to appropriate services offered by other partners within the AJCs such as self-assessment, information on education and training, interviewing techniques, networking, occupational exploration, and online resources, among other services.
- Development of and Individual Reemployment Plan which should include job search activities, appropriate topics such as preparing resumes and strategies workshops, job search and/or authorized training.
- Workshops on effective job search.
- Interviewing techniques and résumé development.
- An overview of multiple self-service employment resources.
- Direct referrals to job training, educational and supportive service opportunities in the community.

The provision of reemployment services for UI claimants has a high relevance during recessions and periods of high unemployment. As a result, ES will focus its attention and resources to continue better integration and UI service connection with the services provided through the AJCs under WIOA. The goal is to ensure that UI seekers have access to the full range of employment services and training through the AJCs while ensuring that claimants meet the requirements for active participation in the job search as a condition to continue receiving benefits.

All WP services are staff assisted services although any job seeker has access to other services provided by the center such as self-assisted services, group presentation and customized one-on-one assistance. Jobseekers who need more specialized services according to their needs (e.g., veterans, migrant and seasonal farmworkers, UI claimants) received more in-depth career services to further their career goals.

Reemployment Services (RES) arises as an amendment to the *Social Security Act (SSA)*, PL 103-152, *Unemployment Compensation Act Amendments* of November 24, 1993 and after. This law added Sections 303(a) (10) and 303(j) to SSA. Profiling is designed to assist UI claimants who

may be unlikely to find employment before their benefits are exhausted. All claimants identified by the profiling model system are mandated to participate in required RESEA services and shall complete a comprehensive objective assessment and a reemployment plan.

RESEA is of high priority for the USDOL. With the new RESEA program enacted into law, new challenges are before us to better serve UI claimants so they can return to the labor market before exhausting their UI benefits. This call for the establishment of service strategies that work and based on evidence. Several studies have found that when attention is placed on the job search efforts of UI claimants and their reemployment needs, these translate into fewer erroneous payments and shorter claim periods. WPRS/RESEA initiatives seek to address both priorities.

D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE INCLUDING THE FOLLOWING:

The WP Labor Exchange System is administered by the PRDOLHR. Currently, all UI claimants (job seekers) are required to register into the state's labor exchange system, PRNLX, and create a resume. Once registered, job seekers have access to all of the online features, such as: searching for jobs, identifying employment trends and occupational information, using the virtual recruiter to automatically receive alerts of new jobs that match the job skills in their resume, and having their resume viewable by employers registered in the system.

All AJCs have a resource center where job seekers can conduct self-service activities by using resources such as computers and phones to conduct job searches and create a resume through PRNLX, respond to employment opportunities, manage their UI claim through the PRDOLHR website, etc. In addition to self-service options, claimants can also receive staff-assisted services, such as job search workshops, assistance with access and navigating the PRNLX system, individualized labor market information, referral to veteran services, and referral to education, training, and supportive services, including Federal electronic tools such as MyNextMove and MySkillsMyFuture and use of fax and copier machines, telephone, resume writing and development, career exploration, among other services. These services are available to all ES job seekers including UI claimants.

Both UI and WP program representatives will be party to the MOU negotiations with the other local area partners to identify the service delivery. The PRDOLHR programs, including UI, are committed to their roles as partners within the AJCs and consistently collaborate internally and with the local areas to further support the spirit of WIOA. These two partners are also coordinating internally within the PRDOLHR as this agency administers both of these programs.

In summary, PRDOLHR will use WP funding to support the reemployment and related services to UI claimants. Among the various initiatives, PRDOLHR will continue to provide labor exchange services for UI claimants (expected to be expanded with the new WIPS system expected to be fully operational in April 2020).

UI claimants are required by state law to register with the employment service (ES) as a requirement to be eligible to receive UI compensation. Once UI claimants filed their claim, either in person, by phone or by Internet, they are required to visit the nearest career center and register with ES. The claimant has the burden to register with ES. Once registered, a white card (Form 506) is given to the individual as proof of his/her registration. The card has a unique customer ID assigned by PRIS in order to be valid. Every time the claimant is in need for UI services, he/she needs to present the card to the UI representative as an evidence of his/her registration in ES since UI representatives do not have access to the PRIS system.

UI claimants in Puerto Rico receiving UI benefits must be able and available to work as required by law and be actively seeking full-time work. Amendments to the UI law in Puerto Rico established since 2012 that if an individual earned the majority of wages in the base period used to establish the claim from part-time work, the individual would be allowed to restrict their work search to part-time and can reject a full-time job offer. The only exceptions to the work search requirements in Puerto Rico are for the following:

- Individuals with a job attachment, which would include individuals for whom their employer has filed a “partial” unemployment claim for them or those individuals with a definite recall to work (the law does not establish a predetermined period of time to return to work).
- Union members in good standing.
- Individuals who are approved and enrolled in an approved training program by the Director of the Bureau of Employment Security.

The primary work test is done through the UI benefit certification Form 566 which includes a question about whether the individuals are able, available, and actively seeking employment. A negative answer places an issue on the certification, which cannot be removed until a statement is obtained regarding availability. If an issue is determined, a benefits eligibility review is performed by the UI benefits interview specialist or claims examiner and a determination released, if in order. During the initial claims filing application, individuals are asked questions regarding their availability. Negative responses require adjudication of the potential availability issue by a UI claim examiner or service specialist.

Administration of the work test is also performed through the RESEA program. During the in-person appointments, a UI eligibility review is performed and the RESEA interviewer questions the individuals about availability for work and any barriers to work they may be facing during all contacts. During all eligibility reviews (i.e., UI, RESEA), staff review the individual’s work search, discuss the individual’s availability, and any barriers to work.

ES Placement Officials staff have regular contact with employers and receive notice when individuals fail to report to an interview or refuse work – resulting in an issue on the individual’s claim. This can include employers reporting individuals who do not report for interviews, individuals who are incarcerated, or are otherwise not able, available, and/or actively seeking work. In the event a potential issue is discovered from any source, an unemployment benefits interview is scheduled with a claims examiner. If the individual is not able, available, and actively seeking work (and is not exempted from work search), an appropriate determination regarding UI benefits is released.

The secondary work test is done through ES at the one-stop-centers. If a UI claimant walk-in into an AJC for employment and/or placement services, ES staff will perform the work test and is directed to contact the UI adjudication unit when they become aware of UI claimant’s refusal of suitable employment or failure to attend scheduled interviews.

The integration of WP within the American Job Centers in Puerto Rico is almost done. This integration will allow for the orderly provision of services to job seekers and the provision of referral to and application assistance for training and educational programs and resources. It is of utmost importance to WP to coordinate the integration of these services which is a primary goal under WIOA. This will bring together the core programs to provide the whole range of services in a seamlessly integrated and coordinated manner to individuals seeking services at the career centers. These will be providing information to job seekers on community resources,

labor market information, GED, occupational training, OJT, and support services that make training possible to enhance an individual's ability to return to work. The network will work as the "front door" to the workforce system. WP staff from career centers will assume their functional roles in the workflow having the responsibility to i job seekers' needs, assist them with UI, employment and reemployment assistance, trade services, automated resources, workshops and referrals to more intensive services such as training, which are provided by WIOA through local boards, and other partners.

RESEA participants are referred to the Dislocated Workers program for eligibility and leverage of resources for other services not provided by WP. This will serve as an access point to inform UI customers about other WIOA Title I and other partner programs and services. This collaborative partnership facilitates a streamlined referral process for UI customers to WIOA programs and services within the AJC system.

E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE AN ASSESSMENT OF NEED. AN ASSESSMENT NEED DESCRIBES THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

1. ASSESSMENT OF NEED. PROVIDE AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

The Agricultural Outreach Plan (AOP) details the activities planned for providing a full range of employment and training services to the agricultural community, and outreach to Migrant and Seasonal Farmworkers (MSFWs), who are not being reached by normal intake activities conducted by Employment Service local offices, H-2A foreign guest workers as well as Agricultural employers for the period of July 1, 2020 to June 30, 2023. It is also prepared in accordance with WIOA proposed Section 167 and Unified Planning Guidance.

Under WP, as amended by WIOA, PRDOLHR is responsible for the development of specific strategies to ensure the proper provision of services to MSFWs through the AJC's, in a manner that is quantitatively proportional and qualitatively equivalent to those provided to non-MSFWs. Additionally, included is a full description of how services will be delivered to Agricultural employers to ensure that their labor supply needs are met by reaching and placing the available domestic workforce. The PRDOLHR is also committed to ensuring that H-2A foreign guest workers and domestic farmworkers are aware and fully understand their rights and become familiarized with labor laws established to protect them.

Puerto Rico continues to be a designated significant MSFW State due to the large number of farmworkers reported as participants in the WP program as recorded in the current Labor Exchange Reporting System (LERS) 9002A report. The territory remains very active as a significant provider of workers for a dozen states and recurrently processes hundreds of Agricultural employment orders through the H2A and ARS systems, resulting in placement of eager MSFWs who year after year look forward to their pick seasons. However, many MSFWs from PR continue to face substantial challenges in their effort to secure agricultural jobs in the United States due to discriminatory practices of some H-2A employers, who tend to require

experience tailored to the specific crops rather than seeking the skill set required for the tasks described on the job order.

As in many other states, Puerto Rico farmworkers, including MSFWs, have similar needs to immigrant and low wage worker populations. The following are some of the most common needs identified in the MSW population of PR:

- Lack of flexibility in their working hours which precludes them from accessing basic services, as agricultural work hours do not coincide with typical business hours;
- Extremely low wages due to a lack of Agricultural Surveys that could determine if the current prevailing wage meets at least the minimum wage requirement;
- Poor access and/or assistance with transportation not only to their workplace but also to basic services such as health, legal counseling and education;
- Lack of coordination of assistance to access educational development opportunities, as many appear to lack basic skills;
- Lack of resources and support system to find work in agriculture by word-of-mouth, friends and family within their neighborhood;
- Lack of young farmers and that 65% of the island's agriculture workforce is over 55 years of age. The decrease in new farmers will have significant negative effects on the island's agriculture in the coming decades;
- Lack of knowledge and proper training to protect themselves of workplace hazards;
- Discriminatory practices in the hiring process reducing their chances of obtaining employment;
- Low educational level, some totally illiterate;
- Lack of basic communication skills in English which precludes them from seeking employment offered by US employers; and
- Limited or poor conditioned housing facilities near their place of employment.

PRDOLHR will continue its commitment in assisting MSFWs to overcome these challenges by ensuring that WP services such as job search assistance, counseling, testing and referral services, including the wide range of training services available under WIOA and the National Farmworker Jobs Program (NFJP) are made easily available to them.

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

In prior reports, it was estimated that Puerto Rico had 584,988 acres of cropland, with a total value of agriculture sales at approximately \$548 million. However, those figures may no longer be considered accurate after the multiple natural disasters that devastated the territory between 2017 and January 2020. It is well known that while Puerto Rico was already struggling

to cope with an extraordinary economic crisis, the entire territory was hit by two hurricanes in 2017, causing an unprecedented devastation and completely transforming not only the agricultural panorama, but also the overall way of living for the entire population.

On September 24, 2017, Hurricane Maria devastated over 80 percent of all the island's crops and severely damaged the island's dairy industry as well as the banana, plantain and coffee plantations. Prior to the natural disasters of 2017, Puerto Rico imported 85% of all its food and local agriculture supplied 15% of the remaining food items consumed in the territory. After Hurricane Maria, Puerto Rico has a 12% capacity of consumption. However, the food imports have increased to about 90% of all food items consumed by the ever-changing population. The agriculture in Puerto Rico impact is: 0.8% (2017 est.) Puerto Rico food crops impacted by this natural disaster include coffee, bananas, plantains, pineapples, tomatoes, avocados, cacao, spices, corn, mango, beans, peppers, yams and others.

Top five labor intensive crops, among others:

Table 59. USDA Census Agriculture 2012 and Estimate Loss

Products	2012 (USDA Stat)	%	Local Food Production After Hurricane Maria	2012 (USDA Stat) After Hurricane Maria	Estimated Loss
Milk	\$189,400,000.00	35%	3.00%	\$37,880,000.00	(\$151,520,000.00)
Plantain	\$80,500,000.00	15%	3.00%	\$16,100,000.00	(\$64,400,000.00)
Vegetables and Melons	\$47,100,000.00	9%	3.00%	\$9,420,000.00	(\$37,680,000.00)
Poultry and Eggs	\$40,400,000.00	7%	3.00%	\$8,080,000.00	(\$32,320,000.00)
Nursey and Greenhouse	\$37,500,000.00	7%	3.00%	\$7,500,000.00	(\$30,000,000.00)
Other Agriculture Business	\$152,700,000.00	28%	3.00%	\$30,540,000.00	(\$122,160,000.00)
Total:	\$547,600,000.00			\$109,520,000.00	(\$438,080,000.00)

Source: USDA Census Agriculture 2012 and Estimated Loss of 80% after Hurricane Maria.

The coffee industry remains among the top ten agricultural commodities in order of economic importance in Puerto Rico. Before the hurricanes hit, there were about 10,000 coffee growers, of whom the vast majority were small and medium producers. Coffee growers were distributed in 22 municipalities in the central west region. The main municipalities engaged in the production of coffee were: Adjuntas, Jayuya, Lares, San Sebastian, Añasco, Guayanilla, Mayagüez, Orocovis, Ponce, San Germán, Ciales, Las Marías, Maricao, Utuado, Juana Diaz, Moca, Peñuelas, Villalba, Sabana Grande and Yauco. Hurricane Maria destroyed 85 percent of coffee farm harvests when it ravaged the island in September 2017, according to the Secretary of the Puerto Rico

Department of Agriculture (PRDOA), Carlos Flores Ortega. Right before the storm, farmers were expecting the best harvest in 10 years, said Flores Ortega.” – NBC News.

According to the 2012 USDA Agricultural Census, which is the only currently available data at this time, (statistics for Puerto Rico 2017 Census are due to be released in June 2020), the agriculture industry in Puerto Rico is responsible for approximately 30,122 jobs on a permanent or temporary basis.

Recent studies have suggested there is a lack of young farmers and that 65% of the island's agriculture workforce is over 55 years of age. As this trend continues its natural progression, the aging of our active agricultural employers, paired with a noticeable decrease in new farmers will have a significant negative impact on the island's agriculture in the coming decades.

Table 60. USDA Census Agriculture 2012

Age Progression of Agricultural Employers in Puerto Rico

Category	Producers	%
35 to 64 Years	7,917	60%
65 years or Older	4,735	36%
Under 35 Years	507	4%
Total:	13,159	100%

Source: USDA Census Agriculture 2012.

At the time the last AOP was submitted, the Government of Puerto Rico was in the process of establishing very ambitious projects aimed to usher a new era of investment in the agricultural industry. Multiple initiatives were launched to revamp farm activity such as reestablishing traditional crops such as sugar cane and rice and increasing the acreages dedicated to the production of coffee. The PRDOA offered an array of incentives to agricultural employer to acquire farm supplies and equipment, provided subsidies and offered tax breaks resulting in more than 2,000 new farms been established. However, with the approval of PROMESA in 2016 new fiscal constraints are in effect and many incentive programs are under review by the Supervisory Board named under PROMESA.

According to PRDOLHR's statistics, as of 2016, the total number of workers (not seasonally adjusted) was 21,000, revealing an increase in total workers with respect to prior years. However, that trend ceased suddenly as a result of the economic crisis experienced in Puerto Rico and aggravated by the natural disasters that followed. The same statistical report for agricultural employment (not seasonally adjusted) for the month of December 2019 shows a total of 18,000 workers, which reflects a decline of 4,000 agricultural workers.

Puerto Rico's agricultural employers' needs are many because of the unpredictability of the weather, which makes it difficult to be fully prepared with enough workers available on the anticipated harvest dates. The most active period for agricultural employers in the coffee production sector is during the months of September and December. However, remarkable climate changes are altering these traditional dates and some growers need harvesters in January and February as well. In addition, agricultural employers share the concern of not having year-round workers, the lack of transportation alternatives, and housing scarcity.

Agriculture constitutes about \$808 million or about 0.8% of the island's gross domestic product (GDP). While most of the land is fertile, Puerto Rico imports 85% of the food it consumes. Only a

mere 6% is arable; a fact that poses a direct threat to Puerto Rico's food security. This situation is due to a shift in priorities focusing on industrialization of the most productive areas mainly for the production of seeds, deficiencies in the management of available land, lack of programs to support the development of alternative agricultural methods, and a rapidly declining agricultural workforce. Puerto Rico's geographical location within the Caribbean exacerbates these issues, making the existing crops vulnerable to the devastating effects of Atlantic hurricanes. The USDA Statistics estimate \$547,000,600 in Agricultural production for Puerto Rico. This represents a 32.23% margin of error as shown below:

USDA:	\$547,600,000
Economy of Puerto Rico:	\$808,000,000
Difference:	\$260,400,000
Margin of Error:	32.23%

Table 61. Margin of Error Economy of Puerto Rico and USDA

Economy of Puerto Rico	Current \$	%	Estimated	% + Margin of Error
Agriculture	\$808,000,000	0.8%	\$905,800,000	1.2%
Industry	\$50,601,000,000	50.1%		
Services	\$49,591,000,000	49.1%		
Total:	\$101,000,000,000			

The Southern part of the Island's agricultural activities were the most impacted by the earthquake of January 7, 2020 and its thousands of aftershocks. These rare events created a unique situation for the agricultural community, as many growers faced the possibility of losing their crops because, although the crops themselves may not have been directly affected, many of the workers lost their homes and were forced to relocate too far from their work area. Many others remain in shelters but have no transportation to report to work.

The already difficult situation of a severe lack of workers turned into a real crisis forcing many agricultural employers, including coffee, banana and tomato growers, to go to social media to implore people for help in order to save their crops. The PRDOA coordinated the use of government vehicles to transport volunteer workers from the local shelters resulting in hundreds of people reporting to work in an act of solidarity.

On January 15, 2020, the PRDOA initiated a campaign with several municipalities in the southern area to recruit, interview and transport individuals with no experience to work for several agricultural employers. As stated to local media outlets by the Secretary of the PRDOA, participants were assured that their wages would not be counted against their eligibility for social service benefits, would receive credits towards an agricultural bonus and would be fully covered by Workers Compensation and Unemployment while receiving \$7.24 an hour pay. 150 individuals reported to work saving some of the crops. Nevertheless, large amounts of this year's crops have been lost, causing millions of dollars in losses.

Another element to consider in the present volatile employment environment of the MSFWs in Puerto Rico is Public Law #87, approved on June 22, 1962 (Public Law #87). It allows employers to conduct active recruitment in Puerto Rico for work to be performed in the US

mainland. These job offers are typically not for agricultural employment although every so often there are farming jobs and offers for landscaping, processing plants and food packagers. The job offers promoted under this law could be temporary or permanent in nature. The increase in this type of employment offers have significantly impacted the MSFWs in Puerto Rico because they are gravitating towards these jobs with better chance of permanency, much better salaries and the possibility of permanent relocation rather than pursuing the regular Interstate Job offers that are posted from other states under the ARS.

In 2019 and 2020 an influx of new and young farmers has been noticed. These farmers are mainly focused on small scale specialty farming, hydroponic farming and organic agriculture. There is a need for educational opportunities and incentives for these beginner farmers, for farmers looking to shift to new crops or alternative farming methods, and for MSFWs interested in becoming entrepreneurs. Directing more efforts and resources to these needs will promote the development of new agricultural employers and increase the employability of the MSFWs of Puerto Rico. In addition to these challenges, the agricultural community does not have up to date agricultural data. The lack of agriculture statistics is forcing farmers, private entities and government agencies to plan without adequate information on the current status of the agricultural industry.

The PRDOLHR, with the assistance of the SMA, will explore the possibilities of joining efforts with partners and organizations such as PathStone, the Puerto Rico Department of Education (PRDOE), the University of Puerto Rico Agricultural Extension, Puerto Rico Farm Bureau, the PRDOA and others, to create a series of orientation sessions to be offered in every region to promote existing and upcoming educational opportunities and incentives aimed to alleviate the above listed issues.

3. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWs IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION

Farm workers in Puerto Rico are predominantly local seasonal workers. Contrary to farm workers in the United States, Puerto Rico does not have workers that speak any language other than Spanish; not even the MSFWs through the H-2A program, who are also Spanish speaking. Puerto Rico does not have the diversity of workers from other countries, among the approximately 20,000 to 30,000 agricultural workers in Puerto Rico.

A small number of migrant workers are referred through the ARS to agricultural job opportunities in the United States. This number appears to be in decline due to the new opportunities offered by Public Law #87, jobs which tend to be longer lasting with higher pay. Therefore, MSFWs are now gravitating towards other types of employment in the US mainland. The low educational level and lack of understanding of the English language is one of the most evident barriers for MSFWs in Puerto Rico, because they are perceived as not ready to be inserted in the nonfarm labor market resulting in fewer services been offered to them.

The MOU between PRDOLHR and PathStone will facilitate the provision of educational services to MSFWs. PathStone provides education and information to agricultural workers on farms and camps and, in some locations, it provides English as a Second Language (ESL) instruction as well as small amounts of funding for books and supplies for educational purposes. Through the Outreach Program, the PRDOLHR will leverage resources with PathStone to increase the number of MSFWs enrolled in educational services.

Farm workers' extremely low wages keep them below the poverty level making them economically disadvantaged. Farm workers in Puerto Rico face additional barriers including social and physical isolation exacerbated by acute economic inequalities, educational gaps and lack of transportation. These barriers limit their ability to gain access to services available at the AJCs. The Outreach Program is an integral component of the AJC system designed to reach them at their place of employment or gathering in order to provide them with the available employment and placement services.

The low wage issue is supported by the lack of Agricultural Surveys to establish prevailing wage practices in the many crops grown in Puerto Rico. In the past, the PRDOA issued a Wage Subsidy reimbursing up to \$2.72 per hour worked to agricultural employers that met certain requirements to help them meet the Federal Minimum wage (Public Law #60, approved on July 1, 2019). However, that incentive is now subject to a production criterion making it harder to achieve, given the multiple obstacles the employers must deal with, such as lack of resources and labor force, to name a few.

The SMA will seek the cooperation of the WP Outreach Staff, the PRDOA, the Wage & Hour Division and PathStone to design an action plan, devise strategies to identify the areas of highest agricultural activity by region, select a significant sample of employers, and begin the collection of data for Agricultural Surveys of the predominant crops in Puerto Rico no later than September 2020.

4. OUTREACH ACTIVITIES

Please see below.

Puerto Rico has been designated as a significant MSFW supplier State for several States in the US mainland. As a result, Puerto Rico's AJCs are mandated to operate an Outreach Program to locate and contact MSFWs not reached by regular intake procedures. As of January 2020, the PRDOLHR has three (3) WP staff members assigned to Outreach duties. These Outreach workers operate out of the AJCs in Caguas, Mayagüez and San Germán, all identified as significant MSFWs offices. The remaining significant offices do not have staff assigned to cover the Outreach responsibilities.

PRDOLHR will explore available funding sources to place additional staff in the following offices: Ponce, Humacao and Coamo, where the agricultural community has been underserved. These areas have a high agricultural activity, particularly Coamo, which serves the largest tomatoes grower in the island, although not currently designated as a significant office.

The Outreach Program allows WP staff to make contacts with MSFWs all year-round and during peak agricultural activity periods. Contacts are made at locations where MSFWs live and congregate. Written and oral presentations are provided to MSFWs on services such as, but not limited to:

- Information regarding the full array of services offered in the career centers

- Referral to agricultural job orders through the ARS, local H-2A job orders, and non-agricultural employment
- Referral to training opportunities
- Referral to supportive services
- Career counseling
- Job development
- Information on the WP complaint system
- Summaries of farm worker rights (terms and conditions of employment)
- Contact information for Labor Law enforcement agencies
- Referrals to PathStone
- Referrals to Legal Services

In addition to providing information about the AJC services, the Outreach workers frequently inquire about the working conditions, wages and overall wellbeing of the MSFWs and encourage them to visit the nearest career center for the full range of employment, placement and training services.

In the event the MSFWs cannot or do not wish to visit a physical AJC, Outreach staff helps them complete an application for ES, provides referrals to employment opportunities for which the individuals are qualified, assists them in preparing complaints, or makes appointments for other services as needed. As appropriate, Outreach staff will carry out follow-up contacts with MSFWs.

Internal data collected by the PRDOLHR Foreign Labor Certification Officer shows the following as direct results of the above listed outreach efforts:

Table 62. Outreach Efforts

	PY 2016-2017	PY 2017-2018	PY 2018-2019
MSFWs Contacted	3,450	2,060	2,689
MSFWs Placed in jobs	54	37	48

The SMA is designing a schedule of trainings and joined meetings with PathStone, Legal Services Farmworker Division, PROSHA and the Wage & Hour Division to properly train the Outreach workers of WP and PathStone in all required areas and competencies established on 20 CFR 657.103. The first joint meeting is scheduled for April 7, 2020. With these trainings, the Outreach workers will be better equipped to:

- Develop strategies and techniques to locate and contact MSFWs in order to provide information for services available at the local AJCs.
- Use the Labor Market Information to inform MSFWs of specific job openings (agricultural and non-agricultural) available to them.
- Assist agricultural employers on securing workers and acquiring information on labor market trends.

- Provide the necessary competencies on labor related laws affecting MSFWs such as the Fair Labor Standards Act (FLSA), the Migrant and Seasonal Farmworkers Protection Act (MSPA), Equal Employment Opportunity laws, H-2A Regulations, Housing and other State regulations governing MSFWs.
- Assist MSFWs in filling job applications, preparing worker complaints, making appointments and making transportation arrangements.
- Provide information about services available through electronic means and teaching them how to access this information.
- Identify qualified MSFWs seeking employment and plan follow-up visits to provide needed services to improving their employability.
- Contact agricultural and non-agricultural employers, program operators, community or faith-based organizations, and education-and-training providers on behalf of MSFWs.
- Solicit jobs, training opportunities and employment related services for MSFWs.
- Provide agricultural and non-agricultural employers with information, services and assistance requests related to labor issues and needs.
- Accept job orders while performing field outreach activities.
- Refer qualified MSFWs to job openings of their interest.

PRDOLHR is in the process of developing a cohesive AJC network system to ensure the provision of the above listed services to MSFWs and enhance the referral processes to both agricultural and non-agricultural jobs. Emphasis will be placed in coordinating efforts between the above-named partners to arrange an intensive training program for the entire local AJC/WP staff. These efforts will clarify terminology, strengthen the staff knowledge of labor laws related to the protection of this underserve population and facilitate the provision of services, minimizing duplication. These on-going efforts will ensure that the current and new Outreach workers will be able to provide orientation on all services and explore solutions to issues in areas such as agricultural workplace safety to better assist the MSFWs and the agricultural employer.

The new SMA was hired as of February 6, 2020 and is diligently addressing the needs of the program by reviewing available data related to policies and procedures established to serve the MSFWs and the agricultural employers. Amongst the monitoring and advocacy activities that the SMA will be conducting are the following:

- Establishing collaborative network with partner agencies serving the agricultural community.
- Overseeing the operation and performance of the MSFW complaint system.
- Conducting On-Site Monitoring Reviews of all significant offices.
- Preparing the State AOP to be incorporated into the State Plan.
- Coordinating training sessions for the AJC staff, including Outreach workers.
- Participating in the coordination of pre-harvest meetings in various agricultural areas of the territory.
- Reviewing Outreach reports on an on-going bases for each significant office.

- Participating in public meetings concerning topics affecting the agricultural community throughout the state.
- Meeting with farm worker groups and employers to promote the use of the career center services.
- Providing technical assistance to all partners.

The SMA is charged with the responsibility to meet with other workforce agencies to ensure that services provided to MSFWs are rendered in a manner that is quantitatively proportional and qualitatively equivalent to those provided to non-MSFWs. In order to accomplish this task, the SMA will work in the development of monitoring tools that will simplify the timely and accurate identification of issues and a series of strategies and protocols for service delivery that will ensure continuity and increase success rate when addressing the needs of MSFW customers.

During the onsite reviews of the AJCs, the SMA will analyze all available data regarding the provision of services of the local workforce systems to determine their compliance with the designated equity indicators and minimum service levels for MSFWs. The SMA will also provide training and technical assistance to staff and partner agencies as needed.

The PRDOLHR plans and implements employer services based on each career center service delivery plan. To ensure that agricultural employers' needs are met, AJCs provide key activities in the agricultural referral process, such as integrating services for agricultural employers and workers; identifying job-ready workers; and providing employers with labor market information related to their specific industry, among other services.

To comply with federal regulations, all AJC/WP staff will be trained in the ARS, the Complaint System and Agricultural Labor Laws. The training will provide essential information to staff engaged in serving the agricultural community, both employers and MSFWs.

The PRDOLHR signed a Memorandum of Understanding (MOU) with PathStone to jointly provide a comprehensive outreach approach to MSFWs. The Outreach Program provides the necessary framework for the AJC's staff to locate, contact, and enhance employability of MSFWs in Puerto Rico. Outreach workers from both agencies will make referrals to other WIOA partners, agencies and organizations in order to maximize the provision of services to MSFWs. All Outreach activities managed by ES will be funded with WP funds. Outreach workers will also contact agricultural employers during the harvest seasons to help in the coordination of recruitment plans for anticipated needs.

PRDOLHR's main focus is on services to business, while the State merit staff provides Outreach personnel to aid in scheduling visits throughout the agricultural community. The SMA will reach out to the PRDOA to design strategies that could ensure all resources available to the agricultural community are coordinated in a seamless fashion. Capitalizing on the long-standing relationship between the Outreach workers with the University of Puerto Rico's Agricultural Extension Service/PRDOA regional field staff, joint meetings will be coordinated to collaborate and improve services to agricultural employers and MSFWs.

The SMA will make recommendations to the AJCs to ensure that key staff will be granted access to the local UI system to allow them to view basic information of MSFWs, which could be used to assist them with issues related to application for benefits, employment records, interstate claims and eligibility issues. Training on basic unemployment data system will be arranged for the selected staff.

In accordance with 20 CFR 653.107(i-p), the PRDOLHR is providing outreach through three (3) career centers in agriculturally significant areas and will initiate the hiring process to increase the number of staff in an effort to reinforce the Outreach Program in all significant offices. These centers are part of the State’s WIOA AJCs, serving as either a comprehensive AJC or an affiliated site. The employment-related needs of MSFWs and the agricultural employers are of primary importance to the PRDOLHR and will be targeted in the following significant career centers:

Table 63. Service area of career centers serving MSFWs

Career Center Locations	Municipalities served
Arecibo	Quebradillas, Camuy, Hatillo, Arecibo, Lares, Utuado, Jayuya, Adjuntas
Caguas	Caguas, Guayama, Cayey, Cidra, Aguas Buenas, Arroyo, Trujillo Alto, Gurabo, Aibonito
Humacao	Humacao, San Lorenzo, Maunabo, Patillas, Las Piedras, Yabucoa, Juncos, Peñuelas
Coamo	Coamo, Juana Diaz, Santa Isabel, Salinas, Naranjito, Aibonito
Ponce	Ponce
San Germán	Maricao, Guánica, Lajas, Peñuelas, Cabo Rojo, Yauco, Sabana Grande, Hormigueros, San German
Mayaguez	Añasco, Mayagüez, Hormigueros, Las Marías
Guayama	Guayama, Arroyo

Source: PRDOLHR.

The PRDOLHR staff allocation has not changed in several years, hence the active Outreach workers are in the same career centers as in past reports; Mayaguez, San Germán and Caguas. These three offices have knowledgeable, designated staff to assist growers and MSFWs through outreach activities.

The PRDOLHR is committed to have all significant career centers with the necessary staff to provide the employment-related needs of MSFWs according to 20 CFR 653.111. Once authorized to hire the additional staff, the PRDOLHR will be able to increase the number of MSFWs served and provide outreach services to a much larger portion of the agricultural community.

Table 64. Projected workers dedicated to outreach to farmworkers by service area

Service region	Career centers	Number of outreach workers
Northern	Arecibo	1
Southern	Ponce, Coamo, Guayama	3
Eastern	Humacao	1
Western	Mayagüez, San Germán	2

Northern Region

This region has the second largest concentration of MSFWs. The mountainous area is known for its coffee production, specifically in Utuado and Lares. This region includes municipalities that when taken together the aggregate number of farm workers exceeds those of the Manatí service area. The AJC located in Barceloneta currently provides services to these agricultural areas.

Southern Region

The Southern region is known to produce an array of vegetables and other minor fruits. Gargiulo and Pioneer continue to be the main agricultural employers in that area. Gargiulo is responsible for the employment of over 1,000 workers during the peak tomatoes season. The Coamo local office is responsible for the referrals of workers to Gargiulo, Pioneer and several other agricultural employers. Although not designated as a significant office, this office serves most of the MSFWs in the area. The SMA will evaluate this office to determine if it meets the requirements to be designated as a significant office and will request additional staff to serve this region accordingly.

Western Region

This region has the highest concentration of MSFWs because it is where most of the coffee industry is concentrated, specifically in the municipalities of Yauco, Maricao, Las Marías and Sabana Grande. The Sabana Grande and Mayaguez staff assigned to the Outreach Program report a significant decline in the number of MSFWs due to changes created by the devastation caused by Hurricanes Irma and Maria. Additionally, many agricultural employers are no longer in business or are now operating at a much smaller scale due to the multiple natural disasters which devastated the region.

The Outreach workers confront extreme challenges in their efforts to reach the MSFWs due to the precarious conditions of the roads that lead to most farms in the area. Furthermore, the Outreach workers do not count with vehicles appropriate for the terrain and often have to leave their personal vehicles on the side of the road and complete the journey on foot which diminishes their effectivity as it doubles the time required to accomplish the task. It is yet to be determined if the resources for Outreach in the Western region are enough to carry out the program according to 20 CFR 653.107. The Mayaguez local office is a significant MSFW office.

Eastern Region

The Eastern region does not account for a great number of MSFWs and the agricultural activity in this area continues to be minimal. However, all AJC staff will be trained in coordination with the USDOL Wage and Hour Division, EEOC and OSHA, in order to identify MSFWs in the area and provide them with labor market information, services and referrals as needed.

As previously stated, the SMA is designing a schedule of trainings and joined meetings with PathStone, Legal Services Farmworker Division, PROSHA and the Wage & Hour Division to properly train the Outreach workers of WP and PathStone in all required areas and competencies established on 20 CFR 657.103. The first joint meeting is scheduled for April 7, 2020. With these trainings, the Outreach workers will be better equipped to:

- Develop strategies and techniques to locate and contact MSFWs in order to provide information for services available at the local AJCs.
- Use the Labor Market Information to inform MSFWs of specific job openings (agricultural and non-agricultural) available to them.

- Assist agricultural employers on securing workers and acquiring information on labor market trends.
- Provide the necessary competencies on labor related laws affecting MSFWs such as the Fair Labor Standards Act (FLSA), the Migrant and Seasonal Farmworkers Protection Act (MSPA), Equal Employment Opportunity laws, H-2A Regulations, Housing and other State regulations governing MSFWs.
- Assist MSFWs in filling job applications, preparing worker complaints, making appointments and making transportation arrangements.
- Provide information about services available through electronic means and teaching them how to access this information.
- Identify qualified MSFWs seeking employment and plan follow-up visits to provide needed services to improving their employability.
- Contact agricultural and non-agricultural employers, program operators, community or faith-based organizations, and education-and-training providers on behalf of MSFWs.
- Solicit jobs, training opportunities and employment related services for MSFWs.
- Provide agricultural and non-agricultural employers with information, services and assistance requests related to labor issues and needs.
- Accept job orders while performing field outreach activities.
- Refer qualified MSFWs to job openings of their interest.

PRDOLHR is in the process of developing a cohesive AJC network system to ensure the provision of the above listed services to MSFWs and enhance the referral processes to both agricultural and non-agricultural jobs. Emphasis will be placed in coordinating efforts between the above-named partners to arrange an intensive training program for the entire local AJC/WP staff. These efforts will clarify terminology, strengthen the staff knowledge of labor laws related to the protection of this underserve population and facilitate the provision of services, minimizing duplication. These on-going efforts will ensure that the current and new Outreach workers will be able to provide orientation on all services and explore solutions to issues in areas such as agricultural workplace safety to better assist the MSFWs and the agricultural employer.

The MOU signed between the PRDOLHR and PathStone in 2019 is expected to be amended in March 2020 to include additional requirements established under federal guidance. As the ETA's designated grantee for Puerto Rico, PathStone operates the NFJP and provides career and training services and related assistance for MSFWs. The cooperative agreement serves in establishing effective outreach coordination, enhance service delivery to MSFWs and increases registration activities between PathStone and the career centers staff. The partnership provides for the sharing of labor market information, training, supportive services, and job-related resources available to MSFWs. The cooperative agreement will improve mutual capacities and effective customer service, by sharing the responsibilities for this population and maximizing the use of available resources.

PathStone also provides On the Job training to agricultural employers which includes: providing training tailored to the employer's needs, reimbursement of training expenses/salary up to 50% for a period not to exceed 8 weeks, monitoring the job performance of the trainees, certification

on proper use of agrochemicals (WPS), training on heat exhaustion and other work related hazards, and training on proper use of agricultural equipment.

The SMA is already exchanging information with PathStone to determine employer's needs and will be scheduling an orientation for employers in the southwest region of the territory with the collaboration of a local agricultural employer.

Some of the most significant benefits of the cooperative agreement with PathStone are:

- The information exchange process is streamlined, improving the accuracy of shared information.
- Each organization will be better prepared to coordinate actions, particularly in matters that require expeditious action to safeguard the rights and wellbeing of the MSFWs.
- Staff's ability to properly and timely identify potential issues regarding the MSFW community increase.
- The establishment of a vehicle of communication with the AJCs and PathStone to periodically review and coordinate quality services to MSFWs and agricultural employers.
- Reports are shared on the staff hours spent performing MSFW outreach activity.

PathStone has a staff member placed in the Mayaguez ES local office after closing one of their offices in the area. This allows PathStone to leverage the PRDOLHR resources to better serve the MSFWs in the Western area. PathStone also has cooperative agreements with several AJCs and community partners focusing on integrated service strategies and resource sharing. Collaborative approaches reduce duplication of effort and ensures that resources are used effectively for the benefit of customers.

PathStone is also the NFJP housing grantee for Puerto Rico and provides housing support services to MSFWs through rental and utility assistance. The SMA and the PRDOL Outreach workers will continue to coordinate with PathStone staff in their efforts to assist growers in providing safe and affordable housing for farmworkers, hence expanding the range of services available to this population.

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

The outreach staff in coordination with the Foreign Labor Certification Officer (FLCO) are developing a list of available resources to establish partnerships with local organizations serving MSFWs. Efforts would continue to coordinate initiatives between state agencies, federal agencies and private companies serving the agricultural community. By establishing collaboration with multiple agencies, the PRDOLHR will increase the timeliness of response and achieve greater impact. Collaboration should be established with but not limited to:

- Department of Health
- Farmworker Health Program
- State Workers Compensation
- Wage & Hour Division (Caribbean District)
- PROSHA

- Puerto Rico Farm Bureau (AAPR)
- Migrant Legal Services
- PathStone Corporation
- PRDOE-Adult Education Program
- Migrant Health
- Productores de Café de Puerto Rico Inc.
- Puerto Rico Farm Credit
- PRDOA
- University of Puerto Rico Agricultural Extensions

AJCs will collaborate with Local Boards to ensure MSFWs have training opportunities for jobs in demand in the area. At the AJCs, all jobseekers receive a general orientation prior to receiving services for which they might apply. Through this orientation, workers become aware of the range of services available to them and how to apply for such services.

Once the workers receive the orientation, they have the option to use the self-service resource area where they can access the Internet to perform job searches, prepare resumes and browse job offers. If in need of job search assistance and placement services, the worker is referred to a WP Employment Specialist to be registered and assess his/her job readiness. Depending on the assessment, the jobseeker might be referred to an available job offer/job development, or to an Occupational Counselor for additional career services. If it is determined that the individual is not job ready, the jobseeker is referred to the appropriate partners to provide the necessary assistance to address their needs in order to pursue suitable employment. All MSFWs receive the same services as described above.

To increase the effectiveness of the Outreach program, the SMA will promote a more comprehensive approach to the provision of services by encouraging and facilitating nontraditional methods of Outreach activities such as:

- Quarterly meetings with agricultural employers that could be hosted by PRDOLHR, Puerto Rico Farm Bureau and other entities, partners, associations, and coops.
- Coordinated media advertising and promotion to make programs known.
- Trade publications
- Email newsletters
- SMS Messaging
- Social Media Advertising
- Utilize the tools and structures of already established organizations named through this document to offer services through them.

Once registered, a MSFW may receive the following career services:

- Preparation of job applications
- Assistance applying for Unemployment Benefits

- Referral to specific employment opportunities (agricultural and non-agricultural), training, counseling and other services
- Support service referrals for individuals or family members
- Information and referrals to PathStone or other appropriate program services
- Information about farm worker rights (Federal and State employment related protections laws such as MSPA and FLSA)

The ARS is operated and coordinated within the AJCs by WP and other partners. As a result, the FLCO shares Interstate Job Orders with AJC staff and PathStone and receives referrals from the different WIOA local areas. The FLCO receives job orders from the different State Order Holding Officers seeking qualified workers for agricultural jobs associated with an H-2A application. The job orders are distributed to local Workforce Centers and local AJCs to be made available to all job seekers, including registered MSFWs.

Outreach workers and WP staff at the AJCs are responsible for the identification of suitable workers to match them with the employer requirements. Once a potential candidate is identified, the staff will coordinate referrals with the Puerto Rico FLCO, assist the job seeker with scheduling interviews and help them make travel arrangements once hired.

The AJCs new software system that will replace the SIAC system (expected to be operational in April 2020) will assist Outreach workers in providing MSFWs with the full range of services available through the AJCs.

PRDOLHR's web site contains a broad array of employment resources for job seekers and businesses. In addition, PRDOLHR's provides an extensive bank of available jobs through its Job Bank website, puertorico.usnlx.com (to be later migrated into a new system). The website is user friendly and can translate the site content into Spanish. Career centers' staff assists employers by referring qualified workers to their job orders. However, this process still poses challenges for career center staff serving MSFWs because the jobs available in the Puerto Rico Job Bank are mostly professional jobs which require college preparation, advance skills and experience. The PRDOLHR will ensure that local agricultural jobs, Public Law #87 jobs, and local entry-level jobs are also posted in the Puerto Rico Job Bank. Information on services, including how to register for services, is provided online ensuring that MSFWs have the full range of services available whether services are received in the field or a career center.

PRDOLHR plans to continue implementing strategies and exercise the use of best practices to address the needs of agricultural employers including the following topics:

- Limited knowledge of State/Federal employment laws and regulations. Career centers will continue to host Forums/Workshops to educate employers and agricultural crew leaders regarding State/Federal laws and regulations.
- Lack of efficient use of local human resources. Career centers staff must encourage/facilitate communication between growers, regarding farm-workers' specific needs. One possible resource is Puerto Rico's Agricultural Extension Program.
- Lack of facilities/staff to screen and interview potential farm workers. Career centers might provide temporary office space so that agricultural employers might use as a job-interviewing facility. Workforce Center staff might also provide intake and referral activities at the growers' locations.

- Encourage farm labor contractors to register. Career centers staff might provide forms and instructions for completing crew leader registrations and ensure that farm labor contractors' registration cards are kept current.
- Housing. The ARS requires employers to provide housing at no cost to workers who cannot reasonably return to their place of residence after each working day. PRDOLHR, as part of the agreement established in the MOU, will coordinate efforts and grant activities with PathStone, Inc., the NFJP grantee for the Housing Grant under the WIOA 167.

Agricultural employers are critical to Puerto Rico's workforce, especially in the geographic areas where agriculture is the key economic industry. Services provided to farmworkers and employers should be focused on professionalizing the agriculture work, making it financially competitive against other industries such as construction and manufacturing. The overall misconception about the agricultural worker a second class, non-ambitious individual makes it difficult to attract talent into the agricultural industry. Services provided to MSFWs and agricultural employers should include but no be limited to:

- Entrepreneurship and management courses for agricultural employers including HR related topics to develop a modern and optimized employer/worker relationship. These courses should be provided through coordinated efforts with entities such as Asociación de Agricultores de Puerto Rico, Productores de Café de Puerto Rico Inc., and other Coops due to their already strong relationship, bond and trust with the agricultural community.
- Increase participation of PathStone Corporation in the provision of services to agricultural employers by coordinated efforts among partners.
- Promoting the development of college level degrees focused on high-tech and innovative farming techniques, practices and methods. This will allow agricultural employers the opportunity to develop more profitable, sustainable and resilient businesses.
- Develop initiatives aimed at guaranteeing or facilitating a more stable employment opportunity for MSFWs such as but not limited to inconsistent employment, part-time only employment and low wages.
- Develop and actively promote initiatives aimed at enhancing the quality of life of MSFWs and their families, tackling issues such as housing, transportation and access to basic utilities.
- Enhance communication to strengthen the promotion of job opportunities available and the job seekers in the agricultural community.
- Investing in a series of Agricultural Surveys to establish prevailing practices and fair wages through the territory and generate reliable data that could assist all partners in the development of their service plans.
- Promote the development of standardized farming practices that allow organized farming to maintain a consistent supply of farm products.

The PRDOLHR Statistics Division collects data from employers based on their quarterly reports of unemployment benefits paid in accordance to the law. Below are the total number of Agricultural employers reporting employee wages to the Unemployment Division by municipality and grouped by region. This data supports the need to establish a more

comprehensive Outreach program in order to meet the needs of these employers and their workers.

Table 65. Agricultural Employers by Region 2019

NOROESTE	277
Aguadilla	18
Moca	50
Isabela	28
San Sebastián	148
Añasco	21
Rincón	2
Aguada	10
NORTE CENTRAL-ARECIBO	569
Quebradillas	18
Camuy	45
Hatillo	69
Arecibo	66
Lares	121
Utua	87
Adjuntas	104
Jayuya	59
SURESTE	119
Juncos	12
Patillas	16
San Lorenzo	20
Las Piedras	19
Humacao	10
Yabucoa	31
Maunabo	11
SUROESTE	286
Cabo Rojo	29
Hormigueros	10
San Germán	37

NOROESTE	277
Lajas	49
Sabana Grande	24
Maricao	39
Yauco	52
Guayanilla	22
Peñuelas	11
Guánica	13
NORTE CENTRAL-MANATI DORADO	103
Barceloneta	5
Florida	3
Ciales	35
Morovis	18
Manatí	19
Vega Baja	12
Vega Alta	5
Dorado	6
SUR CENTRAL	150
Coamo	48
Juana Diaz	25
Santa Isabel	31
Salinas	17
Naranjito	29
LA MONTAÑA	247
Corozal	60
Orocovis	47
Barranquitas	95
Cidra	21
Villalba	24
MAYAGUEZ-LAS MARÍAS	67
Mayagüez	26

NOROESTE	277
Las Marías	41
PONCE	50

Source: PRDOLHR -Studies and Statistics Division

The SMA will submit a comprehensive report to USDOL requesting the designation of new significant offices based on the above chart in order to establish an Outreach Program in those areas not previously targeted.

In fulfilling its responsibilities under Federal regulations, the PRDOLHR has established a Uniform Complaint System under WP pursuant to 20 CFR 658.400. With this complaint system in place, career centers have the capacity to resolve MSWF complaints and any others job seeker impacted by WP activities. The state and local managers have the responsibility to resolve complaints filed pursuant to 20 CFR 658.400.

The SMA is responsible for the oversight, operation and performance of the complaint system. The SMA is also responsible for the marketing and promotion of the complaint system to other MSFW advocacy groups and partners. The SMA also ensures that Outreach workers inform MSFWs about their rights, how to use the complaint system, provide them assistance filing a complaint and following up as appropriate.

During the required career center orientation, job seekers are briefed on the WP complaint system. During registration, a WP Employment Specialist explains the complaint system to the worker and how to properly file a complaint. A complaint form is handed out to the worker at that moment. MSFWs are informed of their rights and the laws that protects them.

The SMA will review the protocols established for the successful implementation of the Complaint system and will conduct training for the AJC as needed.

Agricultural industry in Puerto Rico is undergoing a transformation prompted by a multitude of factors, including but not limited to an overall economic crisis of the territory, natural disasters that damaged most infrastructures, overall emotional unsettlement amongst the agricultural workers due to the loss of property, valuables, employment and even loved ones. As a result, there is a proliferation of foreign employers recruiting local workers, depleting the pool of MSFWs available to satisfy the needs of the agricultural employers. In response, for the first time in our history, local agricultural employers are seeking workers through the ARS. As of February 2020, two large agricultural employers have placed H-2A job orders and are actively pursuing authorization to bring workers from Dominican Republic. Local agricultural employers are now willing to engage in the costly efforts related to this type of recruitment and the PRDOLHR has certified two housing units as part of the required guarantees they need to provide to MSFWs.

The SMA is closely monitoring the referral process of the existing H-2A job orders and is meeting with partner agencies to ensure that all MSFW rights are respected. The FLCO, Outreach workers and SMA will coordinate field visits to these employers within the active period of the job orders to ensure workers are aware of their rights and that all requirements are been met. The PRDOLHR will coordinate orientation and workshops for agricultural employers to ensure there is a clear understanding of the ARS and provide them with information needed to make an informal decision on whether to use the system.

6. OTHER REQUIREMENTS

A. COLLABORATION

Cooperative Agreement with PathStone

The PRDOLHR signed a cooperative agreement with PathStone (to be amended as indicated below to include additional requirements established by federal law) to provide a comprehensive outreach program for MSFWs. Prior to the COVID emergency, both PRDOLHR and PathStone met to discuss to amend their agreement to enforce the responsibilities of each partner. WP management at the AJCs will have the task to administer the agreement at the local level by ensuring that quarterly meetings are held to discuss what issues need attention within the agreement, so services reach the MSFWs community served by the significant career centers. The SMA or its representative must attend all meetings and properly document them preparing minutes.

Legal Services of Puerto Rico

The PRDOLHR has an agreement with the Puerto Rico Legal Services Program (a non-profit) to provide orientation and information to MSFWs who migrate to the United States to work in farm work through the Federal Agricultural Job Order Clearing System. The selected MSFWs are briefed on their rights in relation to the specific job order. If any MSFW needs legal assistance due to apparent violations of their rights by the agricultural employer who hired them, the PRDOLHR coordinates the assistance of Legal Services Staff to address their needs. The SMA receives reports and participates in the coordination of assistance facilitating processes, keeping records and following up as needed. In order to build upon this collaboration, quarterly meetings will be held to discuss what issues need attention within the agreement, so services reach the MSFWs community served by the significant career centers. The SMA or its representative must attend all meetings and properly document them preparing minutes.

Potential New Partners

The PRDOLHR recognizes the extraordinary service to MSFWs provided by Migrant Health, which is a non-profit organization dedicated to providing health and family services to the MSFWs communities, particularly in the Southwestern region of Puerto Rico. With that in mind, the PRDOLHR will engage in communications with this entity to explore ways in which our Outreach workers might participate in some of their events to reach more MSFWs and provide services accordingly.

The PR Farm Bureau (PRFB) is another potential partner with whom the PRDOLHR wishes to establish a closer relationship aimed to coordinate better services to the Agricultural employers. The PRFB is known to have frequent meetings to discuss issues affecting the agricultural employers and is a great resource to facilitate processes pertaining job order referrals, H2A program knowledge, and rights and responsibilities when serving the MSFWs.

Once PRDOLHR establishes communication with both entities, we will determine if there is a possibility to establish an agreement and provide an approximate timeline for doing this.

B. REVIEW AND PUBLIC COMMENT

After an exhaustive search of approximately two years, during the first week of February 2020, PRDOLHR finally recruited its SMA. The SMA developed a work schedule to review the delivery of services and protections afforded to MSFWs and to comply with the responsibilities imposed by 20 CFR 653.108. The SMA has arranged on-site reviews for all significant offices in order to ascertain findings, offer initial recommendations and coordinate technical assistance. In addition, the SMA made contact in person with PathStone, Wage & Hour Division and Legal

Services to establish open lines of communication and promote the exchange of data and advantage of resources to better serve the MSFWs and the agricultural employers.

Due to the time constraint between the time of recruitment and the Unified State Plan submittal due date, in order to comply with the review and public comment requirement for the Agricultural Outreach Plan (AOP), on February 28, 2020 the organizations listed below were sent the draft of the proposed AOP and were invited to comment until March 14, 2020 (during the same period provided to receive public comments for the Unified State Plan):

- PathStone Corporation
- Puerto Rico Legal Services - Farmworker Division
- Asociación de Agricultores de Puerto Rico
- PRDOA
- Migrant Health Center, Western Region Inc.
- Organización Boricua de Agricultura Ecológica

As of the date of final submission, no comments have been received.

As the program year progresses and the needs of the agribusiness community evolves, PRDOLHR will continue to work with partners of the agricultural community to explore new approaches to meeting the demands of Puerto Rico’s expanding agricultural industry.

C. DATA ASSESSMENT

Table 66. Percentage of MSFW and non-MSFW served, PY 2016-2019

	2016 WP	2016 MSFWs	2017 WP	2017 MSFWs	2018WP	2018 MSFWs	2019 WP	2019 MSFWs
1QTR	43,234	1,325	35,162	840	38,323	981	32,292	1,533
2QTR	80,016	2,387	45,728	950	72,645	1,666	64,210	2,196
3QTR	125,719	3,338	77,824	1,803	198,990	2,057	N/A	N/A
4QTR	174,116	4,174	102,320	2510	280,382	2,992	N/A	N/A

Source: PRDOLHR.

Puerto Rico has not been reporting on WIPS since June 2016 due to the lack of capacity of the WIOA and ES integrated system – SIAC- to collect such data, and to issue reports. Currently a new system (PRIS) has been developed by a third-party contractor, and before the COVID emergency it was to be implemented allowing reporting expected to begin during the month of June 2020. In the absence of a reporting system under SIAC (the old system), the State Employment Service had to use a manual data collection system in order to monitor programs. The information collected from these reports show that the state has not met its goals in the provision of quantitatively and qualitatively proportionate services to MSFWs as compared to non-MSFWs. Among the multiple factors that this situation could be attributed to, the following were the most determinant:

- The SIAC system being used by the WP staff since 2009 did not compile data about MSFWs.
- Under SIAC, Puerto Rico was unable to report to WIPS since 2016, therefore no performance data is available as to the placement of MSFWs during the 2nd and 4th Quarters after exit.
- Internal reporting systems show that Outreach workers are failing in performing their roles as required by regulations. This requires re-training, among other actions.
- In recent years, many MSFWs have opted to pursue more lucrative job opportunities under Public Law 87 job orders, thus reducing the population of MSFWs to serve. As a result, referrals to clearance job orders declined significantly, as fewer MSFWs seek these type of job opportunities.
- There are several vacancies in the program, which have been affected by the State-wide hiring freeze. Efforts are being made to obtain authorization to activate these positions.
- It seems that it is essential that the local ES Managers receive training on how to supervise Outreach workers and, in addition to requiring these employees to perform office duties, they must allow them to conduct their fieldwork for outreach. In the past, not doing this resulted in extremely low number of days dedicated to Outreach and insufficient MSFWs contacts.
- The lack of a designated SMA to monitor the overall services provided to MSFWs. However, this issue was resolved with the recent hiring of the new SMA.

To improve the provision of services to MSFWs, the PRDOLHR is committed to take the following measures:

- Provide training to all ES supervisors to clarify roles and responsibilities of the Outreach Workers and reinforce the management staff's responsibility to oversee their performance in accordance with federal guidelines.
- Conduct a series of training for the Outreach workers, WP staff and AJC staff to ensure clear understanding of these basic principles of the program:
 - Definition of a MSFW.
 - Definition of agricultural jobs.
 - How to properly classify a MSFW in the PRIS system, record their employment information and account for the services provided.
 - Alternative methods to provide services to MSFWs who do not come into AJCs.
 - Importance of accuracy and timeliness of Outreach reporting.
- The SMA will actively and regularly engage in the overseeing of ES activities to ensure that services to MSFWs are provided in accordance to established regulations.
- Continue to educate and inform MSFWs about their rights under the law and the broad range of services available to them through the AJCs.

- PRDOLHR will focus on the prompt implementation of a reporting system that will meet the requirements of the ETA-5148 reports pertaining to services to MSFWs provided by the SWA and their partners.

D. ASSESSMENT OF PROGRESS

The number of MSFWs contacted during PY 2017-18 was over a thousand less than the prior year. This significant decline of agricultural workers was caused by multiple factors mainly associated with the impact of Hurricane Maria: The road conditions in most of Puerto Rico made it extremely difficult to access the areas where the MSFWs work and gather; many agricultural employers ceased operations or reduced their labor force for several months while working on the recovery of their farms; many MSFWs left the island temporarily to live with family members in US mainland while waiting for the electricity and water services to be restored and many more relocated permanently.

During PY 2018-19, a total of 2,689 MSFWs were contacted, a little over 600 more than the prior year. Although by the end of 2018, most of the territory have recovered their basic utility services, the roads remain in extremely poor conditions and many farmers have been unable to return to full operations due to the slow processing of insurances and their lack of resources to replace what was lost. The three Outreach workers remained assigned to the same significant local offices and budget constraints prevented PRDOLHR from moving forward with the hiring of additional staff. However, it is our commitment to continue reinforcing the Outreach Program to comply with regulations as required by 20 CFR 653.107 and expand the Outreach service activities through eight (8) career centers to cover a larger area within the agricultural community. Authorization to cover those vacancies will be evaluated in a case-by-case basis.

If the economic crisis prevails and WP funds continue to be reduced as in previous years, the provision of services to MSFWs and agricultural employers could be adversely affected. Notwithstanding the above, efforts will be made to hire and designate Outreach workers for all significant offices to provide the whole range of service to MSFWs.

The PRDOLHR is committed to continue providing the same service level to MSFWs as to all other job seekers and monitoring the equity and minimum service performance indicators to measure the effectiveness of the MSFW Program by WP staff.

Furthermore, the present AOP will be subject to future modifications in order to allow for the SMA to complete the devised work schedule, properly review the program and submit a complete and updated plan with the benefit of receiving input from interested parties.

E. STATE MONITOR ADVOCATE

The PRDOLHR SMA was directly involved in the development of the plan and approved the plan as drafted.

WAGNER-PEYSER ASSURANCES

The State Plan must include	Include
1. The Wagner-Peyser Act Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time (sec 121(e)(3));	Yes

The State Plan must include	Include
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	Yes
4. SWA officials: 1) Initiate the discontinuation of services; 2) Make the determination that services need to be discontinued; 3) Make the determination to reinstate services after the services have been discontinued; 4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	Yes

WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	59.5	59.5	59.5	59.5
Employment (Fourth Quarter After Exit)	59.5	59.5	59.5	59.5
Median Earnings (Second Quarter After Exit)	\$5,300	\$5,300	\$5,300	\$5,300
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

"Effectiveness in Serving Employers" is still being piloted and this data will not be entered for 2020 State Plans.

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

A. ALIGNING OF CONTENT STANDARDS

The Department of Education of Puerto Rico (DEPR) is the eligible agency for adult education and literacy programs and activities implementation under title II of WIOA, the Adult Education and Family Literacy Act (AEFLA). The Assistant Secretary for Alternative Education-Adult Education Program (AEP), State Director for Adult Education, is the implementation unit for these programs.

During the 2020-2023 period the DEPR will focus on the revision and re-aligning of the State education adopted standards and curriculum. The AEP will be part of this effort as it concerns to adult education. The implementation of the curriculum in all Adult Education program centers requires continuous faculty development efforts to assure teachers are thoroughly familiar with the academic content standards requirements. Hired academic facilitators will provide technical assistance in the implementation of the curriculum in all Adult Education program centers and activities. The AEP Program centers directors and key staff will provide technical assistance to program teachers in curriculum implementation. Adult Education program teachers will receive specialized training on the standards, the indicators, and assessment activities of the curriculum. They will provide emphasis on syllabus content, provided academic guidelines, technology, computer literacy, workforce preparation and employability skills to facilitate learning on adult participants.

The AEP will emphasize the importance in the life of people who have not completed high school, need for English language learning and civic participation and the rights and responsibilities of citizens. It is the purpose of AEFLA to assist immigrants and other individuals who are English language learners to improve their reading, writing, and comprehension skills in English and mathematics, as well as understanding the American system of Government, individual freedom, and the responsibilities of citizenship. The commitment of the Adult Education Program is focused on providing a structured, innovative, flexible and contextualized curriculum, in addition to being dynamic and adaptable to changes in the social system and the educational system in a contextualized environment.

The AEP will implement a workforce preparation curriculum, including career pathways implementation, to provide the transferable skills needed by individuals to make them “employable” to an employer, including Problem-solving, oral communication, adaptability, collaboration, resource management, organizational skills, written communication and technology use, as the leading skills. Also, it includes activities that promote critical thinking, and build self-management skills, such as utilizing resources and information, understanding systems, and working with others. This curriculum alignment is pending the State regular curriculum update, in progress.

In the implementation of the aligned curriculum standards the AEP will provide training to the teachers based on the following protocol:

1. The PEA has hired academic facilitators that are specialists in the subject that have been enriching and tempering the AEP educational plans. These staff resources will provide technical assistance to teachers in the program's curriculum, standards and indicators, and proposed changes to update teaching for adult or disabled participants. They will highlight the need to address and develop 21st century skills, digital literacy, and employability and workforce preparation skills to achieve a transition to postsecondary education level or to the workplace. Workplace skills, often called employability skills,

are the basic skills a person must have to succeed in any workplace. They are the core knowledge skills and attitudes that allow workers to understand instructions, solve problems and get along with co-workers and customers. The academic facilitators will offer training workshops, coaching and mentoring by subject and individualized technical assistance in each of the centers.

2. The Service Providers of each center will receive technical assistance related to all the requirements of the AEP training activities to achieve a better academic performance and greater preparation so that the adult participants can compete in postsecondary levels and/or in the labor market, in the particular skills that each employer needs. They will also receive technical assistance for teachers in the areas of need required.
3. All teachers of the Adult Program will receive specialized professional training related to the standards and indicators of the Program, activities related to the development of 21st Century skills, important for competitiveness in the global labor market, STEM, employability and workforce preparation skills and career pathways.

B. LOCAL ACTIVITIES

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

Activities under adult education; literacy; workplace adult education and literacy activities and family literacy activities

The AEP will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Plan will include the scope, content, and organization of these local activities: Adult education; Literacy; Workplace adult education and literacy activities; Family literacy activities; English language acquisition activities; Integrated English literacy and civics education; Workforce preparation activities; and Integrated education and training that provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and that are for the purpose of educational and career advancement.

After AEFLA grant is considered available, the AEP will conduct a full and open competition for new grants activities. The grant application will address, at a minimum, the thirteen considerations and requirements established in Title II. The competition will be open to all eligible providers. All eligible providers will be required to submit evidence of demonstrated effectiveness. To demonstrate effectiveness, applicants that have received Title II AEFLA funds in the program years immediately preceding the competition will be evaluated based on their performance against the state's negotiated targets during those years. Applicants that did not receive funds through the AEP will be required to provide data that show their past ability to achieve success in comparable measures. For both groups, these measures include effectiveness in helping students develop their academic skills.

The eligible individuals and providers

As administrative/fiscal agent, the program will ensure that service providers deliver services to eligible individuals who have attained at least 16 years of age; are not enrolled or required to be enrolled in a secondary school under the Puerto Rico law; lack basic skills; do not have a secondary school diploma or its recognized equivalent; or are English language learners. All

activities funded under WIOA are authorized, approved and overseen by the Adult Education program.

The following organizations will be eligible to apply for funding provided they have demonstrated effectiveness and comply with the 13 considerations established by WIOA in providing adult education and literacy services:

- a local education agency
- a community-based organization or faith-based organization
- a volunteer literacy organization
- an institution of higher education
- a public or private nonprofit agency
- a library
- a public housing authority
- a nonprofit institution that is not described in any of items A through G and has the ability to provide adult education and literacy activities to eligible individuals
- a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of items A through H; and
- a partnership between an employer and an entity described in any of items A through I.

An eligible provider must establish that it has demonstrated effectiveness through performance data on its record of improving the skills of eligible individuals, particularly those who have low levels of literacy in reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services provided in the state's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. (34 CFR §463.24)

There are two ways in which an eligible provider may meet the requirements:

1. An eligible provider that has been funded under Title II of the WIOA must provide NRS performance data required under Section 116 of the WIOA to demonstrate past effectiveness.
1. An eligible provider that has not been previously funded under Title II of WIOA must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals in all of the following areas: reading, writing, mathematics and English language acquisition

The following outcomes will be used in determining demonstrated effectiveness of eligible education service providers:

- Number of eligible individuals served who are basic skills deficient in reading, writing, math and English language skills
- Attainment of secondary diploma/equivalent
- Transition to postsecondary education and training

The following will not be considered eligible applicants:

Applicants that are not in compliance with the *Civil Rights Act of 1964* or those applicants that discriminate on the basis of nationality, origin, race, gender, religion, or handicap, sexual orientation or gender identity, political or religious ideology, disability or physical or mental disability, being a victim of domestic violence, sexual aggression or stalking.

As required by federal regulations, services providers will be prohibited from using federal funds to supplant state or local dollars. All federal funding will be used to enhance learner's services, as outlined in this Plan. The Adult Education program will conduct competitions under WIOA upon receiving guidance from the USDOE, Office of Career, Technical and Adult Education (OCTAE). Awards to eligible providers will be made available through a Request for Proposal (RFP) application process. To help ensure direct and equitable access to funds for adult literacy and basic skills activities, RFP's will be announced directly to providers and through regional media. In addition, all providers will be considered for grants based on the same criteria. These criteria are aligned with the requirements in this Plan and the thirteen(13) considerations required by WIOA federal legislation.

Providers grants distribution criteria

The PRDE's Adult Education program will use the following parameters to distribute funds to approved applicants:

1. Not less than 82.5 percent of the grant funds will be used to award grants and contracts under Section 231 and to carry out Section 225, of which not more than 20 percent of such amount shall be available to carry out Section 225.
2. Shall not use more than 12.5 percent of the grant to carry out State Leadership activities under Section 223.
3. Shall not use more than 5 percent of the grant funds, or \$85,000, whichever is greater, for administrative expenses of the eligible agency.
4. Every effort will be made to select at least one eligible provider for each local area of the workforce system in Puerto Rico.

Providers grants will be distributed based on the ability to meet the following AEFLA's purposes outlined in WIOA:

1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency.
2. Assist adults who are parents or family members become a full partner in the in the academic development of their children.
3. Promote transition from adult education to post-secondary education and training through career pathways.
4. Assist adults in completing high school and hold a diploma o equivalent certificate.
5. Assist immigrants and English language learners improve reading, writing, math, and comprehending the English language and acquire understanding of American government, individual freedom, and responsibilities of citizenship.

How Applications will be reviewed for local plan alignment

For the purpose of alignment with the plans of the Local Workforce Development Board, the applicants for funding will describe the alignment between their proposed services and the local WDB plan to demonstrate to what extent the eligible provider aligns the proposed activities and services with the objectives of the local plan for the activities and services. As required by WIOA (34 CFR 463.21), the AEP will send proposals for funding to the corresponding local WDB. If the delivery area of services proposed by the applicant includes more than one local area of workforce development the AEP will send the proposals to each area for comments and feedback.

The Adult Education Program (AEP) will perform the following process for assuring that the eligible providers applications are aligned the local plan priorities. The AEP program as eligible agency will submit all the grant applications to the appropriate Local Board for its review for consistency with the local plan. The AEP will provide all Local Boards an appropriate timeframe for comments. Also, the AEP will give the local board an opportunity to make recommendations to promote alignment with the local plan. The recommendations will be analyzed and incorporated whenever appropriate if demonstrate alignment with regional needs as identified in the local workforce development plan; and serve individuals in the community who were identified in such plan as most in need of adult education and literacy activities.

The use of multiyear competition

The AEP will use a multiyear competition process to award funding to eligible applicants. The multiyear competition will be issue for four years periods and implemented under continuation plans each one of the four years. If there is a natural disaster AEP will follow any guidance from the U.S. Department of Education regarding competition schedules.

The AEP will use a process that ensures that all eligible providers have direct and equitable access to apply and compete for AEFLA funds and that the same grant or contract announcement and application process are used for all eligible providers.

In addition to the AEFLA list of 10 organization types that may be eligible providers under § 463.23 the AEP will allow “other organization types” to apply +with the purpose of expanding the availability of eligible providers, as far as these “other” organizations meet the AEFLA eligibility requirements.

The application materials will clearly address applicant eligibility, incorporate a method for supplying required data on demonstrated effectiveness, and be transparent in how the AEP intends to evaluate the information to determine application eligibility.

The use of the thirteen considerations Of WIOA in funding eligible providers

The PRDE's - AEP, will fund each eligible provider using the considerations specified in section 231(e) of WIOA, in order to establish or operate programs that provide any of the adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. We summarize here the 13 Considerations of WIOA for Funding to be enforced which are:

1.The degree to which the eligible provider would be responsive to:

(1) regional needs as identified in the local plan under WIOA, Section 108; and

(2) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals who:

(i) have low levels of literacy skills; or

(ii) are English language learners

1. The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities
2. Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in WIOA Section 116, especially with respect to eligible individuals who have low levels of literacy
3. The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under WIOA, Section 108, as well as the activities and services of the one- stop partners

4. Whether the eligible provider's program:

(1) is of enough intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and

(2) uses instructional practices that include the essential components of reading instruction

1. Whether the eligible provider's activities, including reading, writing, speaking, mathematics, and English language acquisition instruction delivered are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice
2. Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance
3. Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship
4. Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means
5. Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, non-profit organizations, and intermediaries, for the development of career pathways
6. Whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;

7. Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with Section 116) and to monitor program performance.
8. Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs (Integrated English Literacy and Civics Education)

Productivity principles in service delivery by approved applicant activities

The PRDE's -AEP, will emphasize and encourage several principles in the service delivery to participants by the approved applicants. These principles include:

1. The delivery of adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster.
2. Delivery of programs that provide to participants the contextualization of English language acquisition with employability, workplace and financial literacy skills, as described in sec. 129(b)(2)(D) of WIOA, under the individual career services category.
3. Fostering the requirement of collaborative agreements and formal partnerships as part of the service provider grant application. If an eligible provider do not have the financial and staff resources to provide comprehensive instructional and support services on their own, they must document how they will partner with other adult education providers and partner agencies to fulfill the career pathways plan components and the Thirteen Considerations of WIOA.
4. The delivery of services to adults who are English language learners fully implementing Integrated English Literacy and Civics Education (IEL/CE) as described below: (1) integration of civics engagement skills into career pathways and workforce preparation activities, including professionals with degrees and credentials; (2) integration of educational technology and hybrid learning (blended learning) models into civics educational activities, including the use of technology and social media to increase learner opportunities for responsible civic engagement; and (3) training and technical assistance on research and evidence-based instructional strategies.

Eligible providers programs and activities should assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency; assist adults who are parents or family members become a full partner in the education development of their children; promote transition from adult education to post-secondary education and training through career pathways; assist adults in completing high school and assist immigrants and English language learners improve reading, writing, math, speaking and comprehend the English language and acquire understanding of American government, individual freedom, and responsibilities of citizenship.

Activities under Integrated education and training that provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and is for the purpose of educational and career advancement

Service providers will be required to develop integrated education and training that provides adult education and literacy activities, concurrently and contextually with both workforce preparation activities and workforce training for a specific occupation or occupational cluster.

1. *Partnership with the Career and Technical Education area.*

The AEP will foster partnerships with the Career and Technical Education (CTE) Assistant Secretariat (Vocational Education Program) at the DEPR and the six technology institutes administered by the CTE under the PRDE to implement integrated education and training programs that provides adult education and literacy activities, concurrently and contextually with both workforce preparation activities and workforce training for a specific occupation or occupational cluster. The eligible approved providers participating in the program activities and services will be encouraged to provide integrated education and training. The partnership with the CTE will be for the provision of services to individual in the Correction system. The partnership with the six technology institutes will be for the attainment of credentials to regular the AEP regular clientele.

1. *Partnership with public and not for profit private institutions to foster new initiatives in integrated education and training*

The program will foster a partnership with other core partners, including the Assistant Secretariat for Training at the Puerto Rico Department of Labor and Human Resources and other not for profit private institutions with the purpose of fostering projects and activities to provide integrated education and training among qualified AEP participants.

1. *Promote earning credentials*

The AEP will promote earning credentials to increase the number of students who earn their high school diploma and English learning or equivalent simultaneously with entry level industry recognized certification/credentials. The industrial, service sectors and conglomerates to be targeted will include manufacturing, health professions, technology and the hospitality industry. Also, the AEP will promote partnerships with accredited post-secondary and higher education institutions to design and implement programs aimed to credentials for the adult education clientele, providing concurrent basic education and occupational training. The AEP will enter partnerships with accredited post-secondary and higher education institutions to design and implement programs aimed to credentials for the adult education clientele.

1. *A pilot Project with (I-BEST) strategy for credentials*

The AEP will initiate a pilot project with the (I-BEST) strategy, a model that boosts students' literacy and work and college readiness skills, so students earn credentials, get living wage jobs, and put their talents to work. This model challenges the traditional notion that students must complete basic education before starting to earn credits in a job-training or academic program. I-BEST pairs two instructors in the classroom — one to teach professional and technical or credit—bearing academic content and the other to teach basic skills in areas of reading, math, writing or English language. I-BEST programs develop skills in the contexts of specific jobs and college programs, enabling students to move through college, earn credentials and get jobs faster.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

The PRDE's AEP will reserve no more than 20 percent of its Federal grant received under WIOA to provide programs for corrections' education and education for other institutionalized individuals as described in Section 225.

Additional areas targeted through this program are:

1. Increased basic skills to obtain a high school diploma
2. Readiness to transition successfully into the community and workforce
3. Adults with disabilities literacy and adult secondary education skills
4. Integration of digital literacy skills
5. English literacy courses
6. Education and development of workforce preparation skills through coordination with vocational education
7. Use of the career pathway model for fostering a transition from correction facilities to employment
8. Professional development for adult education teachers participating in correction programs through innovative strategies which include the development of 21st Century skills, STEM and employability skills in a contextualized environment.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals, to carry out a program for criminal offenders within a correctional institution, must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program. Section 225 (a) of WIOA states that from funds made available under Section 221(a)(1) for a fiscal year, each eligible agency shall carry out corrections education or education for other institutionalized individuals. The funds shall be used for the cost of education programs for criminal offenders in correctional institutions, other institutionalized individuals and for other individuals, including programs for:

1. Adult education and literacy services
2. Special education as determined by the eligible agency
3. Secondary school credit
4. Integrated education and training
5. Career pathways
6. Concurrent enrollment
7. Peer tutoring
8. Transition to re-entry initiatives and other post-release services with the goal of reducing recidivism.

Programs will be design and shared with the correctional institutions personnel and service providers to support the access of incarcerated and formerly incarcerated individuals to life-expanding career pathways opportunities that include approaches such as dual enrollment, peer tutoring, and transition to re-entry services designed to facilitate post-release success and reduce recidivism. Additional areas targeted through this program will be: increased basic skills to obtain a high school diploma; readiness to transition successfully into the community and workforce; adult literacy and adult secondary education skills; integration of digital literacy skills; English literacy courses; education and development of workforce preparation skills through coordination with vocational education; and the professional development of adult education teachers through innovative strategies.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

The State will fund, in accordance with the requirements of title II WIOA, an Integrated English Literacy and Civics Education program and the Integration of literacy and English language instruction with occupational skill training, including promoting linkages with employers. The AEP will prepare a Request for Proposals (RFP) requesting eligible service providers to present proposals for providing educational services under section 243 of WIOA for Integrated English Literacy and Civics Education. The issue of the RFP will be promoted and disseminated in local media, American Career Centers (One-Stop Centers) and DEPR Adult Education Centers among other dissemination methods.

The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners and to place such adults in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. Section 243(a) establishes that the Secretary shall award grants to States, for English literacy and civics education, in combination with integrated education and training activities. The AEP at the DEPR, as mandated by WIOA, Title II, will be integrating English Literacy with Civics Education (IEL/Civics), basic education, workforce preparation skills and credentials into an integrated approach to benefit English learners. Such services will include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, with emphasis to those participants engaged in the process of acquiring the American citizenship. IEL/Civics might include workforce training. The teaching will integrate a comprehensive civic participation component into English Literacy. IEL/Civics project will be focused on contextualized learning in which language and literacy are developed through practical, immediately relevant, thematic units around civics education that is integrated into the skill areas of English reading, writing and speaking.

The IEL/Civics project will include the following activities as required by WIOA section 243:

1. Provide instruction in literacy and English language learning; civic participation and the rights and responsibilities of citizens; and training for the workforce. The activities must be provided in combination with integrated education and training activities.
2. Prepare adults who are English Language Learners (ELLs) for non-subsidized employment in occupations or career pathways, which lead to economic self-sufficiency
3. Assisting English language learners to achieve proficiency in reading, writing, speaking and comprehension.
4. Direct the adult to a high school diploma or its equivalent (Equivalency Exam).
5. Direct English language learners to enter postsecondary education or training.
6. Offer education for adults in combination with integrated education and training (IET).

The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate the services with the local workforce development system, particularly the American Job Centers (AJC) - (One Stop Centers), to carry out the activities of the program. The AEP will establish a cross referrals strategy to recruit participants for the program.

The Department of Education will take all necessary steps to implement an RFP process to ensure priorities for the use of IEL/Civics funds aligned with the scope and federal requirements governing IEL/Civics programming.

How the Integrated English Literacy and Civics Education programs will prepare adults for unsubsidized employment

The AEP IELCE programs will include activities to prepare and foster the participants placement into unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency in the local or regional labor market. The IELCE programs will include the following:

1. Seeking employer engagement as an essential component through regional employer committees to provide feedback and advice to the regional AEP education services centers about regional needs.
2. A career pathways model focusing industry clusters in areas like health, tourism, hotels, restaurants, and services to businesses.
3. IELCE program components in combination with IET that must include:
 - a. Co-enrolling participants in integrated education and training
 - b. Workforce Preparation and Workforce Training for a specific jobs opportunities, in addition to literacy, English Language Acquisition, Civics Education and Adult Education & Literacy. Workforce preparation activities must include activities, to help the participant acquire a combination of critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems; skills necessary for successful transition into and completion of postsecondary education or training, or employment.
4. Emphasis in career industry credentials that lead to progress through career ladders into the selected industry clusters to facilitate participants sense of career progress and self-sufficiency.

E. STATE LEADERSHIP

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

Section 223 of WIOA mandates funds be used for four required activities and several permissible activities and encourage collaboration to avoid duplication and maximize impact. The DEPR- AEP will perform the four required activities under section 223, including:

1. Alignment of adult education and literacy activities with other core programs and one-stop partners to implement strategies identified in the unified State plan, including development of career pathways to provide access to employment and training services for adult education participants.
2. Operate high quality professional development programs to improve adult education instruction including incorporating essential components of reading instruction, instruction related to specific needs of adult learners, instruction provided by volunteers or other personnel and dissemination of information about models and promising practices.

3. Provision of technical assistance to local providers receiving funds including the development and dissemination of instructional and programmatic practices based on best available research in reading, writing, speaking, mathematics, English language acquisition, distance education, and staff training. Promoting the role of local providers as one-stop partners and helping in use of technology including staff training and improving efficiencies.
4. Monitoring and evaluation of the quality of and improvement in adult education and dissemination of information about models and proven or promising practices within the State

The DEPR- AEP will perform several of the permissible activities under section 223, including: technology instruction investments, curriculum development, achieving performance objectives and transition to postsecondary education. The PRDE's-AEP will work collaboratively with other core programs and partner's agencies to expand access to education, training and employment opportunities for adults, people with disabilities and individuals facing barriers to employment, thus contributing to further our economic development. The AEP program will provide resources and services through One-Stop Centers that include orientation for Adult Education program opportunities, career pathways, transition resources, referral processes, and other joint mechanisms developed through agency partnerships. The PRDE Adult Education Program will develop the following activities under section 223 of WIOA:

The Alignment of adult education and literacy activities with other core programs and one-stop partners to implement strategies identified in the unified State plan, including development of career pathways to provide access to employment and training services for adult education participants

1. *Collaboration with other core programs and partner's agencies*

The PRDE's AEP will work collaboratively with other core programs and partner's agencies to expand access to education, training and employment opportunities for adult learners. The AEP will provide resources and services through American Job Centers (One-Stop Centers) including orientation about program opportunities, career pathways, transition resources, referral processes, and other joint mechanisms developed through agency partnerships. The Adult Education Program have signed a memorandum of understanding, (MOU) with the 16 American Job Centers (AJC) for collaboration and is, under the financial possibilities of the agency, contributing to the infrastructure costs for the operations of the AJC. The AEP maintain a regular employee staff member on each one of the 16 One-Stop Centers one day a week to evaluate adult education potential participants y make referrals to the adult education service providers approved by the AEP for services. These AEP employees make cross referrals between the One-Stop centers and the AEP service providers.

2. *Development of career pathways*

The DEPR-AEP will update and expand the implementation of the Career Pathways system with the following goals:

- (a) Making use of the Career Pathways Plan as a strategic planning tool - that align and bridge training, education, employment and supportive services at the local and state levels; partnering with employers; and enabling individuals to move beyond adult basic education and succeed in postsecondary education, earn industry recognized credentials, and advance along a career path;

(b) integrating adult basic education and occupational skills training to enable individuals to increase their educational learning gains and earn industry-recognized credentials while completing basic skills training; and connecting the systems and structures that serve individuals with lower skills through mechanisms such as effective contextualized programs that result in increased mastery of basic skills and the attainment of credentials that are relevant to employers.

The AEP is aware of the existing gap between the labor force skills and the needs of employers in many high-growth industries, including healthcare, technology, tourism and manufacturing. This gap creates structural unemployment while well-paying jobs go unfilled and, many low-skilled adults are trapped in low-wage jobs with little opportunity for career advancement. The career pathways model aims to address the economy's vital need for skilled workers while offering low-wage workers the opportunity to obtain education and training they need to succeed in the labor market. To achieve these goals, the career pathways approach offers low-skilled adults well-articulated training and employment ladders targeted to locally in-demand jobs combined with supportive services. This approach presupposes that post-secondary education and training should be organized as a series of manageable steps leading to successively better credentials and employment opportunities in growing occupations. Each step is designed to prepare participants for the next level of employment and education and provide a credential with labor market value.

The AEP career pathways model will include partnerships with providers, including community-based organizations, community and technical colleges, human services and workforce agencies, and employers. The model will be designed to allow entries, exits, and re-entries, depending on skill levels and prior training, employment prospects, and changing personal situations. The model will have the following main components:

a. Basic and occupational skills instruction delivered concurrently to support accelerated entry into college-level occupational training programs and credentials for those participants with skill levels too low to meet entry requirements.

b. Instructors overlap, integrated basic skills and occupational training instruction, allowing participants to build knowledge about the industry while increasing their basic skills.

c. Participants will be exposed to work environments through a diversity of instructional tools including labs, internships and shadow jobs (job exploration tours).

d. Academic and non-academic supportive services to help participants persist in their programs: guidance and assistance to apply for available financial resources; access to standard college support services such as tutoring; employment linkages to local industry and access to college career centers.

3. Update the Implementation effort of the College and Career Readiness Standards (CCR Standards):

The DE-AEP will also focus on the update of the system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education. In addition to the update of career pathways and partnerships, the DEPR-AEP will focus on update of the College and Career Readiness Standards (CCR Standards) to link basic education for adults, postsecondary education, and the world of work. At present time the DEPR-AEP has the curriculum aligned to the 2007 Standards. The standards require the implementation of the critical skills and knowledge expected by employers and required for success in workforce training, postsecondary education, and

employment. The College and Career Readiness Standards (CCR) for Adult Education presents a set of college and career readiness standards that reflect the content most relevant to preparing adult students for success in colleges, technical training programs and the transition to work. The effort will promote, also, English language acquisition and civics education. The College and Career ready standards are designed to be relevant to the real world, allow students to master more critical-thinking and unique problem-solving skills, and to reflect the knowledge, skills and social foundations that our students need for success in both college and work.

Operate high quality professional development programs to improve adult education instruction including incorporating essential components of reading instruction, instruction related to specific needs of adult learners, instruction provided by volunteers or other personnel and dissemination of information about models and promising practices.

The DEPR-AEP is committed to develop high quality professional development activities, and support services which will help teachers/instructors better understand the career pathways systems and expand their professional knowledge.

1. Professional development for career pathways update

Areas and themes related to the development and delivery of career pathways systems that would help low-skilled adults' transition into postsecondary education and employment or with disabilities, include the following:

- Design of Contextualized Instruction, including the STEM approach.
- Integration of employability skills into the classroom.
- Integration of career pathways into the adult education program curriculum-framework.
- Integration of career counseling and planning into adult education.
- Focusing participants on career pathways.

2. Provision of technical assistance to eligible providers of adult education and literacy activities

The plan for providing technical assistance to service providers will include:

- Technical assistance in the curriculum thematic areas.
- Academic supervision to offer mentoring and coaching in both contents and Andragogy process.
- Training and technical assistance in the integration of digital literacy skills into all adult education and literacy activities.
- Training on the administration of pre and posttests standardized by the National Reporting System (NRS) and the descriptors of each level of functioning, used to measure educational gain and training on the monitoring of achievements of the core measures for the NRS.

3. Implementation of online professional development for teachers

The AEP will develop an online professional development program for adult education teachers. There are several benefits for adult education in the efforts for professional development for

teachers: students have better learning outcomes and teachers learn better ways to teach, develop better organization and planning skills and gain knowledge. Online professional development adds flexibility for teachers. In an online class, teachers can work at their own pace, as well as access classes any time of the day from any working technical location. Online professional development provides an open schedule, great flexibility and can substantially decrease stress for teachers and their students.

For teacher, physical classroom attendance requirements can cause scheduling conflicts and challenges. Requiring teachers to come to a physical location or stay at school late at night can cause significant challenges. When teachers are required to attend a physical location for professional development, the cost can be significant for both teachers and the AEP. Online courses are typically more affordable than in-person classes. Technology reduces the cost of delivering professional development in various ways. Teachers can save money on gasoline, clothes and books. The Department of Education can save money on renting space, printed materials and furniture. Therefore, it is an excellent choice for both parties to consider online professional development courses.

Provision of technical assistance to local providers receiving funds including the development and dissemination of instructional and programmatic practices based on best available research in reading, writing, speaking, mathematics, English language acquisition, distance education, and staff training. Promoting the role of local providers as one-stop partners and helping in use of technology including staff training and improving efficiencies

The DEPR-AEP will foster the development and implementation of technology applications, translation technology, distance education, including professional development to support the use of instructional technology. This activity will be performed in compliance with the criteria number seven (7) of the 13 considerations of WIOA, that requires to consider “whether the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance”.

The DEPR-AEP will also, promote the implementation by service providers of the essential components of reading instruction in the basic and secondary education activities, including phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies. Reading comprehension involves three levels of understanding: literal meaning, inferential meaning, and evaluative meaning. To achieve this objective the service providers will be required to implement several reading strategies, including activating background knowledge. Better comprehension occurs when students are engaged in activities that bridge their old knowledge with a new questioning and analyzing text structure.

In consideration to this commitment the DEPR-AEP will develop and implement the following activities:

1. Incorporation of Internet service technology into adult education classrooms

The DEPR-AEP will make efforts to incorporate Internet technology into adult education classrooms. The internet has become a powerful tool for communication. It has revolutionized communication, to the extent where we utilize the internet in everything we do. Internet in education classrooms breaks down communication barriers, as its portability enhances collaboration between students and teachers. Internet access is one of the important technologies in education, it allows the adult education clientele to connect to the

internet technology without the wires. School Internet is about facilitating better education through reliable, secure and supported wireless connectivity, which provides students and staff with the ability to work and connect in all areas of the school campus, all the time. The Internet technology facilitates, also, the learning through distance education.

2.Preparing and setting interactive classrooms in the instruction centers.

The AEP will invest funds in developing interactive classrooms with Smart boards, internet access, learning platforms, online resources and learning materials libraries with the purpose on enhancing learning. The interactive classroom fosters spontaneity and flexibility, allowing teachers to draw and comment on a wide variety of Web resources. It allows teachers to save time in the classroom, print if necessary, including any notes made during the lesson, reducing duplication of effort and facilitating review. It can be used to carry out videoconferences, attractive presentations, staff training, distance meetings, information sessions and group discussions. Therefore, it is also an excellent information technology and telecommunications (ICT) resource for the teacher professional development. Other benefits that teachers and students can find with the use of the interactive classroom is to have a tool that, in addition to the contents of the book, presents a technological combination in an reflective, contextualized and strategic way, which gives students the possibility of access to a critical and constructive education, in which each one is the manager of their own change and pedagogical progress.

3.Provision of portable notebooks in classrooms

The AEP will equip with portable computers notebooks the adult education classrooms. Schools across the country have experimented with providing students with a notebook to facilitate learning. Providing students with notebooks for use in the classroom and at home, improve learning in several subjects, including science, math, and English. Students receive more feedback on their writing, edit and revise their work more often, draw on a wider range of resources to write, and publish or share their work with others.

The benefits of using computer notebooks in the adult education classroom include:

- Fostering online collaboration with other students
- Providing curriculum support and additional information to students
- Promoting better organization: Notebooks help students keep track of their assignments and utilize an online school calendar
- Allowing students to receive and view assignments online and submit their work via e-mail rather than being required to print them
- Improving the review process: Teachers may edit student papers and return them digitally to provide more detailed feedback
- Improving students' computer literacy skills
- Making learning more interesting for technology-savvy students

4.Incorporating online public domain and subscription-based search platform in the interactive classrooms

Adult education teachers and students will benefit from online search resources on public domain. To help teachers make better use of their time and resources the AEP will research and acquire online public domain search platform for the interactive classrooms with educational

content, most of which is created and shared by fellow teachers and educators. These resources will provide ready-made lesson plans and study guides, practice exercises and other tools, to enhance teaching/learning for the student and professional growth for the teacher. Also, the interactive boards acquired will include a full search and education material data base to help teachers and students in their learning process.

5. Development of a distance education program

The AEP will implement a distance education program to provide the necessary space to let teachers boost the learning and skills gains on adult learners. The distance education strategy will include two modalities:

- blended (hybrid) distance education.
- Full distance education in a long-range stage.

The distance education plan will let teachers develop supplemental activities and materials, fill gaps and address skills as they become more familiar with the curriculum over time. The AEP will promote the use of technology platforms for distance education. In an initial stage, a face-to-face approach combined with working remote on assignments, in a blended model approach, instructors will include both in-class and online instruction. The AEP will promote a full distance education approach using technology platforms.

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

The DEPR-AEP will provide technical assistance to approved service providers on how to comply with measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3), regarding the reporting requirements for NRS. This reporting includes the total number of participants served, and the total number of participants who exited each of the core programs identified in sec. 116(b)(3) including disaggregated counts of those who participated in and exited a core program, by: 1) Individuals with barriers to employment, 2) co-enrollment in any of the programs in WIOA sec. 116(b)(3), 3) information on the performance levels achieved for the primary indicators of performance for all of the core programs identified including disaggregated levels for (i) Individuals with barriers to employment.

7. Technical assistance mentoring program for service providers

Design, develop and implement of a technical assistance mentoring program among service providers to pair expert providers with providers that are emerging in their development of career pathways and integrated education and training. Under these partnerships the service providers with less resources and experience will receive the benefits of the more in-depth knowledge of their partners. The service providers with more experience and effectiveness will help the AEP as mentors in technical assistance for the less experienced providers. This effort on collaborative networks will boost synergy on the servicing system for the AEP clientele.

Monitoring and evaluation of the quality and improvement in adult education and dissemination of information about models and promising practices within the State

The AEP will perform ongoing data collection to support the design, implementation, and evaluation of program activities, including: analysis of labor market data, which will help our

program identify local workforce needs and improve the program offering and career pathways for the participants. The AEP will promote activities to improve adult education including leveraging existing funding sources, expanding staff skills and capacity, using and sharing administrative data, and leveraging and integrating of data.

WIOA legislation emphasize the importance of program monitoring. Monitoring ensure that proper systems are followed and meet legal requirements. Monitoring includes onsite and desktop monitoring systems, corrective-action procedures, follow-up procedures, and other items. The reason for emphasizing monitoring is to help reduce possible audit exceptions, sanctions, and unallowable costs that result in penalties and fund to be reimbursed to the Federal government.

We aim to Improve the structure and delivery in the system to assist the unemployed adults in achieving a family-sustaining wage while providing our employers with the skilled workers they need to compete on the marketplace.

The AEP will lead efforts to identify and promote proven and promising strategies, practices and initiatives for meeting the needs of employers, workers and job seekers, and identify and disseminate information on proven and promising practices carried out in other local areas for meeting such needs.

The AEP will foster and implement promising strategies for meeting the employment and skill needs of workers and employers, such as the establishment of industry and sector partnerships, that provide the skilled workforce needed by employers and that expand employment and career advancement opportunities for workforce development system participants in in-demand industry sectors or occupations.

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

Section 223 of WIOA mandates funds be used for four required activities and several permissible activities and encourage collaboration to avoid duplication and maximize impact. The DEPR- AEP will perform the four required activities under section 223, including:

1. Alignment of adult education and literacy activities with other core programs and one-stop partners to implement strategies identified in the unified State plan, including development of career pathways to provide access to employment and training services for adult education participants.
2. Operate high quality professional development programs to improve adult education instruction including incorporating essential components of reading instruction, instruction related to specific needs of adult learners, instruction provided by volunteers or other personnel and dissemination of information about models and promising practices.
3. Provision of technical assistance to local providers receiving funds including the development and dissemination of instructional and programmatic practices based on best available research in reading, writing, speaking, mathematics, English language acquisition, distance education, and staff training. Promoting the role of local providers as one-stop partners and helping in use of technology including staff training and improving efficiencies.

4. Monitoring and evaluation of the quality of and improvement in adult education and dissemination of information about models and proven or promising practices within the State

The DEPR- AEP will perform several of the permissible activities under section 223, including: technology instruction investments, curriculum development, achieving performance objectives and transition to postsecondary education. The PRDE's-AEP will work collaboratively with other core programs and partner's agencies to expand access to education, training and employment opportunities for adults, people with disabilities and individuals facing barriers to employment, thus contributing to further our economic development. The AEP program will provide resources and services through One-Stop Centers that include orientation for Adult Education program opportunities, career pathways, transition resources, referral processes, and other joint mechanisms developed through agency partnerships. The PRDE Adult Education Program will develop the following activities under section 223 of WIOA:

The Alignment of adult education and literacy activities with other core programs and one-stop partners to implement strategies identified in the unified State plan, including development of career pathways to provide access to employment and training services for adult education participants

1. *Collaboration with other core programs and partner's agencies*

The PRDE's AEP will work collaboratively with other core programs and partner's agencies to expand access to education, training and employment opportunities for adult learners. The AEP will provide resources and services through American Job Centers (One-Stop Centers) including orientation about program opportunities, career pathways, transition resources, referral processes, and other joint mechanisms developed through agency partnerships. The Adult Education Program have signed a memorandum of understanding, (MOU) with the 16 American Job Centers (AJC) for collaboration and is, under the financial possibilities of the agency, contributing to the infrastructure costs for the operations of the AJC. The AEP maintain a regular employee staff member on each one of the 16 One-Stop Centers one day a week to evaluate adult education potential participants y make referrals to the adult education service providers approved by the AEP for services. These AEP employees make cross referrals between the One-Stop centers and the AEP service providers.

2. *Development of career pathways*

The DEPR-AEP will update and expand the implementation of the Career Pathways system with the following goals:

(a) Making use of the Career Pathways Plan as a strategic planning tool - that align and bridge training, education, employment and supportive services at the local and state levels; partnering with employers; and enabling individuals to move beyond adult basic education and succeed in postsecondary education, earn industry recognized credentials, and advance along a career path;

(b) integrating adult basic education and occupational skills training to enable individuals to increase their educational learning gains and earn industry-recognized credentials while completing basic skills training; and connecting the systems and structures that serve individuals with lower skills through mechanisms such as effective contextualized programs that result in increased mastery of basic skills and the attainment of credentials that are relevant to employers.

The AEP is aware of the existing gap between the labor force skills and the needs of employers in many high-growth industries, including healthcare, technology, tourism and manufacturing. This gap creates structural unemployment while well-paying jobs go unfilled and, many low-skilled adults are trapped in low-wage jobs with little opportunity for career advancement. The career pathways model aims to address the economy's vital need for skilled workers while offering low-wage workers the opportunity to obtain education and training they need to succeed in the labor market. To achieve these goals, the career pathways approach offers low-skilled adults well-articulated training and employment ladders targeted to locally in-demand jobs combined with supportive services. This approach presupposes that post-secondary education and training should be organized as a series of manageable steps leading to successively better credentials and employment opportunities in growing occupations. Each step is designed to prepare participants for the next level of employment and education and provide a credential with labor market value.

The AEP career pathways model will include partnerships with providers, including community-based organizations, community and technical colleges, human services and workforce agencies, and employers. The model will be designed to allow entries, exits, and re-entries, depending on skill levels and prior training, employment prospects, and changing personal situations. The model will have the following main components:

- a. Basic and occupational skills instruction delivered concurrently to support accelerated entry into college-level occupational training programs and credentials for those participants with skill levels too low to meet entry requirements.
- b. Instructors overlap, integrated basic skills and occupational training instruction, allowing participants to build knowledge about the industry while increasing their basic skills.
- c. Participants will be exposed to work environments through a diversity of instructional tools including labs, internships and shadow jobs (job exploration tours).
- d. Academic and non-academic supportive services to help participants persist in their programs: guidance and assistance to apply for available financial resources; access to standard college support services such as tutoring; employment linkages to local industry and access to college career centers.

3. Update the Implementation effort of the College and Career Readiness Standards (CCR Standards):

The DE-AEP will also focus on the update of the system to assist in the transition from adult education to postsecondary education, including linkages with postsecondary educational institutions or institutions of higher education. In addition to the update of career pathways and partnerships, the DEPR-AEP will focus on update of the College and Career Readiness Standards (CCR Standards) to link basic education for adults, postsecondary education, and the world of work. At present time the DEPR-AEP has the curriculum aligned to the 2007 Standards. The standards require the implementation of the critical skills and knowledge expected by employers and required for success in workforce training, postsecondary education, and employment. The College and Career Readiness Standards (CCR) for Adult Education presents a set of college and career readiness standards that reflect the content most relevant to preparing adult students for success in colleges, technical training programs and the transition to work. The effort will promote, also, English language acquisition and civics education. The College and Career ready standards are designed to be relevant to the real world, allow students to master more critical-thinking and unique problem-solving skills, and to reflect the

knowledge, skills and social foundations that our students need for success in both college and work.

Operate high quality professional development programs to improve adult education instruction including incorporating essential components of reading instruction, instruction related to specific needs of adult learners, instruction provided by volunteers or other personnel and dissemination of information about models and promising practices.

The DEPR-AEP is committed to develop high quality professional development activities, and support services which will help teachers/instructors better understand the career pathways systems and expand their professional knowledge.

1. Professional development for career pathways update

Areas and themes related to the development and delivery of career pathways systems that would help low-skilled adults' transition into postsecondary education and employment or with disabilities, include the following:

- Design of Contextualized Instruction, including the STEM approach.
 - Integration of employability skills into the classroom.
 - Integration of career pathways into the adult education program curriculum-framework.
 - Integration of career counseling and planning into adult education.
 - Focusing participants on career pathways.
1. Provision of technical assistance to eligible providers of adult education and literacy activities

The plan for providing technical assistance to service providers will include:

- Technical assistance in the curriculum thematic areas.
- Academic supervision to offer mentoring and coaching in both contents and Andragogy process.
- Training and technical assistance in the integration of digital literacy skills into all adult education and literacy activities.
- Training on the administration of pre and posttests standardized by the National Reporting System (NRS) and the descriptors of each level of functioning, used to measure educational gain and training on the monitoring of achievements of the core measures for the NRS.

1. Implementation of online professional development for teachers

The AEP will develop an online professional development program for adult education teachers. There are several benefits for adult education in the efforts for professional development for teachers: students have better learning outcomes and teachers learn better ways to teach, develop better organization and planning skills and gain knowledge. Online professional development adds flexibility for teachers. In an online class, teachers can work at their own pace, as well as access classes any time of the day from any working technical location. Online

professional development provides an open schedule, great flexibility and can substantially decrease stress for teachers and their students.

For teacher, physical classroom attendance requirements can cause scheduling conflicts and challenges. Requiring teachers to come to a physical location or stay at school late at night can cause significant challenges. When teachers are required to attend a physical location for professional development, the cost can be significant for both teachers and the AEP. Online courses are typically more affordable than in-person classes. Technology reduces the cost of delivering professional development in various ways. Teachers can save money on gasoline, clothes and books. The Department of Education can save money on renting space, printed materials and furniture. Therefore, it is an excellent choice for both parties to consider online professional development courses.

Provision of technical assistance to local providers receiving funds including the development and dissemination of instructional and programmatic practices based on best available research in reading, writing, speaking, mathematics, English language acquisition, distance education, and staff training. Promoting the role of local providers as one-stop partners and helping in use of technology including staff training and improving efficiencies.

The DEPR-AEP will foster the development and implementation of technology applications, translation technology, distance education, including professional development to support the use of instructional technology. This activity will be performed in compliance with the criteria number seven (7) of the 13 considerations of WIOA, that requires to consider “whether the eligible provider’s activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance”.

The DEPR-AEP will also, promote the implementation by service providers of the essential components of reading instruction in the basic and secondary education activities, including phonemic awareness; phonics; vocabulary development; reading fluency, including oral reading skills; and reading comprehension strategies. Reading comprehension involves three levels of understanding: literal meaning, inferential meaning, and evaluative meaning. To achieve this objective the service providers will be required to implement several reading strategies, including activating background knowledge. Better comprehension occurs when students are engaged in activities that bridge their old knowledge with a new questioning and analyzing text structure.

In consideration to this commitment the DEPR-AEP will develop and implement the following activities:

1. Incorporation of Internet service technology into adult education classrooms

The DEPR-AEP will make efforts to incorporate Internet technology into adult education classrooms. The internet has become a powerful tool for communication. It has revolutionized communication, to the extent where we utilize the internet in everything we do. Internet in education classrooms breaks down communication barriers, as its portability enhances collaboration between students and teachers. Internet access is one of the important technologies in education, it allows the adult education clientele to connect to the internet technology without the wires. School Internet is about facilitating better education through reliable, secure and supported wireless connectivity, which provides students and staff with the ability to work and connect in all areas of the school campus, all the time. The Internet technology facilitates, also, the learning through distance education.

1. Preparing and setting interactive classrooms in the instruction centers.

The AEP will invest funds in developing interactive classrooms with Smart boards, internet access, learning platforms, online resources and learning materials libraries with the purpose on enhancing learning. The interactive classroom fosters spontaneity and flexibility, allowing teachers to draw and comment on a wide variety of Web resources. It allows teachers to save time in the classroom, print if necessary, including any notes made during the lesson, reducing duplication of effort and facilitating review. It can be used to carry out videoconferences, attractive presentations, staff training, distance meetings, information sessions and group discussions. Therefore, it is also an excellent information technology and telecommunications (ICT) resource for the teacher professional development. Other benefits that teachers and students can find with the use of the interactive classroom is to have a tool that, in addition to the contents of the book, presents a technological combination in an reflective, contextualized and strategic way, which gives students the possibility of access to a critical and constructive education, in which each one is the manager of their own change and pedagogical progress.

1. Provision of portable notebooks in classrooms

The AEP will equip with portable computers notebooks the adult education classrooms. Schools across the country have experimented with providing students with a notebook to facilitate learning. Providing students with notebooks for use in the classroom and at home, improve learning in several subjects, including science, math, and English. Students receive more feedback on their writing, edit and revise their work more often, draw on a wider range of resources to write, and publish or share their work with others.

The benefits of using computer notebooks in the adult education classroom include:

- Fostering online collaboration with other students
- Providing curriculum support and additional information to students
- Promoting better organization: Notebooks help students keep track of their assignments and utilize an online school calendar
- Allowing students to receive and view assignments online and submit their work via e-mail rather than being required to print them
- Improving the review process: Teachers may edit student papers and return them digitally to provide more detailed feedback
- Improving students' computer literacy skills
- Making learning more interesting for technology-savvy students

1. Incorporating online public domain and subscription-based search platform in the interactive classrooms

Adult education teachers and students will benefit from online search resources on public domain. To help teachers make better use of their time and resources the AEP will research and acquire online public domain search platform for the interactive classrooms with educational content, most of which is created and shared by fellow teachers and educators. These resources will provide ready-made lesson plans and study guides, practice exercises and other tools, to enhance teaching/learning for the student and professional grow for the teacher. Also, the interactive boards acquired will include a full search and education material data base to help teachers and students in their learning process.

1. Development of a distance education program

The AEP will implement a distance education program to provide the necessary space to let teachers boost the learning and skills gains on adult learners. The distance education strategy will include two modalities:

- blended (hybrid) distance education.
- Full distance education in a long-range stage.

The distance education plan will let teachers develop supplemental activities and materials, fill gaps and address skills as they become more familiar with the curriculum over time. The AEP will promote the use of technology platforms for distance education. In an initial stage, a face to face approach combined with working remote on assignments, in a blended model approach, instructors will include both in-class and online instruction. In the long run, the AEP will promote a full distance education approach using technology platforms.

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

The DEPR-AEP will provide technical assistance to approved service providers on how to comply with measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance described in section 116(b)(3), regarding the reporting requirements for NRS,. This reporting includes the total number of participants served, and the total number of participants who exited each of the core programs identified in sec. 116(b)(3) including disaggregated counts of those who participated in and exited a core program, by: 1) Individuals with barriers to employment, 2) co-enrollment in any of the programs in WIOA sec. 116(b)(3), 3) information on the performance levels achieved for the primary indicators of performance for all of the core programs identified including disaggregated levels for (i) Individuals with barriers to employment.

1. Technical assistance mentoring program for service providers

Design, develop and implement of a technical assistance mentoring program among service providers to pair expert providers with providers that are emerging in their development of career pathways and integrated education and training. Under these partnerships the service providers with less resources and experience will receive the benefits of the more in-depth knowledge of their partners. The service providers with more experience and effectiveness will help the AEP as mentors in technical assistance for the less experienced providers. This effort on collaborative networks will boost synergy on the servicing system for the AEP clientele.

Monitoring and evaluation of the quality and improvement in adult education and dissemination of information about models and promising practices within the State.

The AEP will perform ongoing data collection to support the design, implementation, and evaluation of program activities, including: analysis of labor market data, which will help our program identify local workforce needs and improve the program offering and career pathways for the participants. The AEP will promote activities to improve adult education including leveraging existing funding sources, expanding staff skills and capacity, using and sharing administrative data, and leveraging and integrating of data.

WIOA legislation emphasize the importance of program monitoring. Monitoring ensure that proper systems are followed and meet legal requirements. Monitoring includes onsite and desktop monitoring systems, corrective-action procedures, follow-up procedures, and other items. The reason for emphasizing monitoring is to help reduce possible audit exceptions, sanctions, and unallowable costs that result in penalties and fund to be reimbursed to the Federal government.

We aim to Improve the structure and delivery in the system to assist the unemployed adults in achieving a family-sustaining wage while providing our employers with the skilled workers they need to compete on the marketplace.

The AEP will lead efforts to identify and promote proven and promising strategies, practices and initiatives for meeting the needs of employers, workers and job seekers, and identify and disseminate information on proven and promising practices carried out in other local areas for meeting such needs.

The AEP will foster and implement promising strategies for meeting the employment and skill needs of workers and employers, such as the establishment of industry and sector partnerships, that provide the skilled workforce needed by employers and that expand employment and career advancement opportunities for workforce development system participants in in-demand industry sectors or occupations.

F. ASSESSING QUALITY

Quality assessment

The DEPR-AEP will enforce the criteria number 3 of the 13 considerations of WIOA, regarding the past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in WIOA Section 116, especially with respect to eligible individuals who have low levels of literacy.

Also, all applications submitted for funding must comply with section 231 and the stipulations of this Plan regarding submission of applications. In addition to those included in the application, the applicants must also comply with the following requirements:

1. Submit clear and measurable goals and objectives that promote higher student achievement and performance. Their performance levels must meet those established at the state level.
2. Demonstrate through measurable outcomes and performance measures, their past effectiveness in helping participants attain higher literacy skills, especially at the lowest levels of literacy.
3. Student performance, retention and promotion must be reported to the State, as might be required, through its new student information system.
4. Must evidence that they are serving the most in need (low income and low literacy students) through needs assessments and community analysis.
5. Programs must be of enough intensity and duration; therefore, must meet the requirements established by the State for programs that assist participants in attaining a high school diploma, or assist in the transition to postsecondary education and training

using career pathways. Enough intensity and duration must be evidenced by an operational design that is appropriate to meet the established performance measures. The integration of prioritized literacy-based workforce preparation skills and digital literacy skills in the instruction delivered under content domains, will be strongly encouraged for all programs.

6. Programs must be based on adult education practices that are supported by the most rigorous or scientifically valid research available and the use of strategies that have proven to be effective and documented through research, such as career pathways, standard-based education and PRDE's adult education academic content standards.
7. Service providers must hold programs in a non-threatening environment where real life and life-long learning skills are promoted. These strategies are critical for participants to prepare productive and contributing members of the community for the global economy.
8. Professional development for all adult education program personnel must meet high quality standards established by the PRDE in terms of credit hours and intensity of training. The PRDE supports adult educators in learning and applying practice that are based on the most rigorous or scientifically valid research available.
9. Local service providers must demonstrate how they will implement memorandum of understanding (MOU) with all appropriate agencies such as universities, training programs, schools, employers and other government agencies to effectively coordinate services for adults in their programs.
10. Local service providers must commit themselves to provide to the PRDE all required data and comply with the Student Information System. This element is essential in tracking students and assessing their performance. Local providers will be trained for data collection and submission procedures and will be required to submit all required data within the deadlines established by the Adult Education program.
11. Local service providers of English Literacy and Conversational English must substantiate the need for these programs in the community, describe how their program will effectively address participant's needs and document program outcomes.
12. The Adult Education program will encourage service providers to offer programs in a flexible schedule and with ample support services to enable adults to attend and complete these programs. Workplace literacy providers will be required to offer flexible schedules and locations that will accommodate the needs of working adults. The Adult Education program promotes support services such as childcare and transportation, among local service providers.

The local providers will be accountable for meeting and complying with standards of quality for administration and instruction of Adult Basic Education activities. The effectiveness of programs, services and activities of funding recipients will be assessed through the DEPR Monitoring Division. The Division employs the following methods to assess programs and evaluate program improvement: data reviews, monitoring visits, on-site program reviews and self-assessment of program functions and performance. Any time a service provider is asked for a corrective action plan to improve in a particular area, AEP personnel will provide technical assistance and support to improve the quality of the adult education activities of the service provider

How the AEP program will assess the quality of State Leadership activities for professional development as described in section 223(a)(1)(B) of WIOA

Section 223(a)(1)(B) of WIOA (B) requires... “the establishment or operation of high quality professional development programs to improve the instruction provided pursuant to local activities required under section 231(b), including instruction incorporating the essential components of reading instruction as such components relate to adults, instruction related to the specific needs of adult learners, instruction provided by volunteers or by personnel of a State or outlying area, and dissemination of information about models and promising practices related to such programs”..

In designing professional development plan, the AEP will develop an assessment tool to assess the professional development activities implemented to determine the extent to which adult service professionals have core competencies and skills relevant to their competency field. The assessment tool will include a list of items to examine competencies relevant to core adult participants activities elements.

The assessment will identify areas of strength, areas for improvement, and next steps for planning. The assessment tool will inform the AEP about the quality of staff capacity and will also serve as the baseline to evaluate outcome of the professional development plan.

The staff will rank how relevant they believe each competency is to their job responsibilities; how knowledgeable or skilled they believe that they are on each competency; how much training they have in each competency and other competencies.

Performance accountability

The performance accountability assesses the effectiveness of grantees in achieving continuous improvement of adult education and literacy activities. The performance outcome measures consist of the following core indicators:

1. The percentage of program participants who are in unsubsidized employment during the second quarter after exit of the program
2. The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit of the program
3. The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program
4. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skills gains toward such a credential or employment
5. The indicators of effectiveness in serving employers established pursuant to WIOA
6. Measurement of effectiveness of service providers in previous service delivery.
7. Review and consideration of the Local Workforce Boards comments on the service providers proposal in terms of alignment with the regional plan of each concerned local area.

Each fiscal year, the Adult Education program negotiates proposed target percentages for each of the core indicators of performance with the USDOE, Office of Career, Technical and Adult

Education (OCTAE). Each local program is responsible for meeting or exceeding the negotiated performance targets.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

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

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include	Include
1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement);	Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;	Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;	Yes
4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.	Yes
5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	Yes

AUTHORIZING OR CERTIFYING REPRESENTATIVE

APPLICANT'S ORGANIZATION	Enter information in this column
Applicant's Organization	Puerto Rico Department of Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	Enter information in this column
First Name	Eligio
Last Name	Hernandez
Title	Secretary
Email	hernandez_eli@de.pr.gov

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

Puerto Rico Adult Education Program (AEP) General Education Provisions Act (GEPA) Section 427 certification for the 2020-2023 WIOA-AEFLA unified plan

All program activities for the Adult Education Program (AEP) at the Puerto Rico Department of Education will comply with Section 427 of the General Education Provisions Act (GEPA) that outlines the six types of barriers that can impede equitable access or participation in program activities including gender, race, national origin, color, disability, or age. AEP program activities target adult students of different genders, races, national origins, colors, disabilities, and ages to the fullest extent possible. No participant will be denied participation in program activities based upon their gender, race, national origin, color, age, or any disability. The AEP State Director will monitor program activities to ensure that equitable participation in program activities is not limited due to gender, race, national origin, color, disability, or age. The AEP will implement the following specific measures:

1. The Department of Education of Puerto Rico has an active Reasonable Accommodation Policy which includes the policies and procedures that provide the necessary accommodations for each person with disabilities in our school community. Additionally, the Adult Education Program has complied with this in requirement in eligibility consideration number 2. This section outlines the requirements put in place by each educational provider to disclose their accommodation policy contemplating the accommodation for disabled population including those with learning disabilities, as established in Section 231(e)(2) of the WIOA which requires that each application of funds, disclose how they will provide accommodations to the physical, mental, and learning disabilities. These include students, teachers, and all other personnel included in the educational provider school community. This requirement is taken into consideration during the evaluation process of application submission process as established and in compliance with Section 427 of the GEPA Law.
2. Create a systematic process that uses technology to level the playing field by providing equity and access to all students while offering strategies using technology that impact a broad range of students with diverse learning needs. Students will also have continual access to learning resources, expertise and authoritative sources, online tutoring and guided courses, information management and communication tools. In addition to students will have access to digital learning resources with interactive technologies, and relevant learning experiences from a blended delivery model using digital content and teacher instruction. Blended learning methods will be utilized to meet the diverse

learning needs of students. Students will be empowered to take ownership of their learning and develop self-directed goals to continuously document strengths, goals, and progress towards college, career readiness and career pathways.

3. The AEP recognize that some low-income students and students in rural settings are unable to access ABE instruction because they do not have transportation. The AEP will provide students with the delivery of ABE instruction via technology to eliminate distance and transportation barriers.
4. The AEP will build capacity for the transformation to a technology driven culture in rural areas that advances access and enables teacher efficacy, and achievement and engagement for all students.
5. In order to provide highly qualified teachers and rigorous instruction AEP will include a transition to allowing students access to the most effective teachers via technology. We will ensure that students have access to the most effective teachers while enhancing our capacity of highly qualified teachers.

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	10.0%	10.0%	10.0%	10.0%
Employment (Fourth Quarter After Exit)	16.0%	16.7%	16.0%	16.7%
Median Earnings (Second Quarter After Exit)	\$3,250	\$3,250	\$3,250	\$3,250
Credential Attainment Rate	13.0%	13.6%	13.0%	13.6%
Measurable Skill Gains	54.0%	54.0%	54.5%	54.5%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (COMBINED OR GENERAL)

A. INPUT OF STATE REHABILITATION COUNCIL

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

The Puerto Rico State Rehabilitation Council presents the following recommendations to the VRA, related to the VRA Portion Goals and Strategies in the 2020 Unified State Plan.

Goal 1

- Establish alliances with existing public and private entities that provide training, advice and resources for self-employment. For example: Guayacán, Colmena 66, Centro para Puerto Rico, among others.
- Establish alliances with job placement entities to identify available positions and consumers who could be potential candidates.
- As agreed, it is recommended that a written protocol will be established to share communications for the provision of services, so that CER makes the corresponding recommendations.
- Establish a frequently updated electronic database through the Internet to match available job positions and qualified consumers.
- Amend the current regulatory communication related to the services of independent living centers, or publish a new one, to clarify how these can benefit the active consumers of the VRA. In this way, increase referrals of consumers with significant disabilities to independent living centers to strengthen their skills and achieve greater job placement, employability and possible support in job retention

Goal 2:

- Strengthen the effective implementation of the protocols existing between the DE and the ARV, including the coordination of the PEI review at any time of the year, to avoid accumulation during certain months of the year; in this way, the participation of VRA personnel can be increased.
- Guarantee the acquisition of pre-employment knowledge and skills of youth in transition, which are measured through the evaluation sheets at the end of each workshop or activity.
- Continue to identify the island-wide number of students who can benefit from this service compared to people who have not been impacted.

Goal 3:

- Establish alliances with the regional employers' committees to identify the available positions and the consumers who could be potential candidates.
- Incentivize employers through public recognition for inclusive practices.
- Develop an online guide for employers that provides information on the benefits of VRA services and having an inclusive work environment, as well as applicable legislation.

Goal 4:

- Use the VRA website and social networks to educate parents, school personnel and other interested parties about VRA services.
- Proactively use the mass media for the dissemination of VRA services, for example FM radio stations and television programs at times with the largest audience.

- Establish a procedure for coordinating the participation of the CER in all outreach activities sponsored by the VRA. The purpose of such participation is so that the general public knows the role of the Council, the sectors represented and who can participate in the public meetings that the Council leads. Furthermore, the participation of the Council in the activities would allow members to observe how the activities are carried out to make recommendations, as established by federal law.

Goal 5:

- Digitalization of documents containing administrative, fiscal and programmatic procedures in an accessible format so that they can be easily accessed through the web by VRA personnel and the general public.

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

The VRA accepts PRSRC's recommendations on VRA's portion of the State Unified Plan and places forth the following reactions:

Goal 1

During the 2017 and 2018 programs, the staff of the Support Centers and Employment Modalities (CSEM) developed / participated in 80 activities in coordination with the Department of Labor and Human Resources (DTRH), which facilitated knowing the new employment trends and the types of employer. On the other hand, they continued to receive various publications and / or journals from the DTRH Research and Statistics Division, some of these were: Business Employment Dynamics, Industrial Composition by Municipality (published quarterly); Covered Jobs and Wages. These publications and / or magazines allow CSEM staff to continue developing workshops for consumers.

The Office of Support and Employment Modes (OSEM) received approximately 60 job offers from various types of employers by email. Once received, he referred them to the CSEM to be analyzed and identify potential consumers who could benefit from employment alternatives.

The Office of Rehabilitation Counseling Services (OSCRV) referred 182 job offers to OSEM.

- However, the recommendation on stablishing alliances with public and private entities as a Center for Puerto Rico, Guayacán y Colmena 66, will be analyzed to determine the extent of these around the population we serve.
- Similarly, The Office of Support and Employment Modes (OSEM) are developing new strategies to establish alliances with job placement entities to identify available positions.
- In relation to developing a protocol to share those communications for the provision of services that require
- SRCPR input, it will be developed in common agreement.
- In terms of establishing a database to provide the available jobs for qualified consumers, to VRA is the process of acquiring a new case management system and recommending establishing an area for those purposes.
- The Normative Communication Number 2011-19 Management of referrals and request for services for the Independent Living Program, is in the process of revision to issue

new communication regarding the services of independent living centers, according to WIOA.

Goal 2

The recommendations made by SCRPR on the strategies of goal 2 are accepted, however they are contemplated in the interagency agreements that the VRA has established with the Department of Education. See sections VI.VR(d)(1) and VI.VR(d)(2).

Goal 3

Regarding the recommendations related to strengthening the relationship with employers to identify integrated competitive employment opportunities and career exploration, the Office of Support and Employment Modes and the Support Centers and Employment Modes are immersed in the development of strategies, active participation with employers and employers committees and development of salary incentive contracts to increase employment opportunities for consumers.

Goal 4

Regarding the recommendations made on maintaining the process of disclosure of the agencies services, emphasizing the criteria for eligibility and service provision, the VRAPR has developed strategies to maintain and improve the process of dissemination of services, emphasizing the criteria of severity and the provision of rehabilitation services to people with disabilities, such as guidelines the services that VRA offers to public and private agencies.

- Participation in service fairs in consortiums, boards and municipalities among others.
- The VRA participated in orientations in the different radio and television stations to promote the services of the agency.
- In terms of establishing a procedure for the participation of SRCPR in the activities of the VRA, the same will be developed in common agreement to determine the scope of this.

Goal 5

The agency has document digitalization process for fiscal and programmatic administrative process, some of these may not be accessible to all staff or the general public due to its confidential nature and the guarantee the security of the systems, the VRA has a digitalization are known as ARVI where employees can access manual communications and guides among others.

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

Explanations are integrated in the previous section of the Designated State unit's response to the SRC's input and recommendations.

B. REQUEST FOR WAIVER OF STATEWIDENESS

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

Not applicable.

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

Not applicable.

3. REQUIREMENTS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN WILL APPLY TO THE SERVICES APPROVED UNDER THE WAIVER.

Not applicable.

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

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

The PRVRA has collaborative agreements with the following agencies, corporations and programs not carrying out activities under the Statewide Workforce Development System:

University of Puerto Rico

The PRVRA coordinates the placement in its own agency of internship as well as practicum students of the Master's Degree program in Rehabilitation Counseling. These students are a potential human resource to be recruited once their professional credentials are completed. Also, the Graduate School of Rehabilitation Counseling carried out the *Comprehensive Assessment of Vocational Rehabilitation Needs* during 2016-2017.

The PRVRA has VR counselors placed in the facilities of the Río Piedras and Mayagüez campuses of the UPR for the provision of services to eligible students. The ARV also maintains a collaborative agreement with the Humacao Campus and the Medical Sciences Campus of the UPR so that Occupational Therapy students will carry out practices in the ARV.

State Insurance Fund Corporation

The PRVRA maintains a *Contractual Agreement of Comprehensive Action for the Rehabilitation of Injured Workers* under the SIFC. Act 182-1951, as amended, authorizes the SIFC to invest in the vocational rehabilitation of its beneficiaries who have disabilities for work. The PRVRA receives an annual allocation of funds of \$600,000, which is used to match federal funds.

Institute of Developmental Disabilities

The PRVRA maintains collaboration with and representation in the IDD in order to meet the service needs of the population with developmental disabilities. It has participated in activities aimed at the population with autism, which were coordinated by the IDD.

Caribbean Planning and Work Incentive Assistance Program

The PRVRA contains a public policy that those consumers who receive SSDI will be referred to this program. The purpose of the referral is that these beneficiaries who are interested in getting a job will be oriented as the impact that the salary will have on the disability benefits they receive, the counseling service needed for benefits planning.

Department of Veterans Affairs

The PRVRA participates in activities and meetings coordinated by this agency, in order to offer referred eligible veterans with disabilities access to the various services available to achieve competitive employment.

State Independent Living Council (SILC)

The PRVRA, SILC and independent living centers promote collaborative actions with other public or private organizations that offer services to the population with significant disabilities. They also join efforts to increase the opportunities for community support services for such population. The Normative Communication No. 2011-19 establishes the referral procedure to the independent living centers of those disabled persons who are not eligible for services under Title I, but who could benefit from services provided in such centers. The PRVRA allocates funds to the SILC for its operations under the Innovation and Expansion Section.

Department of Health - Division of Services for People with Intellectual Disability (DSPID)

The DSPID is based on a *Community-Based Service Plan*, whose main focus is the deinstitutionalization of people with intellectual disabilities. The PRVRA offers orientation to the staff of the DSPID and provides services to referred individuals who are eligible.

State Council on Developmental Disabilities

PRVRA supports and participate in activities related to services for people with developmental disabilities. Also attends to assigned work committees.

Private IHE and Non-Profits

Carlos Albizu University. The PRVRA maintains a collaborative agreement with this university for the practicum of psychology students in our facilities.

Bayamón Central University (UCB, by it's acronym in Spanish), and Catholic University of Puerto Rico. The PRVRA maintains collaborative agreements with these universities for the placement in our facilities of practicum and internship students of Master's Degree in Rehabilitation Counseling, Bachelor's Degree in Rehabilitation, and Vocational Evaluation Certification (UCB).

Interamerican University, Ponce Campus. The PRVRA maintains collaborative agreements with this university for the practicum of occupational therapy students in our facilities.

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

The PRVRA has representation in the Advisory Council of the PRATP in order to exchange professional knowledge and to continue referring consumers who could benefit from services such as building and adaptation of equipment, among others.

The Assistive Technology Advisory Council of Puerto Rico (PRATP, by its acronym in Spanish) is composed by members representing government agencies and people with disabilities representing the public interest. PRVRA's participation in that Council is mandatory. The main function of the Council is to respond and represent people with disabilities for the establishment, implementation and evaluation of the Program, in order to facilitate information, availability and access to assistive technology (AT). The Director of the PRVRA's Avaluation and Adjustment Office is the agency's representative at the Council. VRA's participation consists in attending meetings to:

- Provide information to facilitate changes or current processes improvement for AT service delivery to people with disabilities
- Facilitate coordination of VRA consumers in the AT Annual Needs Assessment

- Offer recommendations for plan development in order to address AT needs, plans implementation and results evaluation
- Share with members of the Council information about training opportunities on AT topics (forums, symposiums, conferences, etc.)
- Share information about local and federal legislation regarding AT services

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

At the moment, the PRVRA is not using services, facilities or a program carried out by the Under Secretary for Rural Development of the US Department of Agriculture.

4. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

WIOA promotes that vocational rehabilitation agencies reach groups and entities that provide services to young people, including young people with disabilities, and makes direct reference to programs such as Job Corps. For this purpose, the Vocational Rehabilitation Administration (ARV) developed public policy to establish the referral process for the Job Corps Program.

This is a free education and vocational training program administered by the federal Department of Labor, which provides services to at-risk youth between the ages of 16 and 24, with the purpose of preparing them for employment. This is a process that facilitates the exchange of referrals, orientations between programs, and the provision of services for those young people who are eligible to ARV.

- PRVRA will refer to Job Corps out-of-school youth who might benefit from their services (including training), and Job Corps will also refer individuals to PRVRA.
- PRVRA will send to JC reports about eligibility determination on those referrals.
- JC may provide information/training to VRA staff regarding services available at JC and any other topic identified or beneficial to both parties.

PRVRA and JC will provide services island wide, according to their resources.

5. STATE USE CONTRACTING PROGRAMS.

PRVRA is not utilizing services and facilities of agencies and programs with respect to state use contracting programs.

D. COORDINATION WITH EDUCATION OFFICIALS

1. THE DESIGNATED STATE UNIT'S PLANS, POLICIES, AND PROCEDURES FOR COORDINATION WITH EDUCATION OFFICIALS TO FACILITATE THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO THE RECEIPT OF VR SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, AS WELL AS PROCEDURES FOR THE TIMELY DEVELOPMENT AND APPROVAL OF INDIVIDUALIZED PLANS FOR EMPLOYMENT FOR THE STUDENTS

VRA has the responsibility to comply with the requirements of Chapter 34 of the Federal Regulations Code (34CFR), Section 361.22, which states that the State Plan must contain plans, policies and procedures for coordination between the Designated State Unit (VRA in Puerto Rico) and the Department of Education (DE) to facilitate the transition of students with disabilities from school to vocational rehabilitation services.

Similarly, the VRA has an interagency agreement as a result of the implementation of Law 51, known as the Law on Integrated Educational Services for Persons with Disabilities, of June 7, 1996. This Law assigns responsibilities to various government agencies for the purpose to provide services in a coordinated manner to people with disabilities.

The responsibilities assigned to the VRA by Law 51 are the following:

1. Evaluate, throughout the vocational rehabilitation counselor, the cases referred, in order to determine their eligibility for services, as established by state and federal guidelines.
2. Implement and provide independent living and vocational rehabilitation services to people with disabilities with the capacity to perform in some type of work, based on state and federal legislation.
3. Design an Individualized Plan for Employment (PIPE), according to the needs of the person with disabilities and in accordance with current regulations. This plan includes:
 - Application of guides and programmatic procedures for the provision of services
 - Beginning and ending date of services
 - Employment outcomes (regular employment, supported employment, self-employment or any other innovative option)
 - Projected date for the achievement of the employment outcome
 - Analysis to evidence the functional limitations of the consumer in relation to the employment outcome, outcomes of informed choice and the programmed services
 - Recommended VR services which are necessary to achieve the selected employment outcomes
 - Comparable services and benefits
 - Costs of services
 - Evidence of the financial participation negotiated between the VR counselor with the consumer/family, as applicable
 - Evaluative criteria
 - Specific responsibilities of the PRVRA
 - Responsibilities of the consumer/representative
 - Coordination with educational agencies
 - Signatures of the parties and dates when plan is developed and approved
 - Evidence in the IPE of the participation of the consumer (his own words) regarding the informed choice process, self-management, and other actions taken during his VR process
1. Collaborate and participate in the drafting and implementation of the transition plan to adult life, whenever appropriate.
2. Provide Pre-Employment Transition services to students with eligible or potentially eligible disabilities.

The PRVRA recognizes the importance of the transition process in the youth with disabilities and will maintain its commitment in that it is carried out in accordance with federal and state regulations. The Agency is developing with the PRDE joint activities in order to strengthen the provision of transition services in general, and especially the pre-employment services to those youth with the most significant disabilities, .

The PRVRA has a formal agreement with the SEA and the local DOL regarding Transition Services, which also includes responsibilities of both agencies related to the procedures for exchanging documentation regarding WIOA Section 511, as follows:

-PRVRA's Transition Analysts will provide orientation to the local Department of Education staff regarding their responsibilities for compliance with Section 511 requirements and completion of an Orientation from VRA to DE Certification Form.

-Local DE has the following responsibilities:

1. During the next 30 days after completion of each Transition activity or service, DE will send to VRA a Certification of Transition Service, as established in Section 397.30 of the CFR and WIOA's Section 511.

2. Provide to the youth with disabilities evidence of transition services completion, among others, within the next 30 days after each activity or service completion, in accordance with CFR 397.20 and WIOA Section 511.

2. INFORMATION ON THE FORMAL INTERAGENCY AGREEMENT WITH THE STATE EDUCATIONAL AGENCY WITH RESPECT TO:

A. CONSULTATION AND TECHNICAL ASSISTANCE TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING VR SERVICES;

As mentioned in the previous section, in Puerto Rico Law 51 of June 7, 1996, as amended, the VRA through its operational components and the Department of Education through its Associate Secretariat of Special Education develop and implement a Transition program for young people with disabilities from school to the world of work for students with disabilities.

The VRA and the Department of Education maintain constant communication and collaboration with the purpose of developing new strategies for students with disabilities. Some of the responsibilities of both agencies are the following:

A. Vocational Rehabilitation Administration:

1. The Vocational Rehabilitation Administration, in coordination with the Department of Education, will provide Pre-employment Transition Services (PRE-ETS) to students with eligible or potentially eligible disabilities. Pre-employment services for students in the transition process are as follows:

- a. Career Exploration Counseling
- b. Learning experiences based on employment
- c. Counseling on opportunities to enter transition programs or post-secondary education.

- d. Training to develop social and independent living skills necessary to be ready for employment and.
 - e. Instruction on self-intercessory
2. Vocational Rehabilitation Administration staff (Transition Counseling Services Analysts who work Transition or Vocational Rehabilitation Counselors) may provide technical assistance to Education Department personnel by sharing, in orientations or meetings, information that contributes to such personnel have a better understanding about:
 - a. Medical and other aspects related to impediments.
 - b. Requirements to request services and eligibility criteria of the Vocational Rehabilitation Administration.
 - c. How school personnel can assist the student in preparing to receive the services of the Vocational Rehabilitation Administration.
 - d. Identification of transition needs, such as assistive technology, orientation training and mobility; in other aspects.
 - e. The scope of pre-employment transition services and the requirements to benefit from them under WIOA.
 - f. The analysts of the Vocational Rehabilitation Administration will guide on the responsibilities of the Educational Agency compliance with Section 511 of WIOA in order to complete the Personnel Orientation Certification form of the Department of Education by the Vocational Rehabilitation Administration.
 3. Offer guidance to parents and to students with disabilities, coordinated with the contact person identified in each school, about the Vocational Rehabilitation Administration, application process and scope of services to be provided to people with eligible disabilities, in addition to transition services of pre-employment and the criteria to receive them. These orientations may be offered in general orientation activities coordinated by the school, and in the meetings of the Programming and Location Committee (COMPU), among others.
 4. Evaluate through the Vocational Rehabilitation Counselor, the referred students to determine their eligibility for services, as established by applicable federal and state laws and regulations.
 5. Inform in writing, to the official of the agency that refers the case, the criteria used to determine that the student is or are not eligible to receive services from the Vocational Rehabilitation Administration and the basis on which that determination has been made.
 6. Collaborate and participate in the drafting and implementation of the transition services established in the Individualized Educational Program (PEI) of the school to adulthood, every time the person is cited or convened for that purpose. Such participation may be face-to-face, by telephone (teleconference), virtual or any other permissible means.
 7. Design an Individualized Plan for Employment (PIPE), according to the needs of the person with disabilities eligible for the Vocational Rehabilitation Administration, on or before the student leaves school.
 8. Provide vocational rehabilitation services and other transition services necessary, identified, and recommended in the Individualized Plan for Employment, for vocational rehabilitation of the eligible student in the context of their employment goal.

9. Design and implement mechanisms for the collection of statistical data.

B. Responsibilities of the Department of Education:

1. Identify the population to be referred for evaluation of the Vocational Rehabilitation Administration, according to the eligibility criteria established by the applicable laws and regulations, through the procedure agreed by the agencies.

2. Any referral to the Vocational Rehabilitation Administration must include the following:

A. Student's Social Security Number

B. Updated Psychological Medical Evidence

C. Academic History and Report Cards

D. Psychosocial History

E. Vocational Evaluation based on Law No. 263-2006

F. Copy of the Certification of Functional and Pre-Employment Academic Skills based on Law 53-2016.

G. Copy of the Individualized Educational Program (PEI)

H. Services Plan. Section 504 or others that apply

I. Any other document that applies

In the case of pre-employment transition services, the Department of Education will offer and certify the following information:

a. Student's Social Security Number

b. Date of birth

c. Age

d. Race

e. Ethnicity

f. School of origin and town

g. Town of residence of the student

h. Grade enlisted

i. If the student receives special education or Section 504 services

j. Any others that may apply

3. Coordinate and offer the provision of services considering the Transition Services developed in the Individualized Educational Programs to ensure an effective transition of young people with disabilities to post-school life.

4. Coordinate with the officials of the Vocational Rehabilitation Administration orientations directed to parents, students and school staff related to the services available to students in the process of transition to adult life.
5. Provide academic and vocational services to the population with disabilities, according to applicable federal and state laws and regulations.
6. Collaborate with the Vocational Rehabilitation Administration in the objective of providing placement and follow-up services to students with disabilities until they graduate from high school, turn twenty-one (21) years of age or complete education services special.
7. Provide through their schools, the human resources for the development of the necessary basic academic and occupational skills, according to the needs identified in the results of the vocational evaluations and according to what is established in the Individualized Educational Program (PEI).
8. Provide those related services, support and technological assistance required to achieve the educational objectives of the student in the school environment or context.
9. Evaluate, together with the staff of the Administration of Vocational Rehabilitation, the achievements in its implementation.
10. Notify the Vocational Rehabilitation Administration, fifteen (15) calendar days in advance, when the participation of its officials in a COMPU meeting is required, for the development of transition services in the PEI.
11. Identify alternative means of participation in COMPU meetings, such as teleconferences, virtual and / or any other means that are permissible.

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

Please refer to previous section.

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

Please, refer to section d.2.A

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

1. Transition process for students with disabilities begins at schools through orientation provided by the Transition Counselor (TC) of the VRA, to teachers, students with disabilities and/or parents. As a result, meetings of the Placement and Programming Committee (PPC) take place, and decisions are made about IPE recommendations. A plan of action is developed and the TC may accept the referral of the student with disabilities.

1. The PPC compiles medical information related to the student's disability and functional level at the time of the referral.

1. The TC sends those referrals to the Vocational Rehabilitation Counselors (VRC) at the corresponding VRA regional office and coordinates VRC participation in PPC meetings of eligible students with disabilities.

1. When existing information doesn't describe the current functional level of the student, the VRC will perform a preliminary evaluation and consult with the TC as to which evaluations may be available through the Department of Education to complete the evaluation process.

1. The VRC requests medical consultant's opinion under the following situations:
 - When advice is needed about functional limitations caused by the student's physical or mental disability
 - When clarification about medical aspects of disability is needed to facilitate VRC decision making process and service planning. Eligibility determination is made by the VRC.

1. Eligibility criteria will be applied considering physical and mental functional limitations, functional capacity, vocational interests, skills, abilities, life experiences and others, identified through the evaluation stages for eligibility determination.

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

Approval of Proposals:

In 2019, the ARV reviewed the guidelines for formalizing contractual agreements with private non-profit organizations. These guides are intended to guide the proponent regarding the principles and procedures for generating a service proposal. They offer an outline of how the proposals will be presented and the order that will govern them. Likewise, they include the documents that must be attached as part of the proposals submitted.

Currently, the ARV has the following guides:

- Proposal to offer services to ARV consumers under the Sustained Employment Modality
- Guide for the preparation of proposals to offer Pre-Employment Transition services (workshops / training / orientations)
- Guide for the preparation of proposals to offer Pre-Employment Transition services (fairs)

This contracting process begins with a Public Notice in written press, which establishes the deadlines for the collection of the Proposal Guide in reference and the deadline for the delivery of the proposal. Once both processes have passed, a Proposal Review Committee analyzes them according to the guidelines, and based on the results, they make recommendations to the Administrator, then beginning the hiring process.

In compliance with the established federal regulations, the ARV assigns responsibility to the programmatic areas of the agency to carry out monitoring activities to those organizations

contracted for the purpose of verifying compliance, project development, services offered, difficulties encountered, use of resources, beneficiary participation, among other matters.

The ARV is willing to establish collaborative agreements with other nonprofit organizations that provide services to people with disabilities, with the purpose of receiving referrals and offering training.

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

1. In accordance with the above, the ARV has a process for contracting supported employment services. These services are offered by Community Rehabilitation Programs (CRP), which have to follow the process established by regulation for their hiring.
 - The hiring process begins with a Public Notice in written press, which establishes the deadlines for the collection of the Proposal Guide to Offer Supported Employment Services to the consumers of the Vocational Rehabilitation Administration and the date for delivery of the proposals. Once both processes have passed, a Proposal Review Committee analyzes them and, based on the results, makes recommendations to the Administrator, then beginning the hiring process.
 - The ARV through the Personnel of the Office of Support and Employment Modalities (OAME) will make two visits of Programmatic Monitoring during the term of the contract. The preliminary monitoring will observe the progress the organization has made, and the final monitoring will determine if the organization met the established goal. In addition, both OAME staff and Support Analysts and Employment Modalities provide technical assistance to CRPs, as necessary, throughout the service delivery process.

1. The ARV continues to collaborate with other private nonprofit organizations to ensure the availability of supported employment services and the development of extended support services to consumers with more significant disabilities. The ARV will continue hiring the CRPs for the provision of supported employment services. In addition, Normative Communication No. 2018-01 was developed, which establishes the process for the provision of extended support services to be offered by the CRPs. Also, continue with the following activities:
 - Offering technical assistance to employers, as required, to promote extended support options through orientation activities to employees / coworkers interested in collaborating with the process and identifying resources available in the workplace and community.
 - Collaboration with the community rehabilitation programs (PRC), if required, in efforts to prepare and submit proposals for the provision of extended services to other sources of available funds.

G. COORDINATION WITH EMPLOYERS

1. VR SERVICES; AND

The VRA continues to work with employers to identify opportunities for integrated competitive employment and career exploration. For this purpose, it has Support Centers and Employment

Modalities (CSEM), whose staff is responsible for working with employers. They contact new potential employers, as well as those who employ people with disabilities for the purpose of promoting employment opportunities and making their facilities available for career evaluation and exploration activities.

CSEMs also organize training activities for employers, through which their knowledge is increased regarding the population with disabilities and the benefits of using them, among other topics. Also, participate in job fairs, where information is provided on the services of the VRA and qualified candidates are marketed.

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

In compliance with WIOA, the VRA has been carrying out activities aimed at offering pre-employment transition and transition services aimed at helping students with disabilities to a successful transition to post-secondary life, as well as individuals with disabilities that we serve. Here are some of the activities carried out:

1. In June 2017, the agency developed a Collaboration Agreement between the Vocational Rehabilitation Administration, Department of Labor and Human Resources and the Department of Education of Puerto Rico to provide a Work-Based Learning Experience for students with Disabilities in Process of Transition for post-secondary life. This agreements still valid.
2. The PR SAM Sample (Puerto Rico Skills Assessment Module) was acquired. Acquired tests will allow to offer career exploration services to students in transition between 14 and 21 years of age who receive or receive special education services or under Section 504 of the Rehabilitation Act of 1973, as amended. Students who are in school were impacted like those in post-secondary education.
3. In June 2017, Cooperative Agreements were made with private employers to obtain real work scenarios to carry out Work-Based Learning Experiences to students who are possible candidates for vocational rehabilitation services and to those who are applicants / consumers with disabilities Served by the agency. This agreements still valid.
4. A Learning Experience was offered for 58 students with disabilities with 6 private employers in the month of June 2017. (Duration 20 days).
5. In July 2017, Cooperative Agreements were made with Government Agencies, Public Corporations and / or Municipalities to obtain real work scenarios to carry out Work-Based Learning Experiences to students who are possible candidates to receive vocational rehabilitation services and students who are applicants / consumers with disabilities served by the agency. This agreements still valid.
6. In the month of July 2017, a Learning Experience was offered for 2,100 students with disabilities in corporations and government agencies.
7. In August 2017, a Service Fair was held for 600 students with disabilities under the category of Career Exploration Counseling.
8. Transition analysts are offering guidance to schools on pre-employment transition services.

9. In November 2017, training contracts were made to offer pre-employment services in the schools of the Department of Education (12 contracts).
10. In December 2017, four service fairs from 30 that were scheduled until September 30, 2018 were given. It is projected to serve over 10,000 students with disabilities from the Department of Education and Section 504.
11. In January 2018, training for Pre-ETS services in different schools began, covering the six regions of the VRA. 2,400 students with disabilities from the Department of Education are expected to attend until September 30, 2018.
12. The VRA in Fiscal Year 2018 hired five (5) service providers resulting in the impact of 8,007 students with disabilities who participated in pre-employment transition service fairs in which they had the opportunity to explore the career, obtain information of the most demanded careers, academic offers, and about the qualities and skills that employers look for. For Fiscal Year 2019, it hired eight (8) service providers that have hit 4,342 students with disabilities between the ages of 14 and 21 inclusive. The totality of the students impacted at the moment with these Fairs is: 12,349.
13. The VRA in Fiscal Year 2018 hired 11 service providers which resulted in the impact of 1,685 students with disabilities who participated in workshops and training to explore the career, learn technological, social and independent living skills and to know their rights to intercede for themselves. For Fiscal Year 2019, the number of contracted service providers was four (4) so that students with disabilities from 14 to 21 years old even explore the career by administering proof of vocational interests and providing information on the labor market of Puerto Rico and the United States. At the moment 637 students have impacted. The totality of students with disabilities impacted with these workshops so far is: 2,232.
14. Between June to August 2018, 2,992 students with disabilities participated in a Work-Based Learning Experience in a real competitive and integrated work environment for the development of pre-employment skills. These experiences were provided by 106 public and private employers in Maintenance Worker, Office Assistant, Domestic Animal Care, Agricultural Worker and Painter Assistant occupations. For these purposes, collaboration agreements were signed for the provision of this experience with effect until 2020. As for Fiscal Year 2019, 262 students with disabilities have been impacted with the Work Based Learning Experience in Municipalities and agencies of the Government of Puerto Rico. The totality of students impacted so far is: 3,254.
15. Through the initiative to provide services to explore the career, 491 students with disabilities in Fiscal Year 2018 were impacted by the Vocational Evaluators of the VRA by administering tests of vocational interests and by the Rehabilitation Counseling Services Analysts who provided information on the requirements of careers and the labor market. For Fiscal Year 2019, 695 students with disabilities between 14 and 21 years of age have been impacted so far, including those with significant cognitive impairments. The totality of the cases impacted with this project was: 1,186.
16. The VRA appointed in Fiscal Year 2019: 41 direct service professionals to applicants/ consumers with disabilities with salaries paid by federal funds, such as; Counselors in Vocational Rehabilitation, Principal Counselor, Supervisor of Counseling in Rehabilitation and of Assessment and Adjustment Centers fulfilling our ministerial duty to continue maximizing services to the population.

17. In the Centers / Units of Assessment and Adjustment attached to the VRA, pre-employment services were provided in the social area and independent living, impacting:

Fiscal Year	Population Served	Amount of services provided
2018	6,603	26,331
2019	2,561	8,673
Total	9,164	35,004

H. INTERAGENCY COOPERATION

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

The PRVRA established contact with the Director of the Policies/Procedures and Operations of the Medicaid Program under the Department of Health, administering the Medicaid under Title XIX of the Social Security Act. The Medicaid staff can provide VRA staff with information about the program and also orientations to help them identify individuals with disabilities not receiving services from Medicaid that may be potential beneficiaries. Receiving needed services from Medicaid is a way to provide adequate conditions to benefit from the vocational rehabilitation process to achieve competitive integrated employment. The parties are in the development of a Collaborative Agreement.

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

The PRVRA participates actively in the meetings of the State Council on Developmental Disabilities (SCDD), as well in activities that promote employment opportunities for this population. It also shared its employers' list with the SCDD and PRVRA staff is available to support their efforts in order to develop competitive integrated employment opportunities.

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

This Advisory Council of Substance Abuse and Mental Health of Puerto Rico is composed of government agencies, mental health patients and family members. It is supported by the Substance Abuse and Mental Health Services Administration (ASSMCA, by its Spanish acronym). This is the organization selected by the Health Insurance Administration of Puerto Rico to carry out operational functions of the Health Plan and offer treatment for mental health conditions, alcohol and drug abuse in the San Juan and Western regions. The PRVRA is a mandatory member of this council and participates in the planning for the provision of these services.

PRVRA participates as a member of the Advisory Council of Substance Abuse and Mental Health of Puerto Rico. The Council's mission is to promote compliance with federal public law and the public policy of the Commonwealth of Puerto Rico, in order to offer adequate mental health and substance abuse services and promote a better quality of life for people and their families. The Council's objectives are to:

1. Participate in the writing and implementation of the Block Grant, in accordance with Section 1915 (a) of the federal law.
2. Participate in the development of the State Plan for the Mental Health and Substance Abuse Services Administration.

3. Review and evaluate adequacy and distribution of mental health and substance abuse services in PR to identify service needs.
4. Advocate for people with mental health and substance abuse disabilities in PR, in order to guarantee establishment of a high quality integrated service system.

Functions of each member, including PRVRA, are:

1. Attend meetings
2. Active participation in deliberation and vote processes
3. Staying informed and updated about interests issues for mental health and substance abuse services improvements
4. Participate in activities and perform assigned tasks
5. Participate in the Council's working groups.

Every situation regarding an applicant/consumer is managed with the corresponding member. Annually, the PRVRA submits to the Council a report of mental health impairments attended in the Agency. On the other hand, cases with mental health conditions may request PRVRA services as self-applicants or through "Atención Primaria de Salud" (APS, by its acronym in Spanish), which are companies contracted by the Health Insurance Administration to offer mental health and substance abuse services to beneficiaries of the Government Health Care Insurance.

The VR Counselor maintains contact with the APS social workers or case manager in order to offer integrated services, including public health actions such as: diagnostic, prevention, and occupational services by the VRA.

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

1. SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS

I. THE NUMBER OF PERSONNEL WHO ARE EMPLOYED BY THE STATE AGENCY IN THE PROVISION OF VR SERVICES IN RELATION TO THE NUMBER OF INDIVIDUALS SERVED, BROKEN DOWN BY PERSONNEL CATEGORY;

The PRVRA institutional mission is the provision of vocational rehabilitation services aimed at the successful integration of the people with disabilities to the country's workforce and the enjoyment of a more dependent life. With this purpose, the PRVRA has professionals committed to the public service duty qualified to attend in an agile and responsive manner, vocational rehabilitation and independent life needs of people with disabilities, with priority to those with more significant disabilities.

In order to ensure that we have the best qualified and warmly trained staff to provide services to people with disabilities, we offer professional development opportunities to our human resources. Also, we take into consideration your needs and recommendations for the best functioning of the agency.

1. Data System on Personnel and Personnel Development

As of September 30, 2019, the PRVRA had a payroll of 693 employees to serve 65% (38,660) of the population projected to attend to (59,477) during 2020. In order to articulate the operation

of the agency in response to the needs of the population attended, the PRVRA requires professional staff related to the rehabilitation field occupying different positions, as well as other support and administrative staff. The support professionals also provide direct service to the applicant/consumer; while the administrative ones contribute to the continuity of other processes needed for the operation of the agency and the achievement of its programmatic goals.

During FY 2018-2019, the PRVRA succeeded in attending a population of 60,404 in 154 work zones for an average caseload of 392 cases.

BREAKDOWN COUNSELORS AND NEW WORK ZONES

Fiscal Year	Total zones in the period	New zones	New VR counselors
2019	154	3	0
2018	151	0	0
2017	151	0	0
2016	151	0	0
2015	152	0	17

It is estimated that in one year the average caseload will be between 350-400 cases.

BREAKDOWN AVERAGE CASELOADS FOR CRV, 2015-2019

Fiscal Year	Number of zones	Active caseload	Cases closed	Population served	Average caseload
2019	154	54,002	6,402	60,404	350
2018	151	53,753	6,306	60,249	256
2017	151	54,104	7,278	61,382	354
2016	151	53,436	8,292	61,728	340
2015	152	51,383	7,788	59,170	333

Source: PRVRA, 2019

The PRVRA is strengthening its work teams to provide agile and responsive services to the needs of people with disabilities. At the moment, the agency has 130 VR counselors managing cases. To provide other services needed in the rehabilitation process (assessment and employment-related services, among others), the agency has 268 support staff.

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

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

The PRVRA’s institutional mission is to provide VR services aimed at the successful integration of people with disabilities into the labor force and towards the enjoyment of a more independent living. With that purpose, the agency has professionals committed with public service, duly qualified to meet, in an agile and responsive way, the VR and independent living

needs of people with disabilities, with priority to the needs of those with the most significant disabilities.

In order to ensure that we have the best qualified and fully trained personnel to provide services to people with disabilities, we offer professional development opportunities to our human resources. We also take into consideration their needs and recommendations for the best performance of the agency.

The following section shows a breakdown of PRVRA staff, by category, vacancies and projected employees who qualify for retirement over the next (5) years:

DESCRIPTION OF PRVRA STAFF

Staff category	Total positions	Current vacancies	Projected vacancies (5 years)
Counseling staff	130	29	10
Support staff	268	115	30
Administrative staff	295	138	9
Other staff	0	0	0
TOTAL	693	283	49

Source: PRVRA, 2019.

II. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

See section (i) 1.A.i

III. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES IN 5 YEARS BASED ON PROJECTIONS OF THE NUMBER OF INDIVIDUALS TO BE SERVED, INCLUDING INDIVIDUALS WITH SIGNIFICANT DISABILITIES, THE NUMBER OF PERSONNEL EXPECTED TO RETIRE OR LEAVE THE FIELD, AND OTHER RELEVANT FACTORS.

Please, refer to section i.1.A.i.

B. PERSONNEL DEVELOPMENT

I. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM;

Puerto Rico has various institutions of higher education that are preparing professionals in the rehabilitation field. The PRVRA has agreements with three (3) universities that prepare professionals in the rehabilitation counseling field. The purpose of such agreements is to provide the students the opportunity to carry out their practicum in facilities of our agency. In addition, the PRVRA recruits graduates from these institutions and others:

- University of Puerto Rico (UPR)- is the only public institution of higher education in the country. It has its main campus in Río Piedras with 10 off-campus sites throughout the Island. The Graduate Program in Rehabilitation Counseling is at their Río Piedras Campus
- UPR, Medical Sciences Campus, has the following programs: Occupational Therapy; Physical Therapy; Master’s degree in Speech Pathology; and Nursing

- Pontifical Catholic University of Puerto Rico (Ponce) has the Graduate Program in Rehabilitation Counseling
- Bayamón Central University has the following programs: Graduate Program in Rehabilitation Counseling; Bachelor's degrees in Psychology; Bachelor's degree in Social Work; Vocational Rehabilitation Certification; and Visual Impairments Certification

II. THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND

University of Puerto Rico Recinto de Río Piedras: Graduate Program in Rehabilitation Counseling: 111 enrolled students

University of Puerto Rico, Medical Sciences Campus: 430 enrolled students in the following programs: Occupational Therapy (41); Physical Therapy (50); Master's degree in Speech Pathology (29); and Nursing (310)

Pontifical Catholic University of Puerto Rico: 73 enrolled students

Bayamón Central University: 212 enrolled students in the following programs: Graduate Program in Rehabilitation Counseling (29); Bachelor's degrees in Psychology (72); Bachelor's degree in Social Work (98); Vocational Rehabilitation Certification (12); and Visual Impairments Certification (15).

III. THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

University of Puerto Rico (UPR) - At the Río Piedras Campus, Graduate Program in Rehabilitation Counseling 21 graduates. *Staff category: Counseling*

UPR, Medical Sciences Campus- 138 graduates in the following programs: Occupational Therapy (13 graduates); Physical Therapy (0 graduates); Master's degree in Speech Pathology (10 graduates); and Nursing (115 graduates). *Staff category: Support*

Pontifical Catholic University of Puerto Rico (Ponce)- 39 graduates in the Graduate Program in Rehabilitation Counseling. *Staff category: Counseling*

Bayamón Central University- 51 graduates in the following programs: Graduate Program in Rehabilitation Counseling (12 graduates); Bachelor's degrees in Psychology (10 graduates); Bachelor's degree in Social Work (35 graduates); Vocational Rehabilitation Certification (13 graduates); and Visual Impairments Certification (3 graduates); *Staff category: Counseling & Support*

2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

The PRVRA, through the Office of Labor Affairs and Human Resources and its divisions, has the responsibility of developing, updating and implementing a plan for the recruitment, preparation and retention of qualified personnel to meet current and projected needs of staff. To comply with such requirement, the agency will continue with the development of the following procedures and activities:

- Identification and communication of needs concerning the recruitment, reclassification, training or any other requirement related to human resources

- Analysis and development of strategies based on the needs concerning the recruitment, reclassification, training or any other requirement related to human resources
- Realignment of personnel to fill vacant positions in the centers providing services to consumers (centers offering VR counseling services, assessment and adjustment, support and employment modes). Although this strategy responds to the current public policy of economic austerity, it also propitiates the development of employees while taking care of the staff needs of the agency
- Offering of advice and support on issues concerning the best use of human resources, particularly those assigned to the provision of direct services to meet the needs of the consumers
- Provision of advice and support on issues concerning the management of human resources of the agency, maintaining a close coordination with the programmatic area of the agency
- Planning and provision of human resources (involves the analysis; design; establishment and elimination of positions; selection and recruitment; and the implementation of a system of personnel evaluation)
- Maintenance of a human resources inventory that involves the classification of positions, existing vacancies, identification of candidates for retirement and succession planning. This information is analyzed on an annual basis to determine employment patterns, positions that are hard to hire and number of employees with 25 or more years of service
- Forecasting of human resources needs (within a period of 1 to 5 years), by number and type of employee, emphasizing on the personnel that offers direct services to people with disabilities
- Provision of training and promotion of staff development
- Establishment of objectives and training activities to be offered to staff in order to comply with programmatic/administrative commitments of the agency
- Coordination of staff training activities with universities and other institutions preparing professionals related to the rehabilitation field
- Maintenance of efforts to continue recruiting qualified staff with disabilities. The PRVRA has VR counselors who have various disabilities. It also continues emphasizing on compliance with Law 81, as amended, known as the Law of Equal Employment Opportunity for Persons with Disabilities. As part of the evaluation of examination requests, five (5) additional points are granted to anyone who shows evidence of having some type of disabling condition

The PRVRA recruits without distinction of age, race, color, gender, social or national origin, and social condition, political or religious beliefs. Our agency recruits based on qualifications of applicant. The Puerto Rico PRVRA is the only Designated State Unit of the nation where more than 99% of its population is minority (Hispanic and/or Spanish-speaking).

The PRVRA has agreements with three (3) universities that prepare professionals in the rehabilitation counseling field. The purpose of such agreements is to provide the students the opportunity to carry out their practicum in facilities of our agency. In addition, the PRVRA

recruits graduates from these institutions, particularly from the following: University of Puerto Rico (UPR), Pontifical Catholic University of PR (Ponce), and Bayamón Central University, among others. Training is provided to VR staff through: College of RC Professional of PR, National Council of Rehabilitation Education (NCRE), American Deafness and Rehabilitation Association, to name a few.

3. PERSONNEL STANDARDS

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

In Puerto Rico, the rehabilitation counseling profession is regulated by Law 58 of May 7 of 1976, as amended, known as the Regulatory Law of the Rehabilitation Counseling Profession in Puerto Rico. This legislation establishes that in order to practice as a rehabilitation counselor, the person must have a Master's degree in Rehabilitation Counseling and a current state license issued by the appropriate Board of Examiners. It is also required that the professional maintains active his credentials and licenses in the Professional Registry of the Office of Regulation and Certification of Health Professionals, be a member of the College of Rehabilitation Counseling Professionals of Puerto Rico, and comply with hours of continuing education. The PRVRA recruits personnel who meet these requirements in order to ensure the highest standards of the rehabilitation counseling profession.

Similarly, certification or license is required as a condition for employment, benefits and wages for: teachers, physical therapists, occupational therapists, speech/language pathologists, social workers, and psychologists, among others.

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

The PRVRA has developed the following strategies to maintain personnel standards consistent with the highest state requirements applicable to a specific profession or discipline:

1. Annual review of certifications, licenses, and continuing education of specific professions or disciplines
2. Continuation with the provision to staff of training necessary for the optimal performance of their duties
3. Maintenance of an updated record on training and workshops, and education activities among others, provided to the agency staff
4. Identification of retraining needs of the agency staff in order to strengthen the performance of duties
5. Annual performance evaluation of the staff

The following is a list of professional associations related to the rehabilitation field available to provide training to staff:

- College of Rehabilitation Counseling Professionals of Puerto Rico- (VR counselors)

- National Council of Rehabilitation Education (NCRE)- (educators in rehabilitation and staff related to the training of rehabilitation professionals, among others)
- American Deafness and Rehabilitation Association (ADARA)- (staff related to services to the deaf)
- Association of Persons in Supported Employment (APSE)- (staff related to supported employment services, among others)
- National Council on Independent Living (NCIL)- (staff related to independent living services)
- California State University at Northridge (CSUN)- (VR professionals in assistive technology)
- Rehabilitation Engineering and Assistive Technology Society of North America (RESNA)- (VR professionals in assistive technology)
- College of Occupational Therapy Professionals of Puerto Rico- (occupational therapists and occupational therapy assistants)
- College of Social Work Professionals of Puerto Rico- (social workers)
- Association of Employee Assistance Professionals of Puerto Rico- (central level staff of the Employee Assistance Program)
- Administration of Mental Health and Anti-Addiction Services (ASSMCA, in Spanish)- (staff of the Employee Assistance Program)
- Academy of Audiology of Puerto Rico- (audiologists)
- Puerto Rico Assistive Technology Program (PRATP)- (occupational therapists, speech/language pathologists, and audiologists, among others)
- Puerto Rico Registry of Interpreters for the Deaf- (interpreters for the deaf)
- Puerto Rican Physiotherapy Association- (physical therapists and physical therapy assistants)

4. STAFF DEVELOPMENT

A. A SYSTEM OF STAFF DEVELOPMENT FOR PROFESSIONALS AND PARAPROFESSIONALS WITHIN THE DESIGNATED STATE UNIT, PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

As established in the Procedures Manual for the Training of All Staff of the Vocational Rehabilitation Administration, the PRVRA promotes and emphasizes on the continuing education of its employees. Therefore, it carries out the following activities to ensure having qualified staff:

- Identification and communication of training needs
- Analysis and development of strategies based on training needs

- Design of training activities to address topics concerning administrative/programmatic issues relevant to the VR program
- Planning of training activities as a result of the needs identified in the needs assessment study, monitoring reports and performance evaluations

The following is a breakdown of some of the training activities offered to the rehabilitation counseling staff and other related professionals during 2018:

Topic	Participants
Training for Transition Analysts on Pre-Employment Transition Services	12
Training on Compliance with Goals for Counseling Personnel	24
Training on the Impact of the WIOA Law (management staff)	12
Workforce Innovation Technical Assistance Center (WINTAC) Training	475
Training of Professionals of the Assessment and Adjustment Centers on: <ul style="list-style-type: none"> • Pre-employment skills for students in the process of transition to adult life and the importance of the occupational match from the perspective of the Counselor in Vocational Rehabilitation in planning occupational goals 	15
<ul style="list-style-type: none"> • VALPAR System Work Samples 	18
Training on Normative Communication 2018-02: Procedure for the Use of Trial Work Experiences (ETP); and Collaborative Agreement: Referral Form for Transition Services Pre-employment	70
Guidance to professionals in the area of counseling in relation to compliance with the Interagency Agreement of Services Provided to Injured Workers, between the VRA and the State Insurance Fund Corporation	45
Training for CAA-UAA professionals: Characteristics and Functioning of the Person with Autism, Intervention Strategies for the Evaluation Process and Skills Development	51
Orientation in sign language on natural phenomena to sign language interpreters of the VRA	4
Second Conference: Vocational Evaluation Symposium: Change Strategies	21
Guidance on the Unified State Plan and Strategic Plan for Management Personnel	26
The Office of Labor Affairs and Human Resources coordinated 160 training activities for VRA personnel, some of the topics were: <ul style="list-style-type: none"> • Disaster preparedness • New trends and challenges in human resources management • Second symposium of vocational evaluation • Rapid response in situations of suicidal behavior 	2,039

Topic	Participant s
<ul style="list-style-type: none"> • Inclusion and integration in society • Conflict management social evolution • Assertiveness and resilience in times of change • Technological assistance in communication • The agency's management staff was directed to Memorandum No. 11-2018 of the Office of Administration and Transformation of Human Resources of the Government of Puerto Rico, related to the update of the Employee Duties Sheet 	
total:	T 2,812

Source: PRVRA, FY 2019

Trainings to the newly recruited VR counselors was broaden to cover in detail the following aspects: services provision process and federal regulations; assessment and adjustment services; support and employment mode services; productivity indicators; use of the computerized system to provide services; data on the federal RSA-911 Report; fiscal and budgetary aspects of the services provision process; independent living services; and the State Plan. Each topic is presented by the staff of corresponding areas, which allows employees to become familiar with the central office.

Assistive Technology Program (PRATP) established under Act No. 264 of 2000 known as the "Act for the Puerto Rico's Assistive Technology Program" as amended, has the responsibility to promote changes in public and private systems for inclusion, independence and self-sufficiency of people with disabilities through AT use. According to this mandate the PRATP keeps collaborative agreements with government agencies. The PRVRA has maintained agreements with PRATP to exchange resources, knowledge and experiences about AT topics.

PRVRA offered AT services at their six regions under the following categories: visual, hearing, mobility, communication, independent living, cognitive, and computer access. Services are offered by Occupational Therapists, Physical Therapists, Audiologists, certified teachers, Speech and Language Pathologists, Blind Services and Visual Rehabilitation Specialists. Those professionals have the required credentials. By providing AT services, professionals keep up to date in knowledge. To that effect, the Agency benefits from collaboration with PRATP because their specialists offer trainings to VR staff about topics such as:

- Low, medium and high technology AT equipment
- AT legislation
- AT integration to assessment and adjustment processes
- AT alternatives for employment and independent living
- AT for specific populations (blind, learning disabilities, mobility impairments)

- New equipment on the market and free equipment alternatives
- Low cost or homemade AT equipment alternatives, among others

Those trainings and others provided by the VRA have contributed to keeping VRA staff skills and knowledge updated, having an impact on AT service delivery to applicants/consumers, facilitating employment outcomes and independent living.

B. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO DESIGNATED STATE UNIT PROFESSIONALS AND PARAPROFESSIONALS.

For the purpose of acquiring and disseminating significant knowledge of research and other sources to professional and paraprofessional staff of the agency, the PRVRA has established the following procedure:

1. Presentation to staff of the findings of the Comprehensive Needs Assessment Study of Rehabilitation Needs.
2. Send, by internal email, links to articles or information resources related to the rehabilitation field.
3. Collaboration with the Graduate School in Rehabilitation Counseling of UPR so that they share with the agency, findings of research studies related to the rehabilitation field.
4. Permission for staff participation in continuing education courses, many of which contain information about research and evidence based practices and strategies

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

The agency, in its vision to be the lead agency in the provision of services to people with disabilities, provides staff with the necessary training and workshops to meet the communication needs the deaf, blind and deaf/blind applicants/consumers. For this reason, the agency staff participates in training activities related to such communication needs. At the same time, the agency has six (6) interpreters for the deaf whose services can be used, when necessary, to service applicants or eligible consumers; as well as four (4) interpretations service contracts to meet the communication needs our consumers.

Due to the fact that Puerto Rico is a Spanish-speaking country (English is used as second language), we can communicate in the native language (Spanish) of our applicants/consumers. However, if an applicant/consumer speaks only English, we can also communicate in that language. In addition, the PRVRA can provide clients with alternative formats of communication such as Braille and large print, among others.

The PRVRA installed a video interpretation system through its facilities, which ensure communication with the deaf population, even if the interpreter is not physically present at the place where the applicant/consumer is requesting service.

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

In Puerto Rico, the Assistant Secretariat of Comprehensive Educational Services for Persons with Disabilities and the PRVRA are located in two different state departments (PRDE and PRDOLHR). The first one is responsible for the implementation of Public Law 108-446, as amended, known as the Individuals with Disabilities Education Improvement Act (IDEIA); the second one is responsible for the implementation of the Rehabilitation Act of 1973, as amended,

and State Law 97-2000, as amended, known as the Vocational Rehabilitation Law of Puerto Rico. In addition to the aforementioned legislation, we have State Law 51-1996, as amended, known as the Integral Educational Services for Persons with Disabilities, which provides for the coordination to be achieved between various local agencies to ensure an effective transition of disabled youth coming from the Department of Education. Both agencies maintain cooperative ties related to the development of their respective human resources and as such, have been planning, developing, offering and/or participating in numerous in-service training activities since 1987. Some of the topics covered in such training include: transition from school to work; vocational evaluation; supported employment; IDEIA; Americans with Disabilities Act (ADA), Public Law No. 101-336, as amended; Workforce Innovation and Opportunity Act (WIOA), Public Law 113-128 of July 22 of 2014; among others. In addition, both agencies are members of an Advisory Committee, which meets periodically to plan and join efforts in the development and implementation of transition services from school to work.

The efforts and alliances carried out under collaborative agreements with the PRDE, as well as with the PRDOLHR and its components, are conducive to the development of strategies and activities to comply with federal regulations.

The PRVRA has the responsibility to provide follow up to the cooperative link with the PRDE. As part of this commitment, during PY 2017, the agency participated in meetings with the Advisory Committee of Special Education.

J. STATEWIDE ASSESSMENT

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

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

At present, the VRA hired a new entity to carry out the Comprehensive Rehabilitation Needs Assessment of People with Disabilities 2020. Results will be included in the second year revision of the VR Portion in 2022. The 2017 Comprehensive Statewide Needs Assessment results still current and some of them will be presented in this section.

The study was a complex one, because it used mixed methodology (where qualitative and quantitative elements were integrated) and required safeguards when synthesizing the gathered information, since the internal and external validity of the study are different. At the same time, this was an extensive study, because it gathered input from four (4) professional sectors in the quantitative phase (heterogeneous among themselves, representing fifteen (15) specialties) for a total of 295 professionals (of which 81 were DE professionals and 214 belonged to the VRA), and five (5) sectors in the qualitative phase represented eight (8) sectors, among them professionals, parents or tutors and consumers for a total participation of 38 persons making up the focal groups. Details about methodology and general findings are available at the VR Portion of the State Plan 2018 revision/modification.

The professionals that made up the General Group surveyed, of which 75% came from VRC-Case Managers, were asked about supported employment and other VR services needs of people with most significant disabilities. The 10 services were classified as very necessary for the majority of those surveyed, emphasizing on services: 3 - *Evaluation in real job scenarios (ecological evaluation)*, 4 - *Evaluation to determine pre-employment needs*, and 9 - *Supported Employment* as the services with the most support for being most in need (90%, 91% and 84%, respectively).

Regarding the frequency of the availability of services at the VRA, it is important to point out service: *3 - Evaluation in real job scenarios (ecological evaluation)* classified as very necessary by 90% of those surveyed, which was at the same time classified as not available by 43% of them; at the same time, service number *10 - Extended Support* classified as very much in need by 70% of those surveyed and classified as unavailable by 23% of them.

B. WHO ARE MINORITIES;

In Puerto Rico, 99.03% of the population is of Latino-Hispanic origin. Therefore, the ARV considers that there is no need to establish a procedure to identify persons with disabilities belonging to minority groups.

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

The VRA staff that participated in the survey was asked with respect to sectors or groups that could be receiving services or are underserved when compared to the expected levels. The three (3) identified groups by all sectors surveyed included persons with include people with hearing impairments (including deaf-blind), Autism Spectrum Disorder and people with most significant disabilities. An additional group was the students with disabilities not eligible for Special Education services (Section 504).

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

For this section, focal group opinions from PRDOL, municipalities and DE staff operating under WIOA were used: Title I Programs - Youth, Adults and Dislocated Workers, Title II Programs - Adult Education, Title III Programs - Wagner-Peyser (WP), and Title IV - Vocational Rehabilitation Administration (VRA) Programs. After analyzing Focal Group Number One's remarks, we may conclude that its participants concur regarding Title II and III services under WIOA (2014) as being underutilized by the DE, because hardly any cases are being referred from the agency, and those that do arrive, are mainly self-referred. Their comments come together about the lack of independent living skills and pre-employment skills in youth applying to Title II, III, and IV programs services who were DE students. Besides, independent living and pre-employment skills, it is important that the DE develop skills for placement. Title I, II and III staff require people with disabilities management training and specialized staff in these areas because they depend on VRA's Rehabilitation Counselors.

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

The service needs among students with disabilities was analyzed by four (4) groups or professional categories, be it: Transition Analyst (TA), Assessment and Adjustment Centers staff (CAA) General (GEN (VR Counselors)) and Department of Education staff (DE). The more important results of such analysis are as follows:

1. Comparative analysis by Professional Group of the needs of students with disabilities receiving special education services - The service identified as the major need by these professional groups was Career Exploration Counseling. It stands out from services that include practical experience for students (be it work-based learning experiences with on-site visits or *job shadowing*, or direct job experience - *trial work experiences*) constituted their top priority need. This fact becomes more important when observing

that according to the opinion of all the professional groups, the identified services are either not offered or offered in limited occasions. Of the four (4) compared groups (TA, CAA, GEN and DE), three (3) presented a trend, moderate coincidence, or strong opinions when aligning their priorities or pre-employment transition services needs for students with disabilities receiving special education from the DE. The groups that significantly correlated between themselves are CAA, GEN and DE, correlating between moderate-high and high. The TA group presented low and non-significant correlation indexes when compared to the other three groups, a finding that could be expected when considering that the roles of this professional allow a very particular understanding and identification of needs.

2. Comparative analysis by Professional Group, of pre-employment transition service needs for youth ages between 14 to 21, that could be receiving special education services or under Section 504 (ADA) - Analyzing the opinion of these professionals, when it comes to the needs of pre-employment transition services for these students, one may conclude that every professional group coincided by stating that their principal needs lie in the evaluation of assistive technology services, therapeutic services evaluation, occupational exploration, the timeliness of the service, and the vocational evaluation. These results increase in importance when you observe that according to the opinion of the professional groups, the identified services are not offered or offered in limited occasions. Exception to this is that the DE staff understands that the assistive technology services evaluation and the therapeutic services are being offered regularly at the DE. When comparing groups, one may observe correlating indexes between moderate highs and moderate lows not statistically significant for 5 of the 6 comparisons made. This data suggests that, even though the professionals in the groups coincided in identifying major service needs, they did not show high congruency when priorities were placed in order of need with regard to the previously identified transition services.

The service needs were also analyzed according to the Region of the ARV in which the professional works. In this analysis, DE professionals were not included. The main results were as follows:

1. Comparative analysis, per VRA Region, of the needs of students with disabilities receiving special education services - One observes that services 1, 4, 7, 8, 10 and 17 have the highest average, and were selected by the majority of the groups, or by the majority of the professionals regarding them as the services mostly in need. Among these are 1(78%), 7 (65%), and 10 (67%) as the highest numbers, suggesting that the professional groups stated that these were the services mostly needed: *1-Career Exploration Counseling in schools including information about on demand careers and industry sectors; 7 - Work-based learning experiences with on-site visits to the job-place in order to find out the required skills per occupation; and 10-Job experiences to explore student-interest areas that will include occupational practice and short-term employment (seasonal, summer).*The same as in analysis by professional groups', the comparison by region allows us to identify that *Career Exploration Counseling* was identified as of the most need by all participating professionals in every regions. Services that include practical experience for students (be it work-based learning experiences with on-site visits or *job shadowing*, or direct job experience for interest exploration - *trial work experiences*) constitute the highest needs. These results must be analyzed taking into

consideration that according to the opinion of the professional groups of all regions, the identified services are not offered or offered in limited occasions. It is observed from the correlational analysis that there was a high congruence and consistency among the professionals of the regions when assign priority or hierarchy to the previously identified needs as more pressing.

2. Comparative analysis per VRA region, of pre-employment transition-service needs for youth between the ages of 14 to 21, that could be receiving special education services or under Section 504 - Results observed were that services number 1(80%) , 2 (72%), 11 (75%), and 12 (68%) has the high average percentiles selected by all or the majority of professional groups and labeled as the needed services. The aforesaid suggests that the majority of the professional groups surveyed, per VRA region, selected the following needs as those mostly in need: 1-*Assistive Technology Needs Evaluation (AT)*; 2-*Therapeutic Service Needs Evaluation (physical therapy, occupational therapy, and psychological therapy)*, 11-*Receive timely therapeutic services*, and 12-*Vocational Evaluation*. The evaluation to determine *Assistive Technology* needs received firm endorsement from all regions, suggesting that the service is needed in all of Puerto Rico. Similarly, the previously-mentioned services were recognized as of high need for evaluation, and on time delivery of therapeutic services and vocational evaluations. The same as in previous analysis, major needs are not offered or offered in limited occasions. In synthesis, there was congruency in identifying which were the priority needs, but not in a relative order of adjudication in the majority of regions.
3. Comparative analysis per VRA region, of pre-employment transition services needs that could be observed among students with disabilities receiving services from accredited post-secondary programs (private schools, technological institutes, universities, among others): The professionals in the 6 regions coincided in identifying services 5 (64%), 10 (67%), 12 (56%), and 16 (63%) as those with the highest percentiles, suggesting that in their opinion these are the services most in need. The services are: 1- *Academic tutoring*; 5-*Classroom accommodations or modifications*; 10- *Student career exploration for those with very low academic achievement*; 12- *Affective counseling for transition and adjustment process (self advocacy skills, empowerment)*; and 16-*Academic counseling (studying techniques, academic planning)*. *Counseling in career-exploration services for students with low academic achievement, accommodations or modification in the classroom and academic counseling*, received the highest average percentiles. Participant opinions regarding frequency of availability varies according to the service. For example, participants reported academic tutoring as regularly available; but career-exploration counseling and affective counseling were not offered or offered in limited occasions.
4. VRA's comparative analysis, per VRA region, regarding other vocational rehabilitation services for students and youth up to 24 years of age, and current VRA consumers - The professionals in the six (6) regions coincided in identifying services 2(69%), 4(79%), and 5(74%) as the mostly needed. These services show the highest average results, and were selected by all or by the majority of the professionals in the region. The services were: 2- *Supported Employment*; 4- *Job-searching Assistance*; and 5- *Job-placement Assistance*. All three (3) services are employment focused; search, placement and supported employment mode. The professionals in all regions also coincided in pointing out that these are regularly offered services. The correlated analysis performed lets you identify the responsive trends among regions, the more frequently endorsed activities from participating professionals. One sees that of the 15 correlations performed, 6 had

significant correlated significance: San Juan-Ponce ($r = .899$; $p < .05$); Bayamón-Mayaguez ($r = .899$; $p > < .05$); Bayamón-Ponce ($r = .899$; $p < .05$); Caguas-Ponce ($r = .886$; $p > < .05$); Caguas-Arecibo ($r = .943$; $p > < .05$); y Mayagüez-Ponce ($r = .886$; $p > < .05$). The previous correlation indexes are described high, suggesting that the professionals in these regions were consistent in assigning a relative priority or hierarchy to the identified needs. The remaining correlations were not significant, fluctuating between moderate low and moderately- high, which lets us to conclude that in the rest of the comparisons made between regions, there were no high correlations when assigning priorities.>

The needs of particular groups of youth with disabilities, DE staff identified the following:

1. About the transition needs of youth with disabilities under the custody of the Juvenile Institutions Administration [*Administración de Instituciones Juveniles*], they emphasized on the importance of promoting communication skills, or learning about money management, of showing appropriate conduct, and understanding interpersonal relationships. They pointed out the need to provide them with real job experiences through orientations regarding the world of employment, and to follow-up on their therapies and the evaluations that by law, this group of youths should be receiving.
2. Regarding *Home Schooling* and their relationship with transition services, DE participants identified the needs: to provide social interaction and interpersonal communication skills; to work in groups; and to learn about their function in society, in their community coexisting with other youth. They indicated that their parents or their families are usually not aware of what Transition is, the services that are being offered by the VRA, the eligibility criteria, and the individuals' rights. They therefore recommend developing orientation and training strategies for parents. The staff also identified as a limitation the lack of formal diagnoses and the limited therapeutic services for these young people.

This professional staff of the DE understands that private or public school youth are being shoved between the importance and the guarantee of the services these students with disabilities are entitled to, are offered, and could be available. In a very particular way, they pointed out that reasonable accommodations as a service are not equally provided as per student needs and rights. They pointed out that schools are currently having a lack of specialized staff with sufficient knowledge about vocational evaluations and related matters. To that effect, they recommend the VRA staff to play a more active role by visiting schools, with the main objective of giving orientation and disseminating information regarding the VRA services offer

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

Section D of the General Group survey to professionals from the VRA was developed with the main purpose of finding out the VRA's surveyed opinions regarding the need to establish, develop or improve community rehabilitation programs. The section consisted of four (4) concrete questions aimed at differently related aspects of Community Rehabilitation Programs (CRP) that are or could be under contract by the VRA.

Based on their professional experience in the VRA and the vocational rehabilitation services needs of the VRA consumers, respondents answered the following to the first question:

1. *Do you believe that there are enough CRPs on the Island able to satisfy VRA consumers needs?*

ANSWER: The majority of the participants (68%) answered NO, that there are not enough CRPs in Puerto Rico. The detailed answers given by the participants may be distributed as follows:

Yes - 29 (18%)

No - 109 (68%)

No answer - 22 (14%)

The opinion of the majority of VRA participants is that there are not enough CRPs to keep up with the supported employment services demand. According to the surveyed professionals, the limitation of CRPs negatively affects goal and indicator achievement possibilities, because the consumers have to wait for long periods of time before receiving services. The mostly affected areas seem to be the rural-mountainous regions. Regarding the services offered by the PRCs, there seemed to be a consensus to demand more specialized trained staff of the CRPs and improve the control of the VRA on the service processes that the CRPs perform. Several participants pointed out that the main challenge is not the CRPs limitations, but the lack of competitive employment on the Island. Hand-in-hand with this observation, the need for the employers to be more sensitive toward people with disabilities rights, as well as the recognition of their potential being a must.

3. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

All of the surveyed sectors coincide in pointing out the need to improve, or develop from the beginning, interagency coordination procedures as a pre-requisite for pre-employment transition services to be achieved according to the statutes of law. It is inferred the need for services and procedures to be more uniform throughout the regions, including active participation from consumers and also from their family.

The limited interagency coordination negatively affects and dilutes the services and procedures of eligibility for the VRA, maintaining inequality in the services rendered, by region and per school, creating lack of information to be given to future consumers, their families and education staff.

For more details regarding needs see section (j)(1)(E)-*Vocational Rehabilitation needs, among youth and students with disabilities including, as applicable, the need for pre-employment transition services, among other transition services.*

K. ANNUAL ESTIMATES

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

The US Census Bureau establishes that Puerto Rico has an estimate population of 3,193,394 in 2019 and the percentage of people with disabilities under age 64 years was 15.1% for 2014-2018. On the other hand, Cornell University's 2016 Disability Status Report for Puerto Rico, mentions that (in 2016) 726,100 of the 3,386,000 individuals of all ages in PR reported one or more disabilities. 365,600 of those 726,100 individuals with disabilities were between 16 to 64 years of age, which represents the 52% of the individuals with disabilities and the 11% of the total individuals in the survey. The highest prevalence rate of disability for the 16 to 20 years of

age group was "Cognitive", and for the 21 to 64 years of age group was "Ambulatory". The report also mentions that in 2016, the percentage of working-age people with disabilities who were not working but actively looking for work was 8.6%. This information was based on the US Census Bureau's American Community Survey (ACS). Also, the Associate Secretary of Special Education, from the local Department of Education, shared a recent statistic (2019-2020) indicating that in Puerto Rico 40,301 people with disabilities are between 14 to 21 years of age.

Based on previous years PRVRA's data, the Agency has estimated that 57,000 individuals with disabilities will be eligible to receive services. The purpose is to assist them in achieving an employment outcome and a more independent living. The PRVRA is not under an Order of Selection.

The following section provides a description of the service areas and the breakdown of projected costs for federal fiscal year 2021:

SERVICE AREAS AND THE BREAKDOWN OF PROJECTED COSTS

Service area	Funds (\$)	Title I or Title VI-B	Estimated consumers to be served	Average cost of services
Assessment (purchased services)	0	I	2,036	0.00
Physical and Mental Restoration	241,350.74	I	15,199	15.88
Training	9,819,481.02	I	18,294	536.76
Maintenance	3,973,004.30	I	5,733	57.75
Transportation	3,400,287.83	I	4,501	62.95
Personal assistance (personal aides)	451,265.86	I	642	702.91
Assistive Technology	785,799.27	I	682	1,152.20
Post-employment	5,045.62	I	49	102.97
Small businesses, other	257,207.09	I	264	974.27
Community Rehabilitation Programs contracting	2,434,096.00	I	867	2,807.49
Supported Employment Services	300,000	VI-B	included above	
Total	21,667,537.73*	I / VI-B	48,267**	448.91

* Amounts are based on figures approved in the budget for FY 2019 and RSA-2 Federal Report.

** Consumers who receive duplicate variety of services depending on the nature of it. (Ex. A consumer may receive training support services, transportation, personal care, etc., and also be getting assistive technology services among others.

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

A. THE VR PROGRAM;

Please, refer to previous section.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

PRVRA estimates 200 eligible individuals will receive SE services during FFY 2021. Please refer to section n.

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

Not applicable.

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

Not applicable.

4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.

Please, refer to section k.1.A. above. Order of selection not applicable.

L. STATE GOALS AND PRIORITIES

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED AND AGREED TO BY THE STATE VR AGENCY AND THE STATE REHABILITATION COUNCIL, IF THE STATE HAS A COUNCIL, AND JOINTLY AGREED TO ANY REVISIONS

Please, refer to section L.2., below.

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

The PRVRA, in partnership and collaboration with the State Rehabilitation Council (SRC), has identified the following goals and priorities needed to carry out the vocational rehabilitation and supported employment programs.

Goal 1

Strengthen the services provision process of applicants/consumers of the PRVRA; emphasizing on compliance with performance indicators and productivity measures established by the federal government and the public policy of the agency.

Priorities:

1. Continue to provide services to applicants/consumers, and technical assistance to counseling services staff for the compliance and data collection of the new performance indicators established by WIOA.
2. Collaborate with the "core-programs" in order to develop: integrated processes for the service delivery; and forms and processes for collection of common data elements to identify individuals served by more than one "core-program".

Goal 2

Ensure the provision of services to eligible youth with disabilities, and pre-employment transition services to students with disabilities coming from transition, so that they are able to achieve an employment outcome.

Priorities:

1. Maintain the level of participation of school staff, parents and students with disabilities on orientations related to VRA services, including Transition and Pre-Employment Transition services.

Goal 3

Strengthen the relationship with employers to identify opportunities for competitive integrated employment, situational assessments and career exploration.

Priorities:

1. Expand competitive integrated employment opportunities for people with disabilities.

Goal 4

Maintain the process of dissemination of the PRVRA services in accordance with the eligibility criteria and provision of rehabilitation services to the persons with disabilities.

Priorities:

1. Continue to disseminate the impact on changes in legislation and how VRA services and the integration of core programs under WIOA can help people with disabilities to achieve an employment outcome.

Goal 5

Strengthen the administrative, fiscal and programmatic procedures to comply with the regulations established and the institutional efficiency required.

Priorities:

1. Continue with the analysis of the operational performance and needs for its improvement.

These goals and priorities were developed taking into account the findings from the *Comprehensive Statewide Needs Assessment of Rehabilitation Needs* and the Amendments set forth in WIOA, among others.

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

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

Please, refer to sections j and l.2. above.

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

Please refer to sections l. 2. Goal 1, above.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

Goals and priorities were developed in collaboration with the SRC. The SRC also collaborated with PRVRA in the Statewide Needs Assessment, which provided information on areas to improve operation and effectiveness. The PRVRA also participates in the SRC's meetings where input is received directly and was considered to develop goals and priorities. SRC recommendations are included at the beginning of this VR Portions of the State Plan.

M. ORDER OF SELECTION

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES

Not applicable.

B. THE JUSTIFICATION FOR THE ORDER

Not applicable.

C. THE SERVICE AND OUTCOME GOALS

Not applicable.

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

Not applicable.

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

Not applicable.

2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT

Not applicable.

N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS

1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

The PRVRA has developed the following goals and plans for the distribution of Title VI, Part B funds:

Goal A

Serve at least 200 new consumers in the supported employment modality.

Goal B

Maintain a level of satisfaction of 85% of those consumers who received supported employment services at the closure of the case.

Plans:

- Use other sources of funding, in addition to the ones from Title VI, Part B, needed to expand the provision of supported employment services.
- Contract and support community rehabilitation programs (CRPs) throughout the Island so that at least 80 consumers, who received supported employment services, are able to achieve an employment outcome.
- Strengthen the provision of supported employment services through training and technical assistance to the staff of the CRPs. The Office of Support and Employment Modes (OSEM) and the centers of support and employment modes (CSEMs) will provide such technical assistance in aspects such as:
 1. Guidance to new proponents about supported employment services, as requested.
 2. Other aspects related to the provision of supported employment services and extended supports services
- Continue administering satisfaction surveys of the consumer in terms of the services received in the CRPs and in the CSEMs, in order to identify areas to be strengthened or improved.
- Continue conducting monitoring interventions to the CRPs in order to validate compliance with the provision of services established in the contracts.
- Explore in the community, in agencies, in the state legislature and in social interest groups; the availability of gathering funds to the PRVRA for the provision of supported employment services.

Distribution of Title VI, Part B funds:

The estimated total of projected funds for the provision of supported employment services for is \$3,308,900 distributed as follows: \$300,000 from Title VI-B for the contracting of a CRP; and \$3,008,900 from Title I for the contracting of other CRPs and for expenses related to the supported employment services.

2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:

A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND

The PRVRA will make available resources for extended services for a period not exceeding 4 years. These services will be provided through contracting of CRPs. CSEM Analysts will receive the request for extended support services from employers and will negotiate with the CRP the service to be provided and the number of interventions needed to stabilize individual in

employment. An authorization for services document will be created on the case management system.

B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS TO INCREASE RESOURCES FOR EXTENDED SERVICES AND EXPANDED SUPPORTED EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

The PRVRA will explore in the community, agencies, organizations, legislature and social interest groups, the availability of funds to the PRVRA for the provision of supported employment and extended services for the youth with the most significant disabilities. As part of those efforts, in 2016 the Agency signed a collaborative agreement with the State Council on Developmental Disabilities for the optimization of interagency resources, develop a community support network in favor of individuals with the most significant disabilities, including youth, employment activities to promote inclusion of these population into integrated work settings, activities or projects to provide extended services, among others.

O. STATE'S STRATEGIES

1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES

The PRVRA has identified several strategies necessary to achieve the goals and priorities established in section (I), above.

Goal 1

Strengthen the process of providing services to VRA applicants / consumers; emphasizing compliance with performance indicators and productivity measures established by the federal government and the public policy of the agency.

Strategies:

- Strengthen coordination with the DTRH to know employment trends and types of employers.
- Continue implementing employment projects through the development of self-employment.
- Continue with programmatic monitoring and technical assistance to PRCs to guarantee quality and agility of services to consumers with the most significant impediments.
- Coordinate VRA consumer participation in employment-related activities available at the American Job Centers and other WIOA components.
- Continue with the referral of consumers who are beneficiaries of Social Security Disability Insurance (SSDI) to the Caribbean Program of Work Incentive Planning and Assistance (CWIPA) for the Service of Planning Counseling of Benefits.
- Share with the CER the normative communications that govern the provision of services.
- Continue with the programmatic monitoring of the service delivery process to ensure compliance with public policy.
- Continue to provide technical assistance to supervisory services for counseling services to improve decision-making in case management.

- Refer VRA consumers to the services of other WIOA components (Literacy, Adults and other programs) to expand their employment skills.

Goal 2

Ensure the provision of services to young people with eligible disabilities, and pre-employment transition services to students with disabilities from Transition, to obtain an employment result.

Strategies:

- Continue with the monthly monitoring of the eligibility determinations in 60 days or less and the planning and signing of the PIPE in 90 days or less, of the youth referred to transition to the VRA.
- Maintain the participation of the CRV in the COMPU meetings of the transitional youth.
- Offer Pre-Employment Transition services.
- Continue with the identification of the transition consumers referred and served in the CAA.
- Continue with the identification of the transition consumers referred and served in the CSEM and the results of these young people in the different employment modalities
- Strengthen the relationships between the DE and the VRA to facilitate the identification of students who can benefit from Transition services.
- Continue to guide school personnel on the services of the VRA.

Goal 3

Strengthen the relationship with employers to identify opportunities for integrated competitive employment and career exploration.

Strategies:

- Provide training and technical assistance to employers on ADA requirements, work-based learning experiences, recruitment of people with qualified disabilities, accommodation in employment, among others
- Continue to grant salary incentives to employers to promote employment opportunities for consumers.
- Continue to participate in meetings of the State Board and Local Boards of WIOA
- Maintain the active participation of VRA personnel in activities that bring employers together.
- Refer to programs under Wagner-Peyser to VRA consumers who possess skills and credentials to be marketed with employers.

Goal 4

Maintain the process of dissemination of VRA services, emphasizing the criteria of eligibility and provision of rehabilitation services to persons with disabilities.

Strategies:

- Continue the dissemination on the revision of the State Plan to be submitted for public comments in order to guarantee the participation of applicants / consumers, the general public and employees of the agency.
- Continue participation in outreach activities in the community, by the VRA and / or in coordination with State Rehabilitation Council and other basic programs under WIOA.
- Continue with the dissemination of VRA services in the “American Job Centers”.
- Continue with the dissemination of services in radio, television and written press programs, as requested by said media.

Goal 5

Strengthen administrative, fiscal and programmatic procedures so that they comply with the established regulations and required institutional efficiency.

Strategies:

- Offer training to staff, to strengthen knowledge and skills necessary in the performance of their duties.
- Continue to carry out periodic evaluations of the performance of the agency's employees to ensure institutional effectiveness.
- Maintain the level of financing of the State Council for Independent Living (CEVI) and the State Council for Rehabilitation (CER), to assist and support its operations; and in coordination with the VRA to develop employment and independent living opportunities for our applicants/consumers.
- Update administrative, fiscal and programmatic procedures in accordance with established state and federal regulations, and the socio-economic situation of the country, as necessary.
- Continue to support all areas of the agency in the use of available computer systems, and develop applications to streamline processes, reports and procedures according to needs presented by the areas and which in turn will be consulted with the services and administration staff.
- Hold participation meetings with agency staff on aspects related to public policy.
- Carry out monitoring to ensure compliance with the procedures.

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS

The VRA has the purpose of providing technology assistance services to eligible applicants/consumers who require such services. For these purposes, the VRA has the following:

- Procedures, Regulations and Manuals for the provision of technological assistance services
- Vocational Rehabilitation Counselors who refer applicants / consumers to the CAA for: assessment of technological assistance needs, recommendation and prescription of equipment, delivery and training in the use of the equipment, and technical assistance
- Parent Technology Assistance Unit at the San Juan Region Assessment and Adjustment Center
- Technology Assistance Areas in the Arecibo, Ponce, Toa Baja, Caguas and San Germán Assessment and Adjustment Centers
- Technology assistance team that meets the following needs:
 - Computer access
 - Communication
 - Alternate help for cognitive deficit
 - Independent life
 - Environmental controls
 - Visual
- Audio logical Clinic (Regions of Arecibo, Caguas and San Juan) with updated equipment of technological assistance for independent living and facilitating the communication of deaf and partially deaf consumers
- Specialized professionals and certified in technological assistance that provide these services
- Professional development opportunities to keep up to date the knowledge of human resources that provide technological assistance services

In addition, the VRA established a collaborative agreement with the Technological Assistance Program of Puerto Rico (PRATPR) to offer training to the agency's employees on new technologies and equipment. The VRA may refer consumers for technology assistance services that are not available at the agency.

3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM

As for the outreach procedure to identify and serve persons with disabilities that are a minority, they do not apply to Puerto Rico. The Island is considered a Hispanic or Latino country, with a population of 3,337,177 (Source: US Census Bureau, Census Estimated for 2017). Of this total, 99.03% is of Hispanic or Latino origin. Therefore, the VRA considers that it does not have the need to implement any type of procedure to identify persons with disabilities that are a minority.

The VRA has Community Liaison Units, attached to the Vocational Rehabilitation Counseling Service Centers, operating in the six (6) regions. These units have a staff that maintains contact

with various sources of referral such as: schools, hospitals, institutions specialized in providing services to the population with disabilities, and public / private agencies. These personnel participate in activities (guidance on vocational rehabilitation services, job fairs, among others) with the purpose of expanding the dissemination of services and increasing the inclusion of people with more significant disabilities.

The Agency also remains active and participates in the bills that are developed in the legislature, related to people with disabilities.

4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES)

See discussion of strategies under Goal 2, in section o.1

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

The VRA annually issues a public notice for the hiring of PRCs that provide services to consumers with the most significant impediments. Currently the VRA maintains contractual agreements with PRC throughout the island. The VRA conducts guidance, technical assistance and monitoring activities at all stages of service provision, and during the contractual period between the VRA and each PRC. Technical assistance will be provided to all PRCs that have areas identified with some type of need for improvement during any stage of the monitoring process.

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

The VRA continues to implement the following strategies to improve the functioning of the State with respect to evaluation standards and performance indicators:

1. Continue the practice of periodically sharing statistical information with regional staff.
2. Articulate intervention plans with regional directors, directors of Vocational Rehabilitation Counseling Services Centers; Assessment and Adjustment; Support and Employment Modalities; and the directors of the Office of Rehabilitation Counseling Services and the Office of Quality Control and Programmatic Management, to meet established goals. Priority attention will be given to regions that have faced the most difficulty in achieving goals and indicators. The regions will develop a work plan based on an analysis of each work zone, the employment situation in the geographical area and projections of cases to be served.
3. The case management system has been modified to record the follow-up of post-program exit cases. The monitoring screens include fields to cover employment and salary indicators under section 116 of WIOA. In addition, a report was developed that allows users to generate a list of consumers who left the program after receiving services and the dates on which the second and fourth quarter follow-up corresponds. The staff has been provided with information on the importance of carrying out such monitoring and compiling the data of the indicators.

4. Emphasis will be placed on the importance of service to employers, including guidance and training to raise awareness about the benefits of recruiting and retaining people with disabilities, and technical assistance after placement.
5. The VRA contacted the staff of the Department of Labor and Human Resources to coordinate the receipt of the Unemployment Insurance information to validate the information of the second and fourth quarter employment indicators under WIOA.
6. The Agency will refer consumers to other mandatory programs under WIOA and will continue to promote post-secondary education among its consumers. Many of the VRA consumers are receiving training.

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

The VRA has developed the following strategies to assist other WIOA components in providing assistance to people with disabilities:

1. Coordinate the participation of VRA staff in the American Job Centers (AJC), to properly channel the needs of those with disabilities who request information and / or services in such centers.
2. Identify possible referrals to the services of the VRA.
3. Provide the AJC staff with guidance on various topics of interest that are requested related to people with disabilities.
4. Actively participate in job fairs coordinated by the AJC.
5. Exchange of employment networks / employers.

The previously established strategies will allow the achievement of the goals in section (I).

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

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

All VRA strategies were developed based on the Needs Assessment and the amendments introduced by WIOA to achieve the goals and priorities established by the jurisdiction.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

The VRA will continue to identify innovation and expansion needs. Some strategies are:

1. Expansion of the provision of services to people with disabilities due to traffic accidents, through a collaboration agreement with the Automobile Accident Compensation Administration.
2. Expansion of the availability of information resources or training for new recruitment staff through the agency's internal page (intranet).
3. Continued with the use of remote interpretation video technology for deaf people.
4. Continued funding from SRCPR and CEVI to assist and support their operations, as well as jointly develop with the VRA, better employment and independent living opportunities for our applicants / consumers.

C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

The VRA has services available and accessible to all persons with disabilities. With the purpose of promoting participation in vocational rehabilitation and supported employment services, agency staff participates in community orientation activities. There is no difference in terms of availability of services for particular groups of disabilities, cultural or racial. In addition, the VRA carries out the necessary steps to continue ensuring that its facilities are accessible to all persons with disabilities.

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

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

Goal 1

Strengthen the process of providing services to VRA applicants / consumers; emphasizing compliance with performance indicators and productivity measures established by the federal government and the public policy of the agency.

Strategy:

- Strengthen coordination with the DTRH to know employment trends and types of employers.

Progress Report:

During PYs 2017 and 2018, the staff of the Support Centers and Employment Modalities (CSEM) developed / participated in 80 activities in coordination with the Department of Labor and Human Resources (DTRH), which facilitated knowing the new employment trends and the types of employer. On the other hand, they continued to receive various publications and / or journals from the DTRH Research and Statistics Division, some of these were: Business Employment Dynamics, Industrial Composition by Municipality (published quarterly); Covered Jobs and Wages. These publications and / or magazines allow CSEM staff to continue developing workshops for consumers.

The Office of Support and Employment Modes (OSEM) received approximately 60 job offers from various types of employers by email. Once received, he referred them to the CSEM to be analyzed and identify potential consumers who could benefit from employment alternatives.

The Office of Rehabilitation Counseling Services (ORCS) referred 182 job offers to OSEM.

Strategy:

- Continue implementing employment projects through the development of self-employment.

Progress Report:

CSEM offered 1,148 workshops on job search and summary preparation, among others. They also offered 706 technical guidance and / or assistance to consumers for the development and evaluation of proposals. The Regional Committee for the Evaluation of Self-Employment Proposals conducted 48 evaluations of the Business Plan presented by consumers with the goal of self-employment.

Strategy:

- Continue with programmatic monitoring and technical assistance to Community Rehabilitation Programs (CRP) to guarantee quality and agility of services to consumers with the most significant impediments.

Progress Report:

OSEM conducted 11 monitoring of the CRPs during the 2017 program year, with a compliance result of over 90% in 45% of them. Similarly, OSEM carried out 11 monitoring during the 2019 program year. The results of these are as follows:

CRP	Date Monitoring	Compliance percentage
National Association of the Blind (CRECES)	July 18, 2019	66
Training Center People with Disabilities (CAPI)	July 17, 2019	73
Centro Nuevos Horizontes	July 16, 2019	100
College of Special Education and Integral Rehabilitation (CODERI)	July 15, 2019	100
Pre-vocational Institute (IPVI)	July 17, 2019	70
Independent Living Reach Movement (MAVI)	July 19, 2019	73
Puerto Rico Down Syndrome	July 17, 2019	63
Empleo Alianza	July 15, 2019	13
The Corporate Source	July 15, 2019	71
Program for Assistance for Educational and Social Rehabilitation (PARES INC.)	July 16, 2019	83

The Office of Quality Control and Program Management (OQCPM) developed the Survey of Training Needs of CRP staff that provides services to VRA consumers, which was sent to the CRPs by the State Rehabilitation Council (SRC). Based on the results of the needs survey, the OQCPM collaborated with the SRC in identifying resources that offered training on May 10, 2019 to 57 professionals, among which: CRP employees; CSEM's staff and SRC councilors.

Strategy:

- Coordinate VRA consumer participation in employment-related activities available at the American Job Centers and other WIOA components.

Progress Report:

The American Job Centers (AJC) referred approximately 248 cases to the VRA. The CSEM's offered 219 orientations in the AJC. The Rehabilitation Counseling Service Centers (RCSC) offered 288 orientations in the AJCs and 584 participants benefited.

The VRA developed the 2017-04 Normative Communication "Role of the Vocational Rehabilitation Administration (VRA) in the American Job Centers and the VRA Referral Form to the AJCs.

Strategy:

- Continue with the referral of consumers who are beneficiaries of Social Security Disability Insurance (SSDI) to the Caribbean Program of Work Incentive Planning and Assistance (CWIPA) for the Service of Planning Counseling of Benefits

Progress Report:

During the 2017 and 2018 program years, 21 Counseling authorizations for Benefit Planning were SRCtified as 'service provided'; and 30 are in process (they have not been SRCtified as a service provided). This, for a total of 51 authorizations generated in the periods.

Strategy:

- Share with the SRC the normative communications that govern the provision of services.

Progress Report:

The VRA shared with SRC a total of 13 Normative Communications that had been provided to the counseling staff.

Strategy:

- Continue with the programmatic monitoring of the service delivery process to ensure compliance with public policy.

Progress Report:

The ORCS conducted internal monitoring to evaluate the process of providing services, recommendations for self-employment services and occupational equipment; analysis of: cases closed in the applicant stage, eligibility determinations in 60 days or less and development of the service plan in 90 days or less, the amount of expired plans was also evaluated, and purchases of assistive technological equipment to guarantee services offered to the consumers of the VRA; achieving:

- 107 internal monitoring of the service delivery process with 180 monitored files;
- 12 internal monitoring of recommendations for self-employment services and occupational equipment with 23 files monitored;
- 1 internal monitoring of cases closed in the applicant's stage with 21 files monitored;
- 1 internal monitoring of the service request process (60-day analysis) with 151 files monitored;

- 1 internal monitoring of the eligibility determination process with 3 monitored files;
- 1 internal monitoring on the development process and signing of the Individualized Plan for Employment in 90 days with 151 files monitored;
- 1 internal monitoring for analysis of plans versus expired plans with 151 files monitored;
- 312 corrective actions with the objective of guaranteeing services offered to VRA consumers.
- 1 internal monitoring on the process of buying technological assistive equipment with 4 files monitored.

The RCSC carried out internal monitoring of service files of the applicants / consumers to evaluate the process of providing services, achieving:

- 239 internal monitoring of the eligibility determination process with 483 records monitored;
- 323 internal monitoring of the development of the Individualized Employment Plan with 597 files monitored;
- 247 internal monitoring of the transition process with 966 files monitored;
- 3,271 internal monitoring of the budget management process with 6,858 records monitored;
- 861 internal monitoring of the stabilization process, transition to extended support and closure with 1,079 monitored files;
- 198 internal monitoring of the process of closing rehabilitated cases with 342 files monitored;
- 101 internal monitoring of the referral process with 190 monitored files;
- 26 internal monitoring of cases closed in the applicant's stage with 86 files monitored;
- 335 internal monitoring of the training process with 484 files monitored;
- 172 internal monitoring of cases with more than 10 years with 174 files monitored;
- 584 internal monitoring of the case discussion process with 1,173 files monitored.

The OQCPM carried out 243 monitoring of electronic files. In these, compliance with the following aspects was evaluated: eligibility determinations in 60 days or less, development of the Service Plan in 90 days or less, and registration of Credentials obtained before the closing of the file. The results of the process are shared with the Regional Directors, Counselors Directors and Supervisors

Strategy:

- Continue to provide technical assistance to supervisory services for counseling services to improve decision-making in case management.

Progress Report:

The ORCS carried out the following activities:

- 4,119 technical assistances through the user help desk of the mechanized service delivery system called: Customer Rehabilitation Information System or CRIS;
- 7,014 technical assistance to: Vocational Rehabilitation Counselors (CRV), supervisory services supervision staff; RCSC directors and Regional Directors, to improve decision-making in case management, compliance with evaluation standards and performance indicators and increase the level of compliance of the CRVs that achieve the established goals;
- 312 corrective actions with the objective of guaranteeing services offered to the VRA consumers.

Strategy:

Refer VRA consumers to the services of other WIOA components (Literacy, Adults and other programs) to expand their employment skills.

Progress Report:

The VRA referred to the Programs under the WIOA Titles a total of 275 consumers. CSEM maintained contact with AJC Ponce to identify new proposals in the WIOA Adult and Youth Program in January, February, March April, May and June 2019; managing to impact 10 people.

Goal 2

Ensure the provision of services to youth with eligible disabilities, and pre-employment transition services to students with disabilities from Transition, so that they obtain an employment result.

Strategy:

- Continue with the monthly monitoring of eligibility determinations in 60 days or less and the planning and signing of the PIPE in 90 days or less, of the youth referred to transition to the VRA.

Progress Report:

The OQCPM monitored compliance with these measurement criteria, achieving:

- during the 2017 program year; 93% in the eligibility determinations of the cases referred by the schools were carried out in 60 days or less; and 90% of the plans were developed in 90 days or less.
- during the 2018 program year; 93% in the eligibility determinations of the cases referred by the schools were carried out in 60 days or less; and 95% of the plans were developed in 90 days or less.

Strategy:

- Maintain the participation of the CRV in the COMPU meetings of the transitional youth.

Progress Report:

Rehabilitation Counseling Analysts (ACR):

- They reported 5,799 young people with Transition impediments to the CRV.
- They achieved a total of 2,094 participations at COMPU meetings.
- The CRV achieved a total of 277 participations to COMPU meetings

Strategy:

- Offer Pre-Employment Transition services.

Progress Report:

The VRA coordinated the offering of services and mandatory activities as part of the Pre-Employment Transition (Pre-ETS) services, achieving:

The OAA carried out the following activities:

- Completed performance evaluation of 56 transition students who participated in the Work Based Learning Experience in August 2017.
- Revised Collaboration Agreement between the VRA, Department of Labor and Human Resources and the Department of Education (DE) to provide pre-employment services to ED students with disabilities who meet the criteria for receiving Pre-ETS services as established by the WIOA Law.
- Formalized the Project to Offer Vocational Evaluation Services through a Mobile Unit as an innovative alternative, for which it carried out the following activities:
 1. Require approval of the Rehabilitation Services Administration (RSA).
 2. Require approval from the Office of Management and Budget.
 3. Participated in a meeting at the General Services Administration (ASG) to clarify doubts and require guidance on the pre-auction procedure and formal auction.
 4. Prepared and submitted to the director of the Purchasing Division of the VRA a detailed and descriptive report of the components of the mobile bus; This responded to a request from the ASG for the pre-auction.
 5. Participated in the formal auction held on April 30, 2019.
- 1,200 students benefited from pre-employment transition activities coordinated by the Assessment and Adjustment Centers / Assessment and Adjustment Units.

The VRA planned and coordinated the offer of mandatory activities through service fairs and workshops to students in the process of transition from the ED between the ages of 14 to 21, including those receiving special education services or under section 504 of the Rehabilitation Law achieving:

- Work Based Learning Experience Activity (July 2017).

- 2,475 young people with disabilities participated in the experience
- Services Fair and closing of the work-based learning experience (1 / August / 2017)
- 69 employers lent their facilities so that transition students had a real work experience.

- November / 2017 - Hiring of five (5) service providers, achieving: 4,937 students benefited from pre-employment transition activities coordinated by service providers through service fairs.
- January / 2019 - Hiring of twelve (12) service providers, achieving: That 3, 656 students benefited from pre-employment transition activities coordinated by the entities through service fairs.
- Evaluation of Proposals of entities interested in providing workshops / trainings / orientations to students in the transition process of public schools and colleges between the ages of 14 and 21, including those receiving special education services or under section 504 of the Law of Rehabilitation. The following activities were carried out:
 1. Public Notice in press
 2. Proposal Evaluation Committee was instituted
 3. Proposal Evaluation
 4. Establishment of contractual conditions for service provision
- Managed the signing of Executive Order No.: 2019-05 (March 18/2019), which encourages and promotes students with disabilities who receive special education services or under section 504; receive pre-employment transition services by participating in Work-Based Learning Experiences (WBLE), in the agencies and instrumentalities of the Government of Puerto Rico.
- 97 contracts formalized with agencies and instrumentalities of the Government of Puerto Rico that participated in the Work-Based Learning Experience (June and July 2019).
- 2,829 young people with disabilities participated in the work-based learning experience.

Strategy:

- Continue with the identification of the transition consumers referred and served in the CAA.

Progress Report:

The Centers / Units of Assessment and Adjustment (CAA / UAA) received 2,229 referrals of cases at transition ages and offered a total of 2,074 services.

Strategy:

- Continue with the identification of the transition consumers referred and served in the CSEM and the results of these young people in the different employment modalities.

Progress Report:

388 Transition consumers were referred to the Support Centers and Employment Modalities (CSEM). 175 Transition consumers with employment results (St. 26) were served in CSEM in the following modalities:

- Regular Employment: 96
- Supported Employment: 75
- Self-management: 4

Strategy:

- Strengthen the relationships between the DE and the VRA to facilitate the identification of students who can benefit from Transition services.

Progress Report:

The VRA participated in 20 meetings with the Special Education Advisory Committee.

Strategy:

- Continue to guide school personnel on the services of the VRA.

Progress Report:

19,612 guidance were offered on the transition process to:

- Parents: 7,746
- Teachers: 2,744
- Students: 9,122

Goal 3

Strengthen the relationship with employers to identify opportunities for integrated competitive employment and career exploration.

Strategy:

- Provide training and technical assistance to employers on ADA requirements, work-based learning experiences, recruitment of people with qualified disabilities, accommodations in employment, among others.

Progress Report:

OSEM carried out the following activities:

- It offered guidance to the CRP TIPCO on Auto intercessory, this in coordination with Support Analyst and Employment Modalities, in May 2018.
- Provided technical assistance to the CRP CODERI related to WIOA requirements (new services related to extended services).
- Established contact with the Industry for the Blind Company in North Carolina for the recruitment of blind people; it also shared the information with the Rehabilitation Counselors. Subsequently, It contacted executives of the company located in Mayagüez, PR in order to explore available employment opportunities and the viability of recruiting people with disabilities.
- It participated in a monthly “call conference” with the Puerto Rico Federal Buildings-GSA including the New York region to monitor potential stores for commercial facilities.
- It offered technical assistance to six employers who have recruited VRA consumers in order to guarantee their permanence in employment.
- Participated in a meeting with the president of the Ponce Employers Committee (May 2019).
- Participated in a meeting of the Carolina Board of Trustees, in which the president and employers were present (June 2019).
- It directed the Public Affairs Manager of Walmart Puerto Rico regarding the recruitment of people with disabilities and explored the feasibility of coordinating work-based learning experience opportunities in June 2019.

CSEMs carried out the following activities:

- They offered approximately 1,393 orientations to potential employers.
- They offered approximately 540 orientations by telephone communication to potential employers.
- They sent approximately 315 electronic communications to potential existing employers.
- They offered approximately 1,684 face-to-face technical assistance, telephone and electronic communication; impacting approximately 999 people.

Strategy:

- Continue to grant salary incentives to employers to promote employment opportunities for consumers.

Progress Report:

- The VRA formalized 4 salary incentive contracts, benefiting 7 consumers.

Strategy:

Continue to participate in meetings of the State Board and Local Boards of WIOA.

Progress Report:

- VRA staff participated in 43 meetings of state and local boards.
- The VRA attends monthly, or as convened at meetings scheduled by the different public and private agencies with a view to joining efforts aimed at providing services to people with disabilities, such as: Employers Committee; Proposal Review Committee; Monitoring Committee; Committee for Persons with Disabilities; American Job Centers, among others.

Strategy:

- Maintain the active participation of VRA personnel in activities that bring employers together.

Progress Report:

The VRA participated in approximately 57 job fairs and other activities in the community. Some of the activities were the following:

- Educational and Occupational Fair called: You are the Protagonist of your Success Story, in March 2018 and 154 people were impacted.
- Job fair called: Meeting, Innovation and Job Opportunities, Passport to Work, in March 2018 and 180 people were impacted.
- Economic Development Forum: The Cooperative Model, a solution to boost the Economic Development of the Southwest Area (Information Board), in August 2018 and 22 people were impacted.
- Employment Fair of the Government of Puerto Rico (El Capitolio de PR) in August 2018, approximately 28 employers participated, and 5 consumers benefited.
- Participation in educational activity with the North Board of Trustees. The theme was: Sexual harassment in the workplace, in August 2018; Approximately 25 employers benefited.
- Tu Cámara Emprende (Information Board), in September 2018 and 20 people were impacted.
- Orientation: How should we work with deaf people (Information Board), in September 2018 and 50 people were impacted.
- Participation in: Self-Employment and Entrepreneurship Event for Young People with Disabilities, in September 2018 and 57 people were impacted.
- Employers Workshop: "Fit in or Set Out", in October 2018 and 36 people were impacted.
- Meeting with President Committee of Employers at the University of Turabo in October 2018, 1 person was impacted.
- Employers Committee Meeting at the University of Turabo (6 / October / 2018), 3 employers participated, and 2 representatives of the VRA (director of CSEM and Analyst).

- Employment Fair of the Municipal Alliance of Integrated Services, in October 2018; 5 service agencies participated, and 4 consumers benefited.
- Transition to the World of Work fair at the University of Turabo in October 2018, 15 employers participated, and 5 consumers benefited.
- Employment Fair for the Tourism-Hotel Industry at the Puerto Rico Convention Center in October 2018, 4 consumers benefited.
- Employer Workshop Collaboration: Recent Changes Labor Licenses, in November 2018 and 30 people were impacted.
- Job fair in the Arecibo Region in December / 2018
- Conference to employers: The key concepts in sound and hearing loss in December / 2018 and 12 employers benefited.
- Job fair at Pueblo Supermarket Offices in January 2019, 3 consumers benefited.
- Participation with the Ponce Employers Committee / WIOA Employment Service during a visit to Hogar San Miguel in January 2019, and 20 people were impacted.
- Job fair of the Jobs for You agency in Caguas, in January 2019, 5 people were impacted.
- Job fair produced by Brenda Marrero and Associates in February 2019, 5 consumers benefited.
- Job fair in Sizzler, Ponce in February 2019, 10 consumers benefited.
- Job fair at La Esperanza School in February / 2019, and 23 people were impacted.
- Workshop: Ergonomics and Technological Assistance with Ponce Employers Committee/WIOA Employment Service in February 2019, and 31 people were impacted.
- Presentation of VRA-CSEM Talent Bank to Zimmer in April 2019, and 2 people were impacted.
- Job fair in Villa Parguera, Lajas in April 2019 and 40 people were impacted.
- Participation with the Coamo Employers Committee in Educational Seminar in April 2019 and 12 people were impacted.
- Restaurant Industry Recruitment Fair in May 2019, approximately 20 employers participated, and 145 people were impacted.
- Camera in your Community at the Aguadilla Mall in May 2019, 6 people were impacted.
- Orientation: Care of the Golden Age, at the Direidi Nursing Home in May 2019, and 28 people were impacted.

Strategy:

- Refer to programs under Wagner-Peyser VRA consumers who possess skills and credentials to be marketed with employers.

Progress Report:

- The VRA referred 146 consumers to the programs under Wagner Peyser.

Goal 4

Maintain the process of dissemination of VRA services, emphasizing the criteria of eligibility and provision of rehabilitation services to persons with disabilities.

Strategy:

- Continue the dissemination on the revision of the State Plan to be submitted for public comments in order to guarantee the participation of applicants / consumers, the general public and employees of the agency.

Progress Report:

The OQCPM carried out the following activities:

- In March 2018, it directed the members of the State Rehabilitation Council on the official plans of the agency, including the Unified State Plan and the Strategic Plan; and provided them with technical assistance for the development of their recommendations.
- In April 2018, it held a meeting with the management staff of the VRA program offices to review the Goals, Priorities and Strategies of the State Plan.
- In June 2018, 26 directors of: Central Level, Regional, Rehabilitation Counseling Service Centers, Assessment and Adjustment Centers, and Employment Support and Modalities Centers were directed to the official plans of the agency, including the State Plan Unified and the Strategic Plan.
- It Completed the revision of the Portion of Vocational Rehabilitation Services 2018-2020 of the Unified State Plan 2016-2020; complied with submitting this to the Department of Economic Development and Commerce (DDEC) for the applicable publication process.
- In October 2018, it wrote a Public Notice notifying the availability of the draft of the VRA portion of the Unified State Plan for consumer comments and the general public to this document. At the same time, he urged in the Public Notice that any comments to another section of the Unified State Plan be addressed to the DDEC (electronic address indicated). The Public Notice was sent to the six regional offices and was placed in each of the waiting rooms; in turn it was placed on the bulletin boards of the offices / divisions / areas of the Central Level. On the other hand, the DDEC publishes a Press Notice about the availability of the Unified State Plan and its availability for comments.

Personnel from the administrator's office participated in 2 meetings related to the Unified State Plan in the DDEC and in the Department of Labor and Human Resources on July 17, 2018.

Strategy:

- Continue participation in outreach activities in the community, by the VRA and/or in coordination with SRCPR and other basic programs under WIOA.

Progress Report:

The ORCS offered 21 guidelines on the services offered by the VRA benefiting 799 people, which are detailed below:

- Services Fair on August 1, 2017; 650 people impacted;
- Deafblind Advisory Committee of Puerto Rico on August 24/2017, with the participation of 10 people;
- RYAN Program (Ryan White Law of 1990) on October 31, 2017, with the participation of one (1) person;
- Department of Correction; on November 1, 2017, with the participation of one (1) person;
- Labor Development Board on December 19, 2017;
- Labor Development Board on January 29/2018, with the participation of one (1) person;
- Medical Center Trauma Hospital on February 20, 2018, with the participation of one (1) person;
- Specialized School on 6 / March / 2018, with the participation of one (1) person;
- Committee for People with Disabilities-Local Area Board Labor Development Guaynabo/Toa Baja on March 8, 2018;
- Movement for the Reach of Independent Living on April 18/2018, with the participation of one (1) person;
- Department of Justice on July 13, 2018, with the participation of eight (8) people. The orientation was provided by ORCS and OAA staff;
- Goodwill Grays LLC agency dedicated to job search and development of occupational skills on July 26, 2018, with the participation of 14 people;
- Program of the Blind and People with Mental and Developmental Physical Disabilities Industry (CIRIO) on 6 / September / 2018, with the participation of five (5) people;
- Mech-Tech College of Caguas on 6 / September / 2018, with the participation of 30 people;
- Colegio San Ignacio de Loyola on September 24, 2018, with the participation of eight (8) people;
- Puerto Rico Department of Public Security on October 19, 2018, with the participation of 19 people;
- State Council for Independent Living on February 14/2019, with the participation of 25 people;
- Patient Procurator on April 25/2019, with the participation of three (3) people;
- Associate Secretary of Special Education on May 1, 2019, with the participation of 10 people;
- Department of Housing on June 4, 2019, with the participation of 10 people;

- University of the Sacred Heart on May 29, 2019, by telephone. Orientation was offered to one (1) person about the service of scorers and readers.

The OQCPM carried out the following activities:

- Developed the Survey of Training Needs of the personnel of the CRP Community Rehabilitation Programs that provide services to VRA consumers; which was sent to the CRPs by SRC.
- Collaborated with the SRC in the identification of resources that offered training on May 10, 2019 to 57 professionals among which participated: CRP employees; CSEM's staff and SRC councilors and this based on the results of the needs survey. In this activity, the availability of the satisfaction survey for consumers and employers was reported.
- It collaborated in the review of the surveys administered to consumers and employers, published on the SRC website on March 14, 2019.

The OAA carried out the following activities:

- It offered guidance to 16 employees of the Municipality of Manatí related to the services offered in the Centers and Units of Assessment and Adjustment.
- Provided guidance on VRA services to the administrative staff of Mech-Tech College on September 14, 2018, with the participation of 22 people.
- Offered guidance through one (1) interpreter of the agency's signs, in the Student Services Division of the University of Puerto Rico on March 1, 2019, benefiting 47 teaching and non-teaching professionals.
- Offered guidance on the provision of services in the CAA / UAA to professionals and students of Occupational Therapy at Huertas College on May 3, 2019, benefiting 13 professionals.

OSEM carried out the following activities:

- Coordinated and participated in a meeting with staff of the Federal Department of Labor (Division of Standards and Wages) discussed aspects established in WIOA for employers and provided guidance on the services of the VRA.
- Participated in several meetings with the State Council of Developmental Deficiencies (27/February/2019; 27/March/2019; 9, 17 and 25 /April/2019).
- Provided guidance on VRA services and served as liaison with other agencies on May 15, 2019.

CSEM participated / developed in various activities, some of these were the following:

- Mayaguez / Las Marias Labor Development Area Services Fair (August 2017), nine (9) people were impacted.
- Chamber Services Fair in your Community (August 2017), 32 people were impacted.

- Stop & Go Services Fair / Office of the First Lady / Fortaleza (November 2017), 96 people were impacted.
- Aguada Convention Center Services Fair (December 2017), 95 people were impacted.
- Service Fair at the Bobby Cruz de Hormigueros Convention Center (April 2018), 280 people were impacted.
- Services Fair: Government Services Summit (May 2018), 99 people were impacted.
- Member of the Mentoring Committee of the Libera Incubator of the MATRIA Caguas Project (August 2018), eight (8) people were impacted.
- It offered guidance on Law 51 and Supported Employment at Juan Cancio Ortiz School (October 2018), impacting 19 students.
- Interagency Meeting at the Humacao Judicial Center (October 2018, and April 2019), 13 agencies participated.
- Consolidated Cigar Corporation Services Fair (October 2018), approximately 100 employees were impacted.
- Workshop: How much power do I have to be successful, in December 2018, impacting 14 consumers.
- Participation in Cross Training of Mandatory Partners of the Carolina Labor Development Board, in November 2018, impacting 48 people.
- Workshop: Preparation for job interview (February / 26/2019) at the Julia de Burgos Protected House, 16 people were impacted.
- Orientation at Bristol Myers Squibb Factory, in March and April 2019, impacting 22 people.
- Orientation at Aspen Factory, in April 2019, impacting approximately 15 people.
- Services Fair on April 9, 2019, 155 people were impacted.
- Participation in Innovative Conversation towards Northwest Business and Labor Development, on May 1, 2019, 17 people were impacted.
- Services Fair on May 21, 2019, 114 people were impacted.

Strategy:

- Continue with the dissemination of VRA services in the "American Job Centers" (AJC).

Progress Report:

The CSEM offered 219 orientations in the AJC. The RCSCs offered 288 orientations in the AJC.

CSEM offered talks / workshops / orientations to participants and / or employees of the AJC; some of these activities are as follows:

- Workshop: Preparation of resume and job application (July 2018; January 2019 and February 2019)
- Workshop: Frustration Management (July 2018) ü Workshop: Job interview (July 2018)
- Workshop: Developing our personal appearance (July and August 2018 / April and May 2019)
- Workshop: Effective communication and interpersonal relationships in employment (July, August and September 2018 / February, April, May and June 2019)
- Workshop: Strengthening our self-esteem (July, August and September 2018; March 2019, May and June 2019)
- Workshop: Fundamental actions in employment / Attitude management (August 2018)
- Workshop: Decision making in employment (September 2018)
- Workshop: Work culture incursion (September 2018 / March and April 2019)
- Workshop: Critical management (September 2018) ü Guidance on VRA / CSEM services to staff of:
 1. AJC Ponce (August 2018), impacting 10 people
 2. AJC Coamo (November 2018), impacting two (2) people
 3. AJC Mayagüez (December 2018 / June 2019), impacting 37 people
 4. AJC Arecibo (October to December 2018/May and June 2019), impacting five (5) people
 5. AJC Manatí/Dorado (October to December 2018/May and June 2019), impacting seven (7) people
- Guidance on VRA/CSEM services to AJC participants of:
 1. AJC San Juan (October and November 2018), impacting 13 people
 2. AJC Mayagüez (November and December 2018), impacting 24 people
 3. AJC Ponce (January 2019), impacting 16 people
 4. AJC Mayagüez (February 2019), impacting 10 people
 5. AJC Mayagüez (March 2019), impacting 10 people
 6. AJC Manatí / Dorado (February and June 2019), impacting two (2) people
- Guidance on the services of the self-management modality (September 2018), impacting 17 people.
- Presentation of CSEM Talent Bank and identification of job offers at AJC Ponce (November 2018 / January, February, March, April, May and June 2019), impacting 19 people.
- Workshop: What to do to keep our job? (January 2019)
- Workshop: Important areas in the job interview (January, February, March, April, May and June 2019)

- Workshop: Strengthen areas of need in a job (February and April 2019)
- Workshop: Misuse of social networks (April 2019)
- Workshop: Decision making (June 2019)

Strategy:

- Continue with the dissemination of services in radio, television and press programs, as requested by said media.

Progress Report:

The VRA participated in the following outreach activities:

Date	Name of station (radio/TV)	Topic
3/13/2018	WIPR 940 (radio interview)	Conversation about the Week and Day of the Rehabilitation Counseling Professional
4/17/2018	Press release reviewed by News Forum	Delivery of applications to participate in the Work-Based Learning Experience
5/7/2018	Press release reviewed by La Fortaleza	Increase in benefits for applicants and consumers of the agency
6/11/2018	Press release by La Fortaleza and Ponce News	Work Based Learning Experience
8/10/2018	Website review of: Notiuno and Al Aire Victoria 840	Completion and closure of the Work-Based Learning Experience
9/25/2018	Press release reviewed by La Fortaleza	Payment to youth who participated in the Work-Based Learning Experience
12/18/2018	Press release reviewed by First Time, WIPR	Signing of Agreement between the VRA and the Department of Education of PR
1/14/2019	Press release reviewed by WIPR	Extension of the application period to participate in the Work-Based Learning experience
2/20/2019	Press release	Start of Services Fairs
3/4/2019	Press release reviewed by Primera Hora	Signing of Collaborative Agreement between the VRA and the Department of the Family so that students with disabilities who receive services from the VRA participate in the Work-Based Learning Experience program

Date	Name of station (radio/TV)	Topic
3/19/2019	Channel 4: WAPA TV	Conversation about the Week and Day of the Rehabilitation Professionals and Promotion of the Services of the VRA
3/19/2019	Channel 4: WAPA TV	Promotion of the VRA Services
4/2/2019	Press release	Young people with Autism Spectrum Disorder work as VRA employees for a day
5/13/2019	Press Release Review by: WIPR	Interagency effort in favor of the deaf population in Puerto Rico
5/30/2019	Press Release Review by: WIPR	Increasing the number of students with disabilities requesting employment opportunities through the VRA
6/27/2019	Press Release Review by: WIPR	Training for interpreters for the deaf on meteorological terminology

Goal 5

Strengthen administrative, fiscal and programmatic procedures so that they comply with the established regulations and required institutional efficiency.

Strategy:

- Offer training to staff, to strengthen knowledge and skills necessary in the performance of their duties.

Progress Report:

The ORCS carried out the following activities:

- Guided Transition Analysts in the six regions of the VRA on pre-employment transition services, benefiting 12 professionals (January 15, 2019).
- Reinforced the process of providing services and meeting goals to the agency's counseling staff, benefiting 24 professionals (January 18, 2019); personnel from the six regions of the agency participated (Regional Directors, directors of the: Counseling Services Centers, Assessment and Adjustment Centers and Support Centers and Employment Modalities).
- Provided guidance on the Impact of the WIOA Law to central and regional level management staff, benefiting 12 professionals (March 18, 2019).
- Through the Workforce Innovation Technical Assistance Center (WINTAC), counseling personnel from the six regions of the agency were trained, benefiting 475 professionals (March 19-20, 2019).
- In collaboration with the OAA, it offered guidance on the implications of WIOA in the process of providing services to Toa Baja CAA staff on June 6, 2019, including: CRV, CAA Analyst, Teachers, Vocational Evaluators and Occupational Therapist.

The RCSCs represented by the supervisory staff coordinate administrative meetings, offer mentoring, discuss normative communications and reinforce issues related to the provision of services.

OSEM carried out the following activities:

- Held a conversation with CRV of the Caguas Region on January 30, 2019.
- They directed the directors of the Support Centers and Employment Modalities and Regional Directors related to the Job Club initiative and the results of the first experience on February 11, 2019.

CSEM carried out the following activities:

- 457 RCSC staff orientations
- 19 guidance to CAA staff
- 1,891 technical assistances to RCSC staff;
- 47 technical assistances to CAA staff
- 56 guidance to CRV on labor market trends and occupations with higher demand

The OQCPM carried out the following activities:

- Provided face-to-face and telephone technical assistance to Rehabilitation Counselors and / or Counseling Supervisors. The theme was: How to correctly complete the fields of information to PIPE and record comparable benefits. Six (6) sessions (one (1) per region).
- Technical assistance to Regional and Counseling Directors on productivity goals / indicators (via email and telephone).
- Guidance on State and Strategic Plan to 26 employees (June 27, 2018), among which there were 20 rehabilitation counselors who hold management positions.
- Training for 211 employees in the counseling area of the six regions of the agency (November and December 2018), among which were: Rehabilitation Counselors (CR), Counseling Supervisors (SC), Directors of Counseling Service Centers (DCSCR), and Counseling Services Technicians (TSC). The training theme was: How to Complete the WIOA Follow Up Screens (post-exit monitoring) and Information on Productivity Indicators.
- Collaborated with the State Rehabilitation Council in the identification of resources that offered training on May 10, 2019 to 57 professionals among which participated: VRA CSEM staff, SRC councilors, and employees of the Rehabilitation Programs The Community is based on the results of the needs survey.

The OAA carried out the following activities:

- 4 trainings and / or workshops and / or orientation to professionals of the Assessment and Adjustment Centers (Occupational Therapists and / or Occupational Therapy Assistants; Vocational Evaluators and Counselors in Vocational Rehabilitation) and others (to professionals in the process of completing SRCTification in Vocational Evaluation) to 41 employees. They were:
 1. Pre-Employment Skills for Students in the Process of Transition to Adult Life and the Importance of Occupational match from the Perspective of the Counselor in Vocational Rehabilitation in the Planning of Occupational Goals to 15 employees (15 / September/2017).
 2. Work samples of the VALPAR System for 18 employees and 8 external professionals (August 30 and 31 and September 1, 2017).
- Guidance on Regulatory Communications: 2018- 02 Procedure for the use of test work experiences (ETP), 2018- 03 and 2018- 05 Collaboration Agreement / Referral Form for Pre-Employment Transition Services (PRE ETS) to Students with Disabilities Referred by the Puerto Rico Department of Education (DEPR) to the Vocational Rehabilitation Administration (VRA) to 70 employees (December 1, 2017; March 1 and 8, 2018), among which were Directors Regional, Directors of the Assessment and Adjustment Centers, Directors of the Vocational Rehabilitation Counseling Service Centers, Assessment and Adjustment Analysts, Vocational Evaluators, Supervisor of the Assessment and Adjustment Center.
- Guidance to CRV on the services offered at the Assessment and Adjustment Centers (CAA) in the areas of Occupational Therapy and Speech and Language Pathology to 20 employees (February 20, 2018).
- Coordinated and offered guidance on the Occupational Demand Occupations in the Labor Market to 23 Vocational Assessors (March 8, 2018) with staff from the Department of Labor and Human Resources.
- Training Vocational Evaluators on Psychometric Properties in the Vocational Evaluation Tests to 23 employees (6 / April / 2018 and 4 / May / 2018), among which there were Vocational Evaluators and a CAA director.
- Training for Occupational Therapists about the COMPASS Functional Assessment Software (AM) Technological Assistance Program and Discussion of report formats for occupational therapy services to standardize them (Wheelchair Evaluation, Technology Assistance Evaluation) (PM) to 19 employees (20 / April / 2018).
- Training for Vocational Evaluators on the Theory, Administration and Interpretation of the Test of Vocational Interests and Computerized Self-Efficiency Cirrena Gerena Computerized to 17 employees. It was held at the Test Innovation Company in San Juan (May 11, 2018).
- Training on the Importance of Occupational match From the Perspective of Rehabilitation Counselor in the Planning of Occupational Goals. Pre-Employment Skills and Transition Process to Adult Life to 22 employees (May / 23/2018) among which were Workstation Professionals, Areas of Functional Academic Skills and Pre-Employment.
- Guidance to 29 professionals in the counseling area of the San Juan Region regarding those referred to the Assessment and Adjustment Centers (CAA), the purpose, the

indicators and how to write the question of that referral, according to the services requested to 28 CRV and the Regional Director, on September 21, 2018.

- 1 training on the vocational evaluation process on October 25, 2018 to one (1) teacher relocated to the CAA of San Juan.
- Provided guidance to professionals in the area of counseling regarding compliance with the Interagency Agreement for services offered to injured workers between the VRA and the State Insurance Fund Corporation, benefiting 45 professionals (7.13, and December 20, 2018).
- 1 training for CAA / UAA professionals. The theme was: Characteristics and functioning of the person with autism / Intervention strategies for the process of evaluation and development of skills on 2 / May / 2019, benefiting 51 professionals.
- 3 training and professional training in the area of vocational evaluation to be located in the CAA of Caguas from 3 to 5 / June / 2019, benefiting 1 professional.
- 1 training and training related to the APTICOM test to a professional transferred to the Vocational Evaluation area on June 17, 2019.
- 1 sign language guidance on the terminology used when reporting natural phenomena on June 26, 2019. They joined in this effort, the Bureau of Emergency Management, the VRA and the National Meteorological Service, benefited 4 interpreters to signs of the agency.
- Collaborated in the coordination of the Second Vocational Evaluation Symposium: Change Strategies, held on 10 / October / 2018 at the Central University of Bayamón, benefiting 21 professionals among whom were CAA / UAA personnel: Vocational Evaluators, Analysts and directors; and director of OSEM.
- Through the Workforce Innovation Technical Assistance Center, CAA / UAA personnel were trained on March 19-20, 2019, benefiting 36 professionals.

The Budget Division:

- Provided individual guidance as required to senior management at the regional level related to Use and Management of Funds. ü Trained two (2) employees in the area of budget analysis.
- Coordinated training with the Department of the Treasury on the PRIFAS System (January 9 and 23/2019)

The Office of Labor Affairs and Human Resources (OALRH):

- Trained 225 employees in the counseling area, distributed as follows:

151 counselors in Rehabilitation

74 support staff

- Coordinated 160 training activities for VRA personnel reaching 2,039 participations. Some of the topics were:

1. Disaster preparedness
 2. New trends and challenges in human resources management
 3. Second symposium of vocational evaluation
 4. Quick response in suicidal behavior situations
 5. Inclusion and integration in society
 6. Social evolution conflict management
 7. Assertiveness and resilience in times of change
 8. Technological assistance in communication
- Directed the agency's management personnel in relation to Memorandum No. 11 - 2018 of the Office of Administration and Transformation of Human Resources of the Government of Puerto Rico, related to the update of the Employee Duties Sheet (May 2018).

Strategy:

- Continue to carry out periodic evaluations of the performance of the agency's employees to ensure institutional effectiveness.

Progress Report:

Through electronic communication (December / 2017 and February / 2018), OALRH guided all supervisory personnel, directors and senior advisors at the island level, in relation to amendments made to the form called the Performance Evaluation and Development System. 90 VRA management employees benefited from the orientation. In turn, 713 employees were evaluated during the period.

Strategy:

- Maintain the level of financing of the State Council for Independent Living (CEVI) and the State Council for Rehabilitation (SRC), to assist and support its operations; and in coordination with the VRA to develop employment and independent living opportunities for our applicants/consumers.

Progress Report:

- The VRA provided an allocation of funds to both councils during the 2017 and 2018 program year. In addition, it maintains agency representation and collaboration on both councils.

Strategy:

- Update administrative, fiscal and programmatic procedures in accordance with established state and federal regulations, and the socio-economic situation of the country, as necessary.

Progress Report:

- During the 2017 and 2018 programs the agency developed official communications for this purpose. Some of the aspects were: Procedure to refer applicants / consumers of the Vocational Rehabilitation Administration with auditory conditions for the acquisition of the Caption Call telephone; Manual of Vocational Evaluation Procedures; Procedure to provide extended services to young people with more significant disabilities, consumers of the vocational rehabilitation administration, placed in employment under the modality of supported employment; Procedure for the use of test work experiences; criteria for receiving pre-employment transition services; Integrated Competitive Employment; Procedure to recommend commercial enterprise by means of the Randolph-Sheppard Law; Procedure for coding pre-employment transition services in the Activity Logs by Program, among others.

Strategy:

- Continue to support all areas of the agency in the use of available computer systems, and develop applications to streamline processes, reports and procedures according to needs presented by the areas and which in turn be consulted with the services and administration staff.

Progress Report:

The Information Systems Office carried out the following activities:

- According to the electronic registry of Technical Services, a total of 1,370 services were reported and worked during the period.
- 80 services provided in the Systems Analysis and Development Division.
- They monitored the “Kronos” system to ensure the correct implementation of the changes made in the past period.
- Provided support to the OAA with the projects of: the Mobile Unit of Vocational Evaluation and Transition Services, and the Mobile Unit of Guiding Classes; evaluating the adaptability of the networks to the computer systems and operating equipment that will be used, in the unit. On the other hand, he offered support with the Hydroponic project so that the integration of the CAA ARVI system was achieved with the provision of services in the green area station in the Assessment and Adjustment Unit.
- Evaluated and recommended recruiting company that would work on issues related to the implementation of the project for the agency's New Case Management System.
- They participated in a meeting with staff of the General Services Division of the agency to elucidate aspects of the platform developed to carry out the inventory of equipment of the agency.
- They participated in 230 meetings in support of programmatic, services and administrative offices.
- At the request of the OQCPM, OSI programmers made adjustments to the case management system to comply with federal regulations.

The QQCPM carried out the analysis of the necessary adjustments to the programming of the existing case management system to comply with the federal requirements related to the RSA-911 report, referred them to the OSI, and provided the programmers and counseling staff related technical assistance.

Strategy:

- Hold participation meetings with agency staff on aspects related to public policy.

Progress Report:

The ORCS carried out the following activities:

- 11 meetings with a total of 36 participations, which included directors and supervisors of the Rehabilitation Counseling Services Centers with the objective of analyzing goal compliance.
- In addition, he guided and served as a mentor for the CRV in the implementation of public policy aimed at complying with the process of providing vocational rehabilitation services according to amendments to legislation, offering 271 interventions and benefiting 329 employees.
- Coordinated and participated in teleconference with counseling services staff (counselors and supervisors) and CAA personnel (CAA Analyst and Occupational Therapist) on August 6, 2018, related to vehicle modification of the Mobile Vocational Evaluation and Services Unit.
- Schedule 1 meeting with former director of OSEM to elucidate the protocol for contracting the Community Rehabilitation Programs (August 13, 2019).

In the Finance and Budget Divisions, at least once a month, face-to-face meetings were held to discuss particular compliance matters; others were given by telephone daily one or more times a day. In addition, different queries related to public policy procedures were answered daily.

The OAA carried out the following activities:

- Offered Guidance on the granting of contracts to entities for offering pre-employment transition services according to federal requirements to 20 employees (November 14, 2017).
- Guidance to directors: Regional, Rehabilitation Counseling Service Centers, Appraisal and Adjustment Centers and Units and the Employment Support and Modalities Center related to the implementation of normative communications on the criteria for receiving extended services and Test work experiences, benefiting 20 employees (December 1, 2017).
- Training of trainers or "Train the trainer" on 1 / March / 2018 with the RCSC of the Mayagüez Region in relation to the Normative Communication 2018- 05 Collaboration Agreement / Referral Form for Pre-Employment Transition Services (PRE-ETS) to Students with Disabilities Referred by the Puerto Rico Department of Education (DEPR) to the Vocational Rehabilitation Administration (VRA).

- Guidance on the Comprehensive Action Contract to offer vocational rehabilitation services to injured workers referred by the CFSE to 148 employees, including CRVs and RCSC directors / supervisors.
- 3 meetings with the participation of 15 professionals of the CAA / UAA with the objective of completing works of the Poster Project in Sign Language; whose purpose is to allow better communication with deaf people in the public agencies of the Government of Puerto Rico, (July 13, 18, August 9, 18, and September 13, 18). The posters were divided into three themes: Alphabet and Numbers in sign language, Basic Sign Language and Sign Language for Health Emergencies. 1,000 impressions were made of each of the 3 posters for a total of 3,000. The posters were distributed in 21 government agencies, corporations and with the general public.
- Started a project for the development of a Modular House in the Center for Assessment (CAA) and Adjustment of Toa Baja, whose purpose is: to develop independent living skills in food preparation, bedroom cleaning, laundry, among others; evaluate the skills of independent living and activities of the daily life of applicants / consumers referred to the CAA and the Units of Assessment and Adjustment (UAA); and provide adjustment services in the category of daily, family and community life to applicants / consumers referred to the CAA / UAA. To carry out this initiative, he carried out:
 - 2 meetings (April 3, 2019 and May 14, 2019) with the participation of 12 agency professionals
 - Quotation for the purchase of equipment and materials, development of the plan of the selected place, the distribution of space and work with the furniture.

OSEM:

- They directed CSEM directors about customized employment services and discussed the draft normative communication.
- They met with the director of the OSI and analyzed alternatives for the creation of an annotation code in CRIS "Consumer Rehabilitation Information System" related to the customized employment service, it will be included in the communication for these purposes.
- They met with director of the Purchasing Division for guidance on: the purchase of occupational equipment for small businesses and the Normative Communication Wage Incentive Formulas and Hiring and Payment Process.
- In coordination with the CSEM of Arecibo and its Regional Director, the "Job Club" project was presented to the directors of CSEM and Regional Directors (29 / November / 2017).
- Participated in one (1) guidance in conjunction with the directors of OAA and ORCS related to the implementation of normative communications on the criteria for receiving extended services and test work experiences, benefiting 20 employees (December 1, 2017), among which there were directors: Regional, Rehabilitation Counseling Service Centers, the Valuation and Adjustment Centers and Units and the Employment Support and Modality Centers.

- Participated in union with directors of ORCS and OAA in guidance on the granting of contracts to entities to offer pre-employment transition services according to federal requirement to 20 employees (November 14, 2017).

The OQCPM carried out the following activities:

- Throughout the period, the OQCPM continued to analyze the way in which users of the CRIS System record the data used for federal reports and provide them with individual technical assistance. Based on this, it generated emails with group instructions to the counseling staff about the procedures for such data recording. Next, the breakdown of months and number (number) of messages sent: July 2017: 10; August 2017: 1; September 2017: 2; December 2017: 7; January 2018: 5; March 2018: 1; April 2018: 1; May 2018: 3; August 2018: 2; September 2018: 5; October 2018: 2; November 2018: 1; December 2018: 2; January 2019: 2; February 2019: 1; March 2019: 3; April 2019: 1; May 2019: 3; June 2019: 2; for an approximate total of 54.
- In November 2017 several of the messages were discussed in person or by telephone with the Rehabilitation Counselors, Directors of Counseling Centers and / or Counseling Supervisors. There were Six (6) group sessions (one (1) per region).

Strategy:

- Carry out monitoring to ensure compliance with the procedures.

Progress Report:

- The programmatic offices carried out internal monitoring during the program year (as recorded in the achievements under previous strategies), to evaluate the service delivery process. Some of these are given to both the electronic and physical files; and to non-profit organizations under contract with the VRA; among other.

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

The agency met the established goals for the VR program.

2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

Please, refer to sections n and q

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

The economic situation of the Island affected the availability of employers to recruit, which in turn affected the amount of supported employment successful closures.

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

For previous years, WIOA section 116 performance indicators were identified as Baseline.

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

The PRVRA carried out the following I&E activities:

- Expansion of the provision of the services to the blind persons, through referrals for employment to the Puerto Rico for the Blind Company.

Progress Report: The company recruited consumers referred by the VRA program.

- Expansion of the provision of the services to the blind persons, with intellectual deficit and other disabilities, through training and employment in the Corporation for the Blind.

Progress Report: No activities were carried out during the period.

- Expansion of the availability of the training resources to the newly recruited staff (e.g. modules), through access to the internal Web page of the agency (Intranet).

Progress Report: During PY 2018 and 2019, new Normative Communications were placed on the internal web page as a reference for new and current counseling staff.

- Continuation with the use of the video remote interpretation technology for the deaf persons.

Progress Report: The PRVRA has such technology in all its regions and is available for the deaf persons, when necessary.

- Continuation with the financing of the SRC and the SILC to assist and support their operations as well as to develop, together with the PRVRA, better employment opportunities and independent living for our applicants/consumers.

Progress Report: The PRVRA provided funds to SRC and SILC during the period.

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

1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES

Quality

The *Workforce Innovation and Opportunity Act* (WIOA) of July 22 of 2014, emphasizes on the provision of the supported employment services for the consumers with the most significant disabilities. Therefore, the PRVRA in its mission to integrate the people with disabilities into the labor force and towards a more independent living promotes the provision of the supported employment services leading to an employment outcome.

The Office of Support and Employment Modes (OSEM), at the central level of the PRVRA, intends to collaborate, provide assistance and facilitate the applicability of the public policy to the center of support and employment modes (CSEM), at the regional level, on career development services, services to employers and development of support and employment modes for the

consumers. The OSEM staff contributes with other operational/administrative offices of the PRVRA, in the coordination and collaboration of efforts regarding the assessment services and the programmatic monitoring and interpretation of data/relevant information to ensure compliance with the VR Portion of the Unified State Plan and the Strategic Plan of the agency.

The PRVRA, through its CSEMs, develops inter/transdisciplinary work teams to ensure that the supported employment services offered by the CRPs are provided uniformly, agile and responsive to the needs of the consumers with the most significant disabilities.

OSEM and CSME staff also carries out monitoring activities with the purpose of verify compliance, project development, quality of services, identify limitations, use of resources, and consumer's participation, among others.

Scope

Individuals can receive up to 24 months of supported employment services, or more if necessary to achieve job stabilization. In addition, youth with disabilities may receive up to four years of extended services until the youth reaches 25.

The VR counselor identifies those consumers with the most significant disabilities who could benefit from supported employment, in accordance with the federal provisions set forth in 34 CFR 361.34. Such identification begins with the initial interview, the analysis of medical evidence, the analysis of pre-employment skills and any other aspect relevant to the evaluation process.

The supported employment modality is provided through the CSEMs of the PRVRA; which offer support to the VR counselor in order to validate the vocational strengths and needs of the applicants/consumers, as well as to promote them towards competitive integrated employment under such supported employment modality. Prior to the consumer's referral to the CSEM, he may receive services in the center of assessment and adjustment (CAA) of the PRVRA in order to be evaluated in the following areas:

- Personal skills, daily/family/community living
- Cognitive-Psychosocial skills
- Perceptual-Psychomotor skills
- Training, Job and Work skills

The referral to the CAA will identify that the consumer will be sent to a community rehabilitation program (CRP) to be serviced under the supported employment modality, whereby the evaluation process must have an ecological approach.

The supported employment process has been framed within the following five (5) stages developed for the provision of these services:

Stage I. Determination of Needs

- Revision of documents: assessment of pre-employment skills, needs and support resources
- Comprehensive situational evaluation
- Determination of needs through profile evaluation

- Support: consumer and family
- Drafting of Habilitation Plan.

Stage II. Vocational Preparation/Supplementary Assessment

- Ecological evaluation
- Possible revision of Habilitation Plan
- Continuous support

Stage III. Placement Services

- Marketing Plan
- Promotion
- Occupational analysis
- Job proposal
- Reasonable accommodation
- Recruitment process
- Revision of Habilitation Plan (if it applies)
- Meetings with the employer and the family
- Continuous support.

Stage IV. Training and Job Retention

- Intensive and moderate training
- Development of natural support networks
- Revision of Habilitation Plan (if it applies)
- Evaluation/monitoring
- Submittal of reports
- Meetings with the employer and the family
- Continuous support

Stage V. Stabilization and Closure

- Meetings with the employer and the family
- Beginning of the employment monitoring phase (minimum of 90 days)
- Consumer's performance evaluation carried out by the employer, supervisor and job coach.
- Identification of extended support to be provided by family, employees (co-workers), and community.
- Satisfaction survey about services provided to consumer/family/employer/counselor.

The previous information about quality, scope and extent of services apply to youth. The PRVRA will continue to provide SE and Extended Services to youth with the most significant disabilities referred from Transition. Through CRIS case management system the CSEM will identify those consumers between ages 14-24.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES

In accordance to WIOA, the PRVRA will make resources available for extended services to youth with more significant disabilities, for a period not to exceed four (4) years. These services will be provided by Community Rehabilitation Programs through service authorization, with the recommendation of the centers' staff.

In order to improve the quality, the scope and the extent of the supported employment services, the PRVRA is committed to meet the goals and the strategies established and described in the Part (n) of this VR Portion of the Unified State Plan.

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY WIOA[14], AND ITS SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT[15];

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

Vocational Rehabilitation Administration

2. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (ENTER THE NAME OF DESIGNATED STATE AGENCY)[16] AGREES TO OPERATE AND ADMINISTER THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[17] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[18] , POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER SECTION 111 OF THE REHABILITATION ACT ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

ENTER THE NAME OF DESIGNATED STATE AGENCY

Department of Labor and Human Resources

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY AGREES TO OPERATE AND ADMINISTER THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[19] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[20] , POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

4. THE DESIGNATED STATE AGENCY AND/OR THE DESIGNATED STATE UNIT HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Madeline Hernández-Dipiní

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Administrator

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

FOOTNOTES

CERTIFICATION SIGNATURE

Signatory information	Enter Signatory information in this column
Name of Signatory	Madeline Hernández Dipiní
Title of Signatory	Administrator
Date Signed	03-26-2020

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** Yes
2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; Yes

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

Footnotes

Certification 1 Footnotes

* Public Law 113-128.

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

Certification 2 Footnotes

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

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

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

Certification 3 Footnotes

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

section 606(a) of the Rehabilitation Act.

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

Additional Comments on the Certifications from the State

Certification Regarding Lobbying — Vocational Rehabilitation

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

Certification Regarding Lobbying — Supported Employment

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

ASSURANCES

The State Plan must include	Include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.	
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation	

The State Plan must include	Include
Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.	
3. The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:Administration of the VR services portion of the Unified or Combined State Plan:	
3.a. The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act	
3.b. The establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (A or B must be selected):	
3.b.(A) "is an independent State commission" (Yes/No)	No
3.b.(B) "has established a State Rehabilitation Council" (Yes/No)	Yes
3.c. Consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act	
3.d. The financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3)	
3.e. The local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds (Yes/No)	No
3.f. The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs (Yes/No)	No
3.g. Statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan	No
3.h. The descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act	
3.i. All required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act	
3.j. The requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act	
3.k. The compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate,	

The State Plan must include	Include
and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act	
3.l. The reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities	
3.m. The submission of reports as required by section 101(a)(10) of the Rehabilitation Act	
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:	
4.a. Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act	
4.b. Impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act	
4.c. Provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)	Yes
4.d. Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act	
4.e. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.g. Provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act	
4.h. Comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act	
4.i. Meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs	
4.j. With respect to students with disabilities, the State,	

The State Plan must include	Include
4.j.i. Has developed and will implement,	
4.j.i.I. Strategies to address the needs identified in the assessments; and	
4.j.i.II. Strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and	
4.j.ii. Has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25))	
5. Program Administration for the Supported Employment Title VI Supplement:	
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act	
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act	
5.c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act	
6. Financial Administration of the Supported Employment Program:	
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act	
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act	
7. Provision of Supported Employment Services:	Yes
7.a. The Designated State Agency Assures That it Will Provide Supported Employment Services as Defined in Section 7(39) of the Rehabilitation Act	
7.b. The designated State agency assures that:	

The State Plan must include	Include
7.b.i. The comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act	
7.b.ii. An individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act	

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Employment (Fourth Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate	Baseline	Baseline	Baseline	Baseline
Measurable Skill Gains	13.0%	17.0%	15.0%	20.0%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹

“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

PERFORMANCE INDICATOR APPENDIX

ALL WIOA CORE PROGRAMS

All WIOA Core Programs

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹	Not Applicable ¹

¹“Effectiveness in Serving Employers” is still being piloted and this data will not be entered for 2020 State Plans.

ADDITIONAL INDICATORS OF PERFORMANCE

Additional Indicators of Performance