

August 28 Presentations

1. DLIR Incumbent Worker Initiative
2. Green Jobs Initiative
3. County of Hawaii Reed Act Plan 2008-2010

The Department of Labor & Industrial Relations (DLIR)

Incumbent Worker Initiative

Executive Summary

The Department of Labor and Industrial Relations (DLIR), in conjunction with the Department of Human Resources Development (DHRD), will develop and implement a career lattice¹ and organizational leadership development program within DLIR. We hope this program will serve as a model for both public and private sector employers in training and developing leadership for incumbent workers to meet current and future challenges.

The American workplace is changing. Globalization and technology has profoundly changed America's economic structure. We have shifted from a goods-producing economy into a services economy which has created a need for workers with different skills than before. With each innovation in technology, the way we do business needs to change just to keep pace with the competition. The rate of change has increased so much that the average worker needs to replace 20% of their knowledge every year.

The challenge of the New Economy for America is exacerbated by several factors. Just as we need a more educated workforce to remain competitive in a global economy, the skill level of our workers is declining. The skilled workers who transformed the United States into one of the greatest economies in the world after World War II is aging and will soon retire. Those taking their place, of which a significant percentage may be foreign-born, are less educated and less skilled. In addition, the workplace is becoming more diverse. As we need to transition from individual contributions to a more collaborative environment necessary to support the new economy defined by services and innovation, communication issues arise as our workers are becoming increasingly diverse, with differing values and communication styles.

In order to provide for a better quality of life for our citizens, the State of Hawai'i, through Governor Linda Lingle's leadership, is embarking on an economic transformation based on innovation and entrepreneurship, and fueled by a highly-skilled and knowledge-based workforce. For Hawai'i, the challenge is even greater due to our over-reliance on the service industry, especially the visitor industry, which is mostly low-wage jobs; an overall relatively low

¹ Career lattices are groupings of jobs within relatively homogeneous occupational levels, i.e., levels of complexity, difficulty, responsibility, that usually have some substantial subset of skills in common, so that individuals who possess most or all of the skills required for effective performance in one of the jobs in the lattice are likely to be able to effectively perform other jobs in the lattice with relatively modest amounts of additional training, education, or experience. (Pearlman, Kenneth, "Twenty-First Century Measures for Twenty-First Century Work", a chapter within Transitions in Work and Learning, Implications for Assessment, Feuer, Michael J and Black, Alison M. editors., National Academy Press, Washington D.C., 1997)

wage structure combined with a relatively high cost of living; and a high proportion of immigrants.

Education is the key, but 75% of the anticipated workforce for the year 2016 is already working. The traditional educational system of high school and college is too late for them. Employers need to find ways to re-tool their current workers into the future workforce.

In state government, the situation is even more acute. Compared to the private sector, most state government jobs require a college degree or higher skill levels, yet public sector jobs traditionally pay lower salaries than the private sector. In addition, past booms and busts in hiring have resulted in a disproportionate number of older workers now nearing eligibility for retirement. The State of Hawai'i's Department of Human Resources Development reports that 28% of its non-managerial employees will be eligible to retire by 2012 and 60% of its managers. The DLIR's situation is slightly worse with nearly 40% and 60%, respectively, of its employees eligible to retire by 6/30/2012. The State is facing a severe worker shortage, just as the private sector is requiring more government services; i.e. education, workforce development, health care, elderly programs, English as a second language, etc. The State's strategy now focuses on hiring younger workers, training its incumbent workers, and tapping into the retiree labor pool.

The DLIR career lattice model is a structured system that identifies advancement opportunities for current workers within a supportive environment. We also believe that the tools that will be developed will enhance the attractiveness of state jobs to younger workers, help retain our current skilled workforce, and achieve higher levels of productivity utilizing strengths that include collaboration and diversity.

The Department of Labor and Industrial Relations (DLIR) is responsible for ensuring and increasing the economic security, well-being, and productivity of Hawai'i's workers. We know that an educated, trained and skilled workforce is vital to the economic success of our state. We believe the DLIR career lattice and organizational leadership development program model will provide for a successful transformation to the new workplace of the future, as well as to meet the professional and personal development needs of workers.

Background

The case has been made that our nation and our state are in the midst of a perfect storm – the result of the confluence of three powerful forces – that is having a considerable impact on the lives of our people.² These forces have largely resulted in the loss of the American dream for many of our citizens, i.e., greater inequity in wages and wealth, the diminishment of the middle class, and increasing social polarization. These three forces are:

- The wide disparity in literacy and mathematical skills among our school-age and adult populations;
- The changing economy – the change from a goods-producing to a services economy and global competition; and
- Sweeping demographic changes – America’s aging workforce and increased in-migration of foreign born workers.

Skills Gap

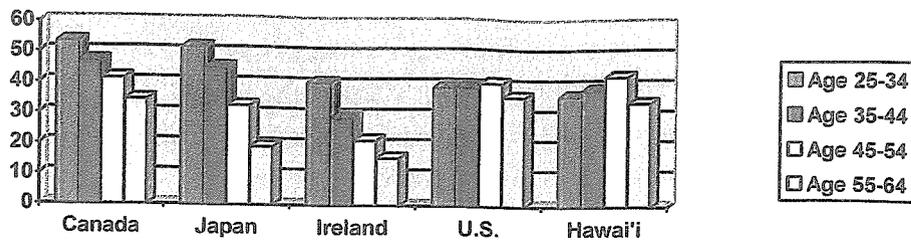
At a time when global competition is demanding a more skilled and educated workforce just to keep pace, the United States is not producing enough high school and college graduates to meet the demands of employers striving to stay competitive.

- High school graduation rates in the United States peaked at 77 percent in 1969, fell back to 70 percent in 1995 and have stayed in this range. The graduation rate for disadvantaged minorities is thought to be closer to 50 percent. A recent report by the Organisation for Economic Co-operation and Development (OECD) indicates that the United States ranked 16th out of 21 OECD countries with respect to high school graduation rates.³
- College attainment levels by age group shows that compared to other OECD countries, our younger generation is falling behind. There will be no educational attainment gains for Hawai'i as the younger group ages and replaces the older age group.

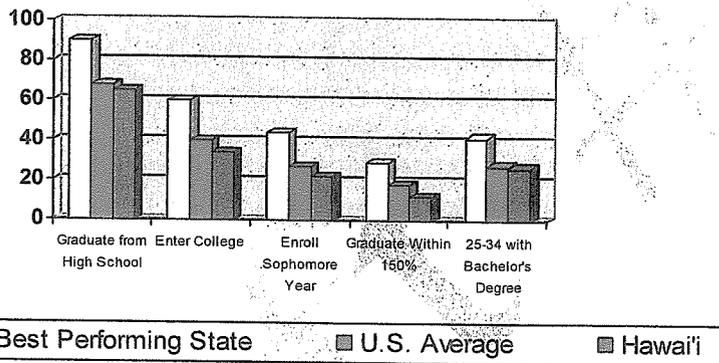
² Educational Testing Service, *America's Perfect Storm: Three Forces Changing our Nation's Future*, 2007
http://www.ets.org/Media/Education_Topics/pdf/ExecSummAmPerfectStorm.pdf

³ Educational Testing Service, *America's Perfect Storm: Three Forces Changing our Nation's Future*, 2007
http://www.ets.org/Media/Education_Topics/pdf/ExecSummAmPerfectStorm.pdf

Differences in College Attainment by Age Group, 2004



- The National Center for Public Policy and Higher Education, 2004 compares Hawai'i with the U.S. Average and the "Best Performing State" with respect to educational attainment:



Changing Economy and Globalization

Globalization has profoundly changed America's economic structure. We cannot compete in manufacturing with nations that have low wages so our businesses have had to change. In addition, technological advances have further increased the rate of change. The Internet has revolutionized the way people shop, communicate and socialize. And change followed change followed change. Each new innovation, each change in markets both globally and domestically has required American companies to change the way it does business. 57% of employers reported that overall skill requirements for their jobs have increased significantly in the last 3 years.⁴ Jobs have been outsourced, eliminated, re-described and overhauled in order to meet the demands of greater competition and a global economy. Yet we don't have enough skilled workers to fill the new types of jobs we need to sustain our economy and maintain our standard of living.

- In 1950, manufacturing's share of total employment in the United States was 33.1 percent. By 1989, it was down to 18.2 percent and by 2003, it was 10.7 percent.

⁴ Transit Cooperative Research Program, *Closing the Knowledge Gap for Transit Maintenance Employees: A Systems Approach*, TCRP Report 29, Transportation Research Board, National Research Council, National Academy Press, Washington D.C., 1998

- Between 1984 and 2000 jobs requiring college-level education comprised over two-thirds of the job growth.
- Between 2000 and 2005 the fastest growing job in Hawai'i was industrial engineers, followed by computer software engineers, at annual rates of 18 and 17 percent, respectively.⁵ For Hawai'i it is estimated that approximately 82,680 new jobs will be created between 2004 and 2014. Of those new jobs, more than 19,100 or 23 percent will be in occupations requiring a bachelor's degree or higher.⁶
- In the United States, demand for workers with bachelor's degrees is projected to increase by almost 10 million jobs from 2002 to 2012. Comparing supply and demand, there is expected to be a "shortage" of more than 7 million workers with an associate degree or higher by 2012, and a "surplus" of 3 million workers with the least schooling.⁷
- The results of a survey of its members by the Society of Human Resources Management (SHRM) Hawai'i Chapter in December 2004 indicate that the most urgent human relations challenge was "Difficulty recruiting qualified applicants (42%)"
- The Chamber of Commerce of Hawai'i conducted a membership study in October 2007 showing that the quality and availability of workforce was the number one issue facing Hawai'i's businesses, drawing 33% of the first mentioned responses. (The cost of doing business was the first response for 19% of respondents)

Sweeping Demographic Changes

The U.S. population is expected to grow from nearly 300 million in 2005 to more than 360 million in 2030. Over this period, our population will become increasingly older and more diverse with immigration having a significant impact on the composition of the workforce, as well as of the general population. Management expert Peter Drucker believed that, "The dominant factor in the next two decades is not going to be economics or technology. It will be demographics."⁸

Beginning with the 20th century, several demographic events have had significant impacts on the size, composition and growth of the population.

- The "baby boom" starting in 1946 and lasting until 1964 – a period of 18 years.

⁵ DBEDT, *Innovation and Hawai'i's Economic Future*, April 2007

⁶ Research & Statistics Office, Department of Labor & Industrial Relations, January 2008.

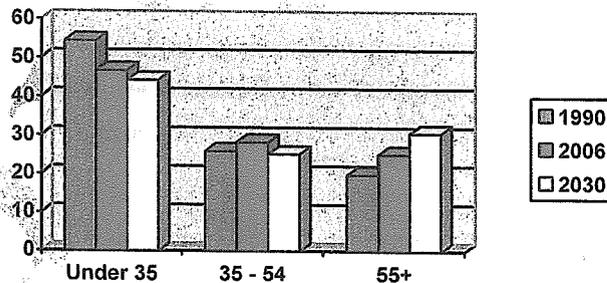
⁷ Estimates by Carnevale and Strohl based on Census projections and CPS data, National Center on Education and the Economy, *America in the Global Economy, A Background Paper for the New Commission on the Skills of the American Workforce*, December 2006.

⁸ Tapscott, Donald, *Growing Up Digital: The Rise of the Net Generation*, New York; McGraw-Hill Companies, 1998

- The “baby bust,” reflecting the drop in birthrates after 1965 and through the 1970’s.
- The “baby-boom echo”, reflecting a modest increase in births from the late 1970’s through the early 1990’s – these are the baby boomers having children.
- The massive migration to the United States that started in the 1970s and is continuing today.⁹

According to the American Association of Retired Persons (“AARP”)¹⁰, in 2000, 13% of the workforce was 55 and older; by 2015, 20% of the workforce will be 55 and older. In addition:

- The highest growth rate in the workforce will be among persons aged 55 and older, with a growth rate of 4.1%, nearly 4 times the rate of growth of the overall labor force.
- By 2012, youths will constitute 15 % of the labor force, and prime age workers – those between the ages of 25 and 54 – will make up about 66 % of the labor force, a decline from earlier years. The share of the 55-and-older age group will increase from 14.3 % to 19.1 %.
- In Hawai’i, the trend is the same. Workers between 25 and 54 made up 72 % of the total workforce in 1960 and only 66% by 2005. The added share was taken up by the increase in the young and those 55 and older.¹¹
- In Hawai’i, those 34 years and younger will decrease as a percentage of total population from 54% of the population in 1990 to 44% by 2030 while those 55 and older will increase by the same percentage points.¹²



⁹ Bureau of Labor Statistics, “Labor force projections to 2012: the graying of the U.S. workforce”, Monthly Labor Review, February 2004.

¹⁰ AARP, “Perspectives of Employers, Workers and Policymakers in the G7 Countries on the New Demographic Realities,” Sept. 2007, http://assets.aarp.org/rgcenter/econ/intl_older_worker_1.pdf

¹¹ DLIR, Research and Statistics Office, January 2008

¹² DBEDT, 2006 State of Hawai’i Data Book

- Hawai'i's median age was 32.6 in 1990 and is expected to be 39.2 by 2030.¹³

There will be greater diversity in our workplaces:

- During the 1980s, international migration accounted for about 21 percent of the nation's population growth, rising to 31 percent in the 1990s. Between 2000 and 2015, the U.S. Census Bureau expects that net international migration will account for more than 50 percent of our nation's population growth.¹⁴
- Similarly, in 1980, 16.4% of Hawai'i's total population was born outside the United States. In 2000, that number grew to 20.0% of the total population.¹⁵

In the past, either with intent or by accident, most of the workplaces were very homogenous – all about the same age with very similar educations and backgrounds. An example of this human resources practice is Texas Instruments, a company that purposely sought similar values in their employees.¹⁶ A homogenous workforce minimizes communication issues and workplace tensions. Workers in such environments are easier to supervise. However, today, the labor pool is more diverse.

And with these changes in the workforce, some conflict is inevitable. More than 60% of employers say they are experiencing tension between employees from different generations, according to a survey by Lee Hecht Harrison.¹⁷

In Hawai'i, diversity and inclusion challenges were mentioned by over one-fourth of the respondents in the SHRM-Hawai'i poll of December 2004. The Pacific Business News reported that the Chamber of Commerce of Hawai'i is looking for training that deals with employee retention and accommodating aging workers.

- Diversity and inclusion training issues comprised 8 of the top 10 urgent issues identified by Society of Human Resource Managers in their 2004 survey.
- The Hawai'i Chamber of Commerce is considering training that deals with accommodating aging workers.¹⁸

Such sweeping demographic changes greatly impact our state and our nation. Rising numbers of retirees with less younger workers taking their place creating labor shortages is the most obvious. Rising tensions between generations and cultures is another. Such tensions do

¹³ DBEDT, 2006 State of Hawai'i Data Book.

¹⁴ Educational Testing Service, *America's Perfect Storm: Three Forces Changing our Nation's Future*, 2007 http://www.ets.org/Media/Education_Topics/pdf/ExecSummAmPerfectStorm.pdf

¹⁵ DBEDT, 2006 State of Hawai'i Data Book

¹⁶ National Institute for Occupational Safety and Health, *The Evolving Mining Workforce: Training Issues*, 2001

¹⁷ Armour, Stephanie, "Generation Y: They've arrived at work with a new attitude", USA Today, 11/6/2005 http://www.usatoday.com/money/workplace/2005-11-06-gen-y_x.htm

¹⁸ "Work Force is Issue Business Can Influence", Pacific Business News, November 23, 2007, p 34.

not contribute to job satisfaction and actually impedes high performing¹⁹ and high productive workplaces. And equally important is that certain minority populations, on average have lower levels of education and skill than the retired workers they will be replacing.²⁰

In summary, the competition from other nations as well as technological innovation and advances has changed the kind of worker that is needed in the United States, including Hawai'i, in order to keep our economy healthy and maintain our standard of living. Workers need to be better educated and more technically competent, yet become increasingly collaborative and tolerant. However, our nation is not producing enough of these skilled workers to meet the demands of employers. The result is a reduction in standard of living for many Americans.

In Hawai'i, the problem is especially acute.²¹ In 1970, Hawai'i's per capita personal income as a percent of the U.S. average was 99.5% (adjusted for cost of living). In 2005, Hawai'i's per capita personal income declined to 79.4% of the U.S. Average. In 2000, nearly 25% of Hawai'i's jobs were low-skilled service jobs with average annual earnings of \$20,953²² – just barely above the poverty level for a family of four (\$19,610 in 2000).²³ The median price of a single-family home in Hawai'i for 2007 was \$665,000 and Hawai'i's affordability ranking was "9" on a scale of 1 to 10 from most affordable to least affordable.²⁴ Home ownership stood at 56.5% in 2000, compared to 66.2% for the rest of the USA.²⁵ Many workers in Hawai'i can't afford to live in Hawai'i. For many of Hawai'i's families, the American dream of owning a home and greater economic success for each successive generation is out-of-reach. Workers in Hawai'i are falling behind.

As the Department of Business, Economic Development and Tourism (DBEDT) stated in "Innovation and Hawai'i's Economic Future", April 2007, Hawai'i's dilemma is exacerbated by a heavy dependence on the service industry, especially the visitor industry, which is mostly low-wage jobs; an overall relatively low wage structure combined with a relatively high cost of

¹⁹ A high performing organization is one that has a "comprehensive, customer-driven system that aligns all of the activities in an organization with the common focus of customer satisfaction through continuous improvement in the quality of goods and services" (U.S. DOL – ETA, "Government as a High Performance Employer, A Scans Report for America 2000; <http://www.ttrc.doleta.gov/SCANS/GOVhpe.htm>, 3/20/98)

²⁰ Educational Testing Service, *America's Perfect Storm: Three Forces Changing our Nation's Future*, 2007 http://www.ets.org/Media/Education_Topics/pdf/ExecSummAmPerfectStorm.pdf

²¹ *The Workforce Development Challenges Facing Hawai'i*, Hawai'i NGA Project, January 2007 http://www.hawaii.gov/dlir/wdc/Hawaii_Critical_Workforce_Issues_Jan_07.pdf

²² Tony Carnevale and Donna Desrochers, ETS (PUMS 2000 5% Sample, source data extracted from www.ipums.org at the University of Minnesota)

²³ 2000 HHS Poverty Guidelines, <http://aspe.hhs.gov/poverty/00poverty.htm>

²⁴ Home Prices Where you Live, <http://www.kiplinger.com/tools/houseprices/index.php?db=housing2007&sortby=city&orderby=normal&action=Submit>, 1/28/08

²⁵ U.S. Census Bureau, State and County Quick Facts for Hawai'i, <http://quickfacts.census.gov/qfd/states/15000.html>, 1/28/08

living; and a shortage of workers in skilled areas, i.e. education, healthcare, and technology. Other problems include:

- An aging workforce that is accelerating retirements and creating labor shortages within critically needed occupations, e.g., education, healthcare, public safety.
- Low unemployment rates creating workforce shortages and strong competition for qualified workers.²⁶

Education and Training is the Solution

The traditional path to economic success has been education. For the individual, there is a definite “college premium” with greater lifetime earnings for each level of educational attainment. Since 1975, real average earnings of high school dropouts have declined when adjusted for inflation, while the average earnings of college educated adults have increased dramatically.²⁷

Educational Attainment	Percent Increase in Average Earnings (Adjusted for Inflation)
High School Dropouts	- 15%
High School Graduates	- 1%
Some College	+ 2%
College Graduates	+ 19%
Graduate or Professional Degrees	+ 46%

On a larger scale, the more education a population has, the greater the nation’s economic productivity and success. A one percent increase in the average years of schooling in the U.S. raises real GDP (Gross Domestic Product) per worker by 0.05 percent.²⁸ Education enhances labor productivity. Education also boosts innovation by developing analytical skills and

²⁶ Between April 2004 to April 2006, Hawai’i ranked the lowest unemployment rate in the nation for 24 consecutive months. Since March 2007, Hawai’i has been among the top 4 states in lowest unemployment rates. DLIR, Research & Statistics Office, <http://www.hiwi.org/article.asp?ARTICLEID=463&PAGEID=94&SUBID>, 3/6/08

²⁷ National Center on Education and the Economy, *America In the Global Economy, A Background Paper for the New Commission on the Skills of the American Workforce*, 2006, page 12.

²⁸ National Center on Education and the Economy, *America In the Global Economy, A Background Paper for the New Commission on the Skills of the American Workforce*, 2006, page 11.

advancing creativity, which adds to the pool of available knowledge by improving designs, processes, products and technologies. We also know that technological change drives economic growth, and education is the platform that supports the whole continuous improvement cycle.²⁹

“Even in areas where labor markets are not tight, more skilled employees are more productive employees and contribute disproportionately to the success of a business. Training employees in these markets, too, typically proves beneficial to small employers.”
(NFIB National Small Business Poll, *Training Employees*, 2005)

Therefore, the obvious solution to Hawai'i's and the nation's economic and social problems is more education. As Tony Carnevale has aptly put it, “Education has become the arbiter of opportunity.”³⁰ “Literacy is the coin of the realm and is becoming the most important form of human capital.”³¹

But, 75% of the anticipated workforce for the year 2016 is already working.³² In addition, the adult worker faces several major barriers to returning to school and degree completion³³:

- Inadequate financial support for low and moderate income individuals
- Insufficient employer incentives to support employee continuing education
- Lack of affordable childcare
- Scheduling conflicts between work and school
- Lack of preparation and curricular options.

The traditional educational system of high school and college is too late for them.

“The rapidity of innovation and the unpredictability of the directions it may take imply a need for considerable investment in human capital... Workers must be equipped not only with technical know-how but also with the ability to create, analyze, and transform information and to interact effectively with others. Moreover, that learning will increasingly be a lifelong activity” (Alan Greenspan, 2000)

²⁹ DBEDT, *Innovation and Hawai'i's Economic Future*, April 2007, page 2

³⁰ Anthony “Tony” Carnevale is a leading authority on workforce development and is currently Research Professor and Director of the Global Institute on Education and the Workforce at Georgetown University. Remarks were made at a National Governor's Association (NGA), Center for Best Practices' 2007 NGA Workforce Policy Forum in December, 2007 in Washington D.C.

³¹ Educational Testing Service (ETS), “Adult Education in America”, Policy Notes, Volume 16, Number 1, Winter 2008.

³² Hawai'i Workforce Development Council, *2007 Report to the Governor on Workforce Development*, December 2006.

³³ DBEDT, *Innovation and Hawai'i's Economic Future*, April 2007

We also know that:

- Workers need to replace 20% of their knowledge every year.
- The shelf life of technological knowledge is about 18 months.³⁴

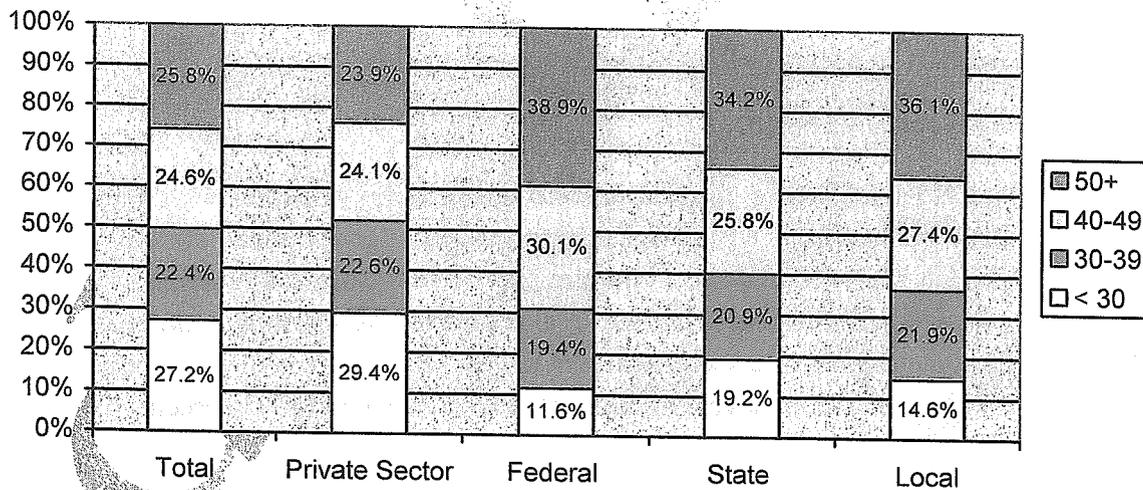
So, although education is the solution, not all workers can return to school, and with a worker shortage problem in Hawai'i, Hawai'i's employers cannot afford to lose workers who do return to school.

State Government in Crisis

State and county government is experiencing the same issues as the private sector regarding recruitment and retention of qualified workers but more acutely.

According to recent Census data, 45.3 percent of the civilian labor force is between 40 and 61 years of age. However, the proportion of workers the same age in the public sector is substantially greater. Among state workers, 54.3 percent of the workforce is within this age group, while 57.2 percent of the local government workforce is within this group. The age distribution of workers, nationally, in private and government sector in 2006³⁵:

Age Distribution of Workers in Private and Government Sector, 2006



³⁴ Hawai'i Workforce Development Council, *2007 Report to the Governor on Workforce Development*, December 2006.

³⁵ Source: U.S. Bureau of Census, Current Population Survey (CPS), Annual Social and Economic Survey File, march 2006

For the State of Hawai'i executive branch, over 70% are age 44 or older:

Generation	Age Group	Composition
Traditional	63+	8.43%
Baby Boomer	44 - 62	61.78%
Gen- X	32 - 43	23.70%
Millennial or Gen-Y	<31	6.08%

Over 28% of non-managerial and 60% of managerial employees in Hawai'i State government will be eligible to retire by 6/30/2012.³⁶

The State and county governments are also experiencing severe workforce shortages in certain occupations.

Just as the private sector in Hawai'i needs to employ new strategies to better educate and prepare our future workers as well as train the current workers in new skills, the state needs to quickly fill positions and train current workers to both succeed the retiring state managers and to adjust to the New Economy and the changing demographics.

But it's not so easy to attract qualified workers to state jobs.

Public sector workers are highly educated.

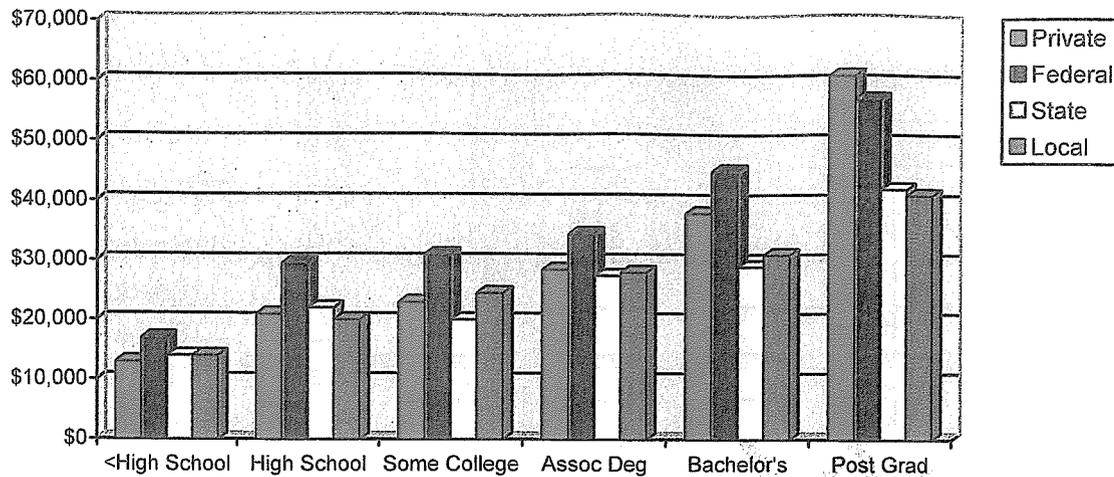
Along with an older workforce, the public sector also employs workers with higher educational attainment than workers in the private sector. Most of government work is what is called knowledge-based. Knowledge workers require specialized education, training or skills. Examples include educators, health care workers, legal professionals, engineers and managers. Approximately 32.3 percent of private sector workers fall into the category of knowledge-based, while federal, state and local sectors have 49.8 percent, 68.7 percent and 67.5 percent, respectively, of their workforce in occupations that fall into the knowledge worker category.³⁷ Almost half the workers in the public sector have at least a college degree. In comparison, only 24.9 percent of workers in the private sector have at least a bachelor's degree.³⁸

³⁶ "The State's Looming Workforce Crisis", presentation by Department of Human Resources Development (DHRD) Director, Marie Laderta, November 2007.

³⁷ Greenfield, Stuart, *Public Sector Employment: The Current Situation*, Center for State & Local Government Excellence, 2007

³⁸ Source: U.S. Bureau of Census, Current Population Survey (CPS), Annual Social and Economic Survey File, march 2006

Earnings by Education and Sector, 2005



U.S. Bureau of Census, Current Population Survey (CPS), Annual Social and Economic Survey File, March 2006

The U.S. labor market will face at least two significant issues over the next 25 years: an unexpected slowing in the growth of the labor force and the loss of skills and talent as boomers retire. To address these issues the public sector will need to develop an effective ingress strategy. This strategy must provide mechanisms to:

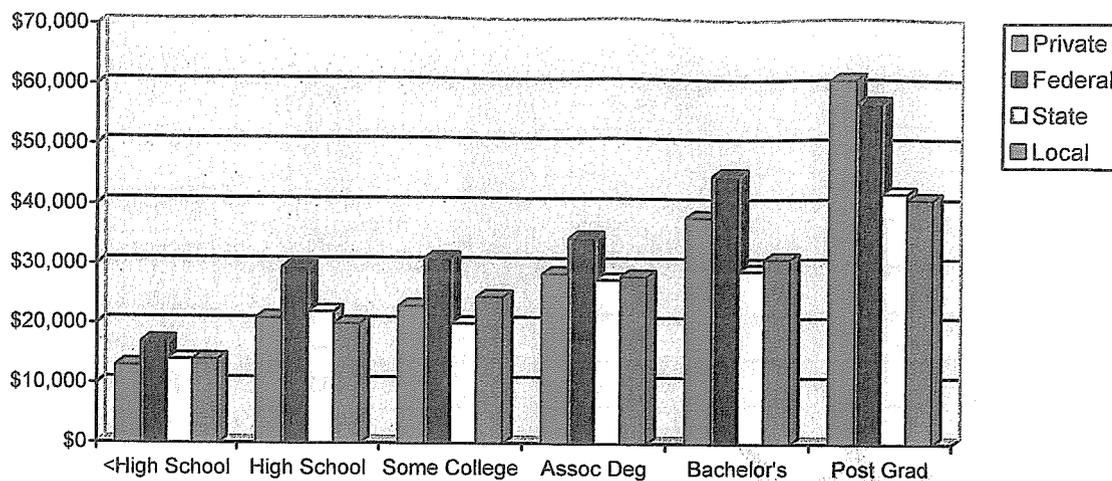
- Attract new workers
- Retain young workers
- Energize and prolong careers³⁹.

As the competition for young, well-educated workers increases, government will be required to implement comprehensive and innovative recruitment and retention strategies. Employers have recognized the problems of labor shortages that compel hiring a diverse workforce comprised of different cultures and different generations (“Baby Boomer”, “Gen X” and “Gen Y” or “Millennial”), of retaining retirement eligible “baby boomers” to maintain critical positions and services, and of attracting the best and the brightest of the younger cohort that may have different ideas about work than previous generations.⁴⁰

³⁹ Greenfield, Stuart, *Public Sector Employment: The Current Situation*, Center for State & Local Government Excellence, 2007

⁴⁰ Armour, Stephanie, “Generation Y: They’ve arrived at work with a new attitude”, USA Today, 11/6/2005 http://www.usatoday.com/money/workplace/2005-11-06-gen-y_x.htm

Earnings by Education and Sector, 2005



U.S. Bureau of Census, Current Population Survey (CPS), Annual Social and Economic Survey File, March 2006

The U.S. labor market will face at least two significant issues over the next 25 years: an unexpected slowing in the growth of the labor force and the loss of skills and talent as boomers retire. To address these issues the public sector will need to develop an effective ingress strategy. This strategy must provide mechanisms to:

- Attract new workers
- Retain young workers
- Energize and prolong careers³⁹.

As the competition for young, well-educated workers increases, government will be required to implement comprehensive and innovative recruitment and retention strategies. Employers have recognized the problems of labor shortages that compel hiring a diverse workforce comprised of different cultures and different generations (“Baby Boomer”, “Gen X” and “Gen Y” or “Millennial”), of retaining retirement eligible “baby boomers” to maintain critical positions and services, and of attracting the best and the brightest of the younger cohort that may have different ideas about work than previous generations.⁴⁰

³⁹ Greenfield, Stuart, *Public Sector Employment: The Current Situation*, Center for State & Local Government Excellence, 2007

⁴⁰ Armour, Stephanie, “Generation Y: They’ve arrived at work with a new attitude”, USA Today, 11/6/2005 http://www.usatoday.com/money/workplace/2005-11-06-gen-y_x.htm

To retain or attract “baby-boomers”, employers are offering the ability to work part time (46%), the opportunity for training and skill development (44%), more flexible work schedules (39%), and the opportunity to act as a mentor (20%), among other incentives.⁴¹

To attract the “Gen-Y”,⁴² employers are providing different incentive packages that recognize that the Gen-Y is likely to value leisure as much as work, have high expectations about their own worth, are very expressive, technically proficient and expect constant feedback and recognition. Perks include time off given as rewards, flexible work arrangements, and recognition.⁴³

Retention strategies require understanding why people retire and the reasons why people choose to remain in the workplace, i.e. disincentives and incentives to working for government.

“There’s a higher value on self-fulfillment,” says Diana San Diego, 24, who lives with her parents in San Francisco and works on college campuses helping prepare students for the working world through the Parachute College Program. “After 9/11, there is a realization that life is short. You value it more.”

Generation Y: They’ve arrived at work with a new attitude, USA Today, 11/6/2005

The State of Hawaii’s strategy includes focusing on younger workers, improving the skills and career opportunities of current workers, and attracting the retired labor pool.⁴⁴ The State Department of Human Resources Development (DHRD) is taking steps to shorten the recruitment process and appeal to younger workers. The state Department of Education has a pilot/experimental program at Waianae High School to recruit and retain the newly graduated teachers who are part of the Millennial generation or Gen-Y using a “Great Teacher” competency model supported by a week-long induction program and dedicated mentoring staff to appeal to the needs of younger workers for support and professional development.⁴⁵ The Governor’s 2008 Initiative for workforce development supports legislation to allow the State to rehire retired staff in hard-to-fill and critical positions.⁴⁶

⁴¹ AARP, “Perspectives of Employers, Workers and Policymakers in the G7 Countries on the New Demographic Realities,” Sept. 2007, http://assets.aarp.org/rgcenter/econ/intl_older_worker_1.pdf

⁴² While there is no consensus over the exact birth dates that define Gen-Y, also known as “echo boomers” and “millennials”, the broadest definition generally includes the more than 70 million Americans born between 1977 and 2002.

⁴³ Armour, Stephanie, “Generation Y: They’ve arrived at work with a new attitude”, USA Today, 11/6/2005 http://www.usatoday.com/money/workplace/2005-11-06-gen-y_x.htm

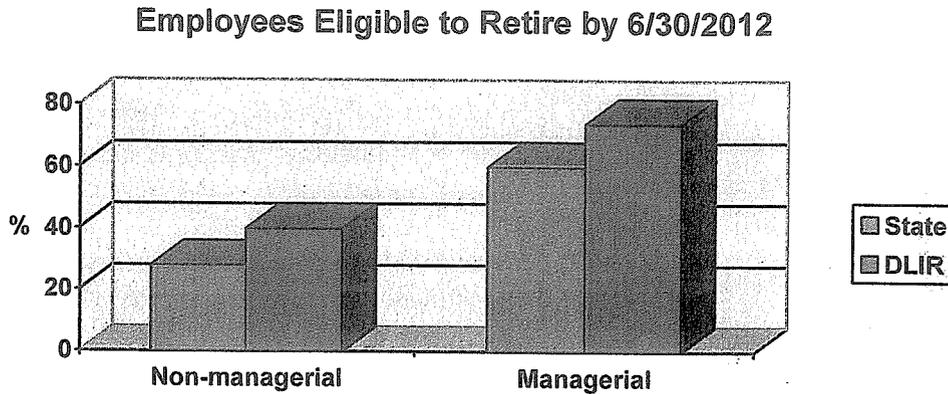
⁴⁴ “The State’s Looming Workforce Crisis”, presentation by Department of Human Resources Development (DHRD) Director, Marie Laderta, November 2007.

⁴⁵ Presentation by Lee Goeke and Ed Wilgus of Systemic Human Resource Solutions, and Joann Kumasaka, principal at Waianae High School, “Recruiting and Retaining a New Generation of Teachers”, March 4, 2008

⁴⁶ See Lingle-Aiona Administration’s 2008 Initiatives at www.hawaii.gov/initiatives.

The DLIR Situation

The DLIR plight is even direr than the rest of the State. While the State executive branch is faced with 28% of its non-managerial positions and 60% of its managers potentially retiring in 5 years, the DLIR has nearly 40% and 60%, respectively, of its employees eligible to retire by 6/30/2012.



The department urgently needs to address this issue.

Model/Action Plan:

The overall strategy of the DLIR to address the problem of insufficient qualified workers to carry on the mission of the department is to develop the skills and competencies of current DLIR employees to enhance their ability to move into progressively more responsible positions, as well as to meet the demands of a new workforce that requires more technical skills, greater collaboration, the ability to adapt to changes more quickly and is more diverse. The state Department of Human Resources Development (DHRD) is taking steps to address some of the recruitment issues as well as methods to attract the retiree pool. The DLIR will take the lead to develop a model plan to increase worker retention through a career advancement program for incumbent workers.

People remain on the job if their needs are met (financial, personal time) and they are satisfied with their job. Job satisfaction encompasses quality of working relationships, pride in their work, making meaningful contributions, opportunity for advancement, and professional development. According to the findings of the 2002 National Study of the Changing Workforce (NSCW), a study conducted by the Families and Work Institute (FWI), the effective workplace is one in which employees experience both **supervisor and co-worker support, job autonomy, input into management decision-making, opportunities for learning and personal enrichment, and flexible work options.**

The DLIR strategy will focus on providing an opportunity for advancement supplementing the traditional promotion through a class series or within a division. We believe

that people need new challenges and crave professional development in order to be fulfilled in their careers. DLIR will offer opportunities for a meaningful career in public service to those who currently don't feel challenged or satisfied.

Career lattices are groupings of jobs within relatively homogeneous occupational levels, i.e., levels of complexity, difficulty, responsibility, that usually have some substantial subset of skills in common, so that individuals who possess most or all of the skills required for effective performance in one of the jobs in the lattice are likely to be able to effectively perform other jobs in the lattice with relatively modest amounts of additional training, education, or experience.⁴⁷ Career lattices enable a worker to advance by moving horizontally as well as vertically to progressively more responsible positions. See appendix "A", which illustrates the current system and possible changes to that system.

Briefly, the DLIR career lattice model will provide interested employees with counseling to select potential career paths within the department, and develop a "road map" to achieve the employee's career goals. DLIR will identify potential training providers, opportunities for employees to job shadow to gauge their interest, as well as mentoring opportunities to develop the necessary competencies for advancement. Employees selected for the DLIR career lattice program will be advised that although there can be no pre-selection for any position in state government, the training and experience will better prepare them to compete for vacancies.

Because DLIR supervisors and managers will play an important role in the DLIR career lattice program, i.e. assisting with identifying potential positions, selecting and supporting employees for job shadowing and mentoring, and coaching and counseling employees in professional development, as well as helping to prepare incumbent workers for the new challenges of the new American workforce, we believe that supervisors need additional training as well as tools to assist them -- training and tools that will create a high performance work environment where employees feel that their contributions are valued and opportunities for advancement are abundant.

Of equal importance are the workers, current and future, some of whom may not want career advancement now, but who will still be the new American workforce that Hawai'i needs for our future and our way of life. The worker whose environment will continually evolve to include more technology, faster rates of change, more knowledge-based, greater teamwork and collaboration, and increasing cultural and generational diversity. We are going to need very skilled supervisors and managers to set clear, consistent, and fair expectations for the performance of employees, to carry out the agency's mission and vision on a daily basis, to motivate employees, to resolve conflicts, manage risk, and train employees.

⁴⁷ Pearlman, Kenneth, "Twenty-First Century Measures for Twenty-First Century Work", a chapter within Transitions in Work and Learning, Implications for Assessment, Feuer, Michael J and Black, Alison M. editors., National Academy Press, Washington D.C., 1997

Lois Greenwood, Professor and Director, VITEC, Office of Continuing Education and Training, Maui Community College stated that training for managers and supervisors is clearly needed, “Managers and leaders who approach their work like an individual contributor work much longer hours than fully-transitioned managers and are ONE-THIRD as effective in getting results.” Supervisory and management training programs that focus on the human-relations problems of leadership, supervision, attitudes towards employees, communication, and self-awareness produce significant improvements in managerial performance.⁴⁸ And when managers perform well, employees perform well.

DLIR needs to invest in an organizational development process that will ensure the future leadership strength of the department by taking a proactive approach to preparing individuals to take the leadership reins of the organization in the future. By doing so, we hope to re-energize our incumbent workers and create an environment where people are excited about coming to work because their work is valued, their contributions are meaningful, and their future is limitless.

Action Steps

1. Convene a task force, Pilot DLIR Career Lattice Task Force (“Task Force”) to provide additional resources and to guide the plan implementation. Members of the task force would include: DLIR, the state Department of Human Resources Development (DHRD); the public worker unions, and the University of Hawai’i Public Administration Program (“PUBA”).
2. Hold informational meetings with stakeholders to obtain buy-in. Stakeholders would include but are not limited to the DLIR employees, supervisors, and division heads and the Hawai’i Government Employees’ Association (“HGEA”).
3. Develop a career lattice model
 - A. Identify positions within the department as candidates for career lattices.
 - i. Higher pay than most positions
 - ii. Enough related positions within the department to be of significance to include in the career lattice program.
 - iii. Have education, skills, and competencies that are more basic, i.e. not require a specific type of training or education, as in elevator inspector.
 - iv. Positions with incumbents eligible to retire shortly.

⁴⁸ From Training in Interpersonal Skills, Stephen Robbins and Phillip Hunsaker, pp. 1-6

- v. Develop 2 levels: college degree required level, and no college degree required. Employee buy-in and inclusiveness is important for the program to succeed.
- B. For each position identified, categorize the required skill/competencies levels using some consistent system such as “O-NET” or “WorkKeys”. (O-NET is a database of skills and skill levels for occupations, and WorkKeys, which is based on O-NET data, is a validated system to categorize the skills required for specific jobs into various levels. For example, a particular job might require writing skills at level 7, judgment and decision making at level 5, and interpersonal skills at level 6.)
 - C. Identify potential applicant pool within the department, i.e. lower level employees within the same division, other related division.
 - D. Using current position descriptions identify the aggregate skill levels of the potential applicant pool.
 - E. Compare the desired skill levels to the aggregated skill levels, the “gap”.
 - F. Identify training to help the worker bridge the gap.
4. Hold meetings with DLIR employees, with special effort to encourage the previously identified applicant pool, to encourage them to enroll in the program.
 5. Implement the career lattice program in 2008.
 - A. Interested DLIR employees will be provided assessment tests, and counseling to help them reach the desired higher level position.
 - i. Use Career Kokua’s Interest Profiles or Skills Assessment programs to identify interests of employee
 - ii. Job shadowing opportunity, to get a better idea if they still want to pursue the specific career ladder, or perhaps another.
 - iii. Identify classes and/or training that will help the employee obtain the necessary skills. The student must enroll and possibly pay for her/her own tuition. By committing his/her own resources, the employee is demonstrating commitment and will likely have a greater chance of success.
 - iv. The department will pay for the class time as “work time”.
 - v. Mentoring. Upon completion or near completion of the necessary training, the employee enters the mentoring phase. He/she will be paired with a suitable mentor to enable the employee to practice her /her newly acquired skills.

1. Mentors must also receive training on how to appropriately mentor – coach, counsel, provide feedback.
2. Mentoring may be between divisions, but within divisions is preferred for convenience.

Internships may be used to provide additional experience to qualify the individual for the desired position.

6. Supervisor and management training for DLIR supervisors and managers.
 - A. Development of a new supervisor orientation class to set out general expectations and competencies expected of a supervisor within DLIR (eventually to be on DVD or on DLIR intra-website)
 - i. Encourage all eligible managers to attend the DHRD Hawaii Leadership Academy (HLA).
 - ii. Supervisory Handbook for all supervisors/managers within DLIR to establish expectations and provide tools/templates.
 - iii. A list of available DHRD classes.
 - iv. Match new supervisor with a mentor (HLA graduate)
 - B. Development of a DLIR Career Lattice Workbook to guide selected supervisors and managers throughout the career lattice process.
 - C. Tool Kit (forms/templates/checklists/guides) on the DLIR intranet as reference for supervisors and managers.
 - D. Creation of “Desk Books”, a compilation of specific duties and tasks for each position which includes sample documents and references usually ordered by frequency of tasks, e.g. daily, weekly, monthly, etc.,:
 - i. To help supervisors to determine staffing and training needs;
 - ii. To help those on “temporary assignments” ;
 - iii. To help ease transition into a new position; and
 - iv. To help those interested in the position.
7. Regular counseling sessions with enrollees to gauge progress and provide additional assistance.
8. Measures to include:
 - A. Number of DLIR employees enrolled in program
 - B. Number of DLIR employees receiving promotion.

The above plan is subject to change upon recommendation by the Task Force.

*Length of Project (March 2008 – December 2010)**Suggested Time Line: [All dates subject to revision]*

March 14, 2008	Send above draft for comments: Marie Laderta (DHRD), Cassie Adachi (DHRD), Diane Sumida (DHRD), Colleen LaClair (DLIR Deputy Director), Chris Grandy (PUBA), Dick Pratt (PUBA), Charlene Young (PUBA), DLIR Administrators and Office Heads, Lois Greenwood (MCC-VITEC)
March 19, 2008	Meet with Governor to review and approve the initiative.
March - April 2008	Meeting with unions (HGEA and stakeholders) Review and assess available DHRD training for managers and supervisors.
End of March 2008	Convene Pilot DLIR Career Lattice Task Force
April, 2008	Develop Career Lattice Workbook for supervisors and Tool Kits.
April – May, 2008	Identify positions within DLIR for career lattice – stratify by required skills. Identify positions with incumbents near retirements to potentially incorporate into career lattice.
End May – early June 2008	Stakeholders meeting.
July, 2008	Begin training for managers/supervisors on career lattice program – to include specific skills on coaching, mentoring, and skills assessments. Solicit candidates for career lattice program
August, 2008	Begin career counseling for individuals. Develop and implement individual action plans.

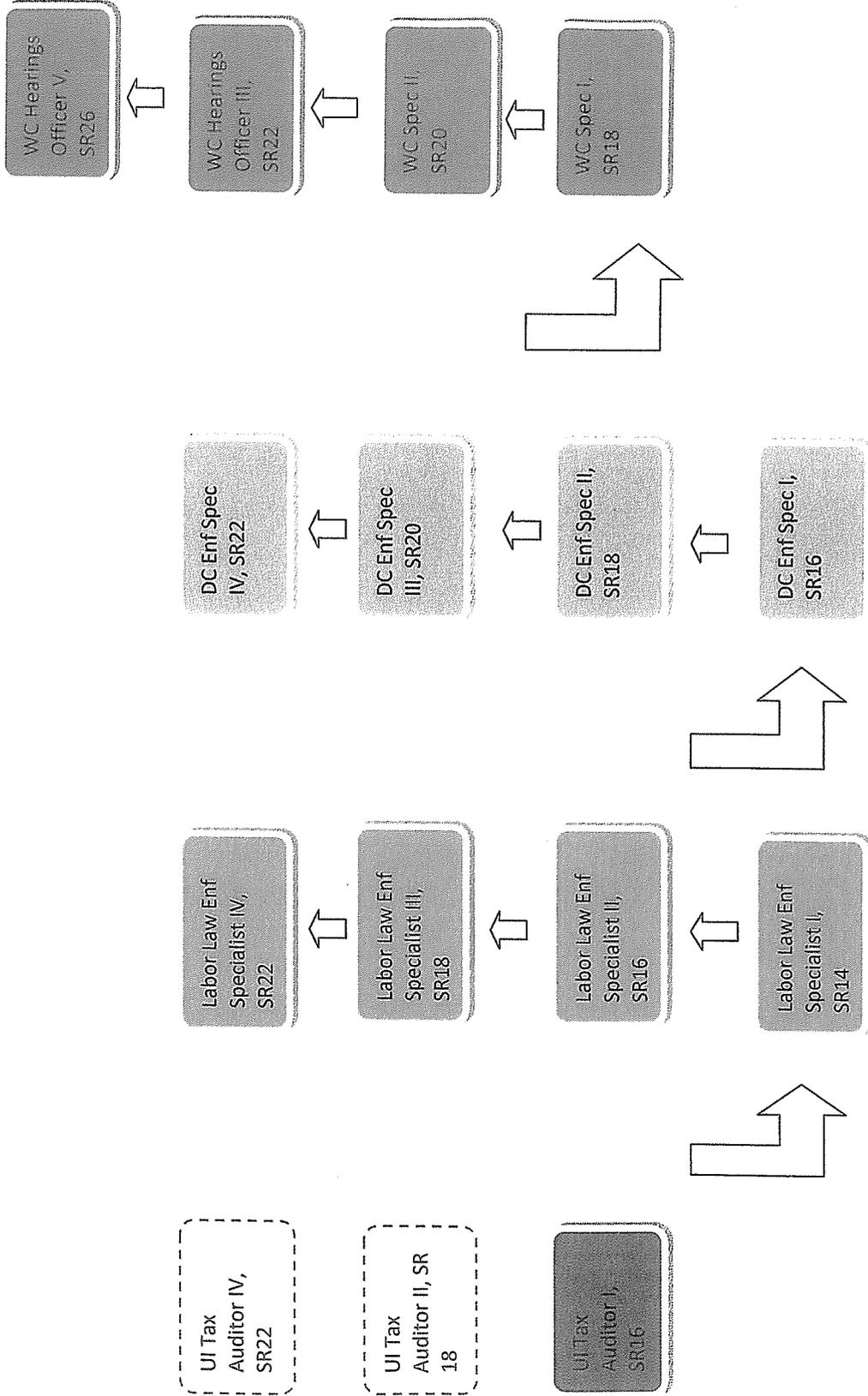
December, 2008	<p>Assess status of program: Number of DLIR employees in program, Number of positions in career lattices, Number of employees in training or attending classes. Make changes/improvements.</p> <p>Administrators to complete “desk books” for all positions.</p> <p>New supervisor orientation class, supervisor handbook, and tool kit.</p>
December, 2009	<p>Assess status of program: Number of DLIR employees in program, Number of positions in career lattices, Number of employees in training or attending classes. Make changes/improvements.</p>
January, 2010	<p>Final Report and Recommendations for implementation throughout State government.</p>

Please contact any of the following for additional information:

Darwin L.D. Ching	Director, DLIR	586-8844	Darwin.Ching @hawaii.gov
Pamela Y. Dodson	Program Specialist	586-8868	Pamela.Y.Dodson@hawaii.gov
Jennifer K. Shishido	Special Projects Coordinator	586-8801	Jennifer.K.Shishido@hawaii.gov

Current Career Ladder

(DLIR)

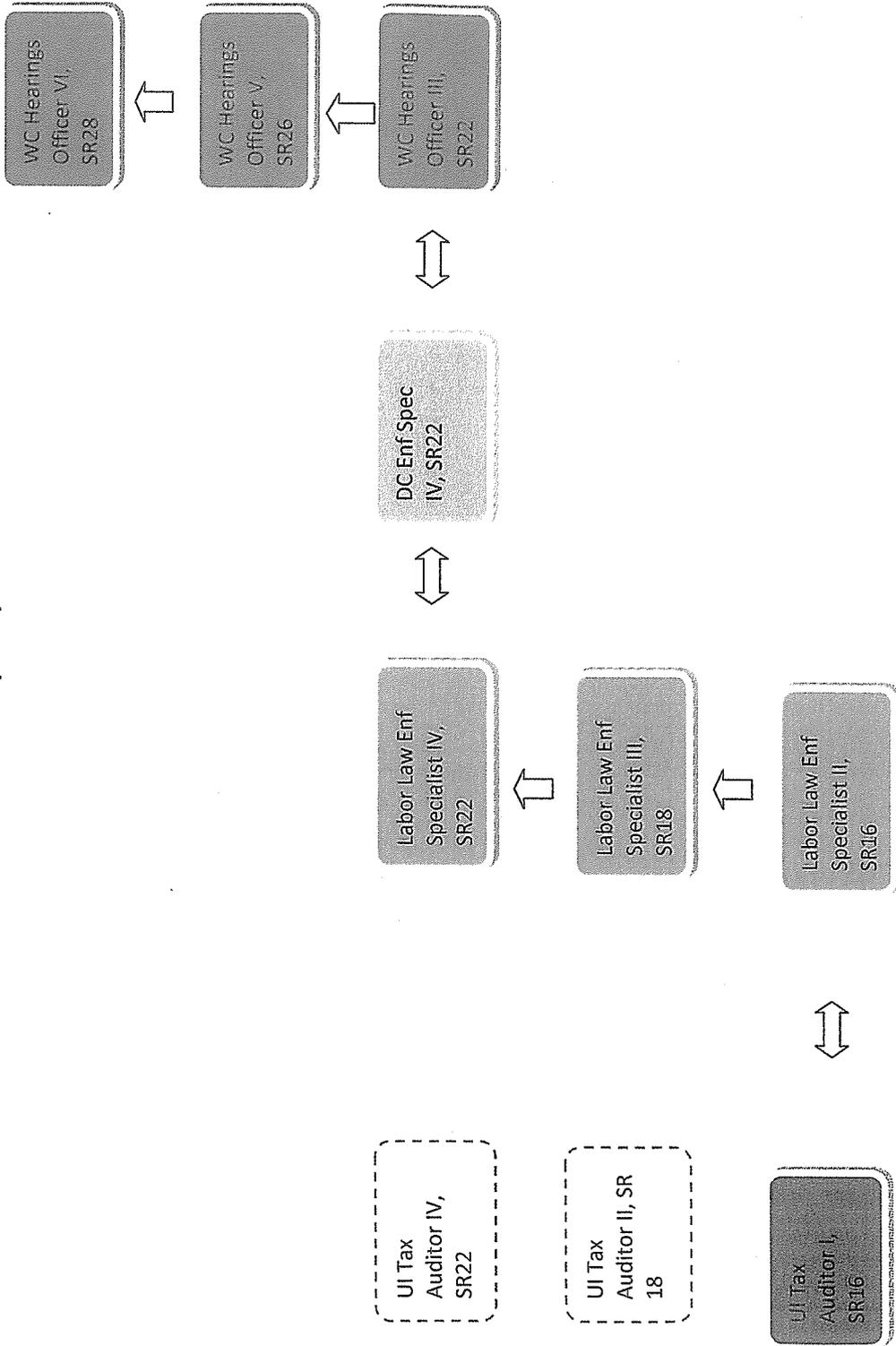


Unemployment

Wage Standards

Disability Compensation Division

Example of Career Lattices (Proposed) (DLIR)



Unemployment

Wage Standards

Disability Compensation Division

Currently:

Training is not considered qualifying experience, only work on the job is qualifying.

Entry level positions require no experience, but each re-classification requires additional experience.

LEVEL	Experience on Job	Added Experience Between Re-classification
Level I	No experience	0
Level II	½ year experience	6 months
Level III	1-1/2 year experience	1 year
Level IV	2-1/2 year experience	1 year

Total time to move from Level 1 (entry) to Senior level (IV) = 2-1/2 years

Basic competencies are the same for many of the "Division" enforcement specialists, specialists, investigators, auditors, and hearings officers:
Investigation techniques, Interviewing, Applying laws, Reading, Writing Reports, Interpersonal Skills.

"Labor Laws" – Specific law pertaining to Wage Standards Division.

GREEN JOBS INITIATIVE

Speaker Biography: Howard Wiig

Howard Wiig is an Energy Analyst with the Strategic Industries Division of the Department of Business, Economic Development & Tourism, where he has worked since 1976. He is also chairman of a local company, Lord & Trigg Environmental. He was born in Honolulu, and has degrees from UC Berkeley and the University of Hawaii.

Howard's interests in energy include lighting and human performance, "daylighting," energy codes, cool roofs/attics, and incentives for efficient measures in buildings. He also has an interest in marine debris cleanup. He has numerous publications on lighting efficiencies, building technologies and derelict fishing gear in technical and trade publications.

Community activities include Toastmasters International, Aloha United Way, Unity Church and running races. He won an award for a "Top 50 Innovation in American Government" from the Kennedy School at Harvard University. He also participates in many professional and community organizations.

GREEN-COLLAR JOBS IN HAWAII

Renewable Energy

Agricultural Inspectors
Agricultural Workers
Chemists
Construction Managers
Electrical & Electronics Repairers (Commercial & Industrial Equipment)
Electrical Power-Line Installers & Repairers
Electricians
Electrician Helpers
Heating, Air Conditioning, & Refrigeration Mechanics & Installers
Laborers & Freight, Stock, & Material Movers, Hand
Plumbers, Pipefitters, & Steamfitters
Power Plant Operators
Sheet Metal Workers
Structural Iron & Steel Workers
Welders, Cutters, Solderers, & Brazers

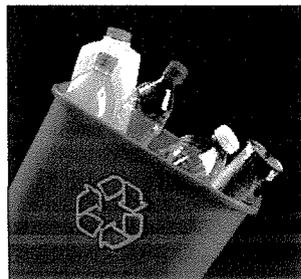


Energy Efficiency

Computer Specialists
Drafters, Engineering, & Mapping Technicians
Electrical Engineers
Electrician Helpers
Engineers
Metal Workers & Plastic Workers
Petroleum Pump System Operators, Refinery Operators, & Gaugers
Power Plant Operators

Recycled Materials

Laborers & Freight, Stock, & Material Movers, Hand
Refuse & Recyclable Material Collectors
Truck Drivers, Heavy & Tractor-Trailer
Material Moving Workers
Computer Specialists
Bus & Truck Mechanics & Diesel Engine Specialists



Green Building/Retrofitting

Architects, except Landscape & Naval
Architectural & Civil Drafters
Carpenters
Civil Engineers
Construction & Building Inspectors
Construction Laborers
Construction Managers
Electrical Power-Line Installers & Repairers
Electricians
Helper, Electricians
Helpers, Carpenters
Painters, Construction & Maintenance
Plumbers, Pipefitters, & Steamfitters
Roofers
Sheet Metal Workers
Truck Drivers, Heavy & Tractor-Trailer
Urban & Regional Planners

GREEN JOBS IN HAWAII
Howard C. Wiig
Strategic Industries Division, DBEDT
hwiig@dbedt.hawaii.gov
August 28, 2008

NATIONAL AND LOCAL PERSPECTIVE

Had America taken to heart 20 years ago the phrases, "From Blue Collar Jobs to Green Collar Jobs" and "The New Red, White and Blue is Green," we would be importing as little as half as much oil as we are today, and oil would be much less expensive. We would not be at the mercy of oil exporting nations that wish us ill.

Each green job created makes America a bit stronger; a million new green collar jobs help restore America to her former strength.

The Green Jobs Act of 2007 is not the only initiative. On April 8 of this year, the United Steelworkers, the Sierra Club and the Natural Resources Defense Council launched a Green Jobs for America campaign with the aim of creating 820,000 new green jobs nationwide. The group is called the *Blue Green Alliance* (<http://www.bluegreenalliance.org>.)

In addition, the *Apollo Alliance* is a coalition of business, labor, environmental and community leaders working to catalyze a clean energy-based economy that will create millions of green-collar jobs. The Alliance's Western Regional field Director, Carla Din, visits Hawaii often (cdin@usw.org).

On the home front, the Building Industry Association (BIA), Hawaii's chapter of the National Association of Home Builders, has a vibrant trades-training program and incorporates green building practices into every aspect of home building. Honolulu Community College, Hawaii's trades-training facility likewise incorporates green practices into all aspects of construction training.

A PARTIAL LIST OF GREEN SKILLS AND JOB TITLES

- Efficient window retrofits, and window film installation
- Efficient HVAC retrofits, inc. recovering heat to produce hot water
- Cool roofs
- Solar-powered roof fans
- Solar water heating, inc. maintenance (we already have close to 100,000 units on roofs)
- Photovoltaics installation
- Wind energy installation and maintenance
- Grid transmission and stabilization of non-base load energy sources
- Home Energy Raters (HERS)
- Building commissioners (3rd party inspectors of new buildings to ensure efficiency)
- Solar-powered LED outdoor lighting, inc. in conjunction with Homeland Security needs
- Lighting retrofits to high efficiency and Dark Skies compliance (to promote astronomy)
- Fluorescent lamp recycling (we currently ship to mainland at high cost)
- Biofuels production (esp. from algae--lots of good R&D at NELHA)
- Garbage to energy (lots of new technologies coming down the pike)
- "Mining" landfills for methane, combustibles and recyclables
- Invasive species eradication
- Marine environment cleanup
- Water reclamation systems
- Optimizing water use and distribution
- Expanded recycling programs (thousands of additional green bins just being deployed)
- Maintenance of hybrid and electric cars
- Organic agriculture and aquaculture
- Vermiculture
- Eco-tourism, inc. tours of many of the above facilities

TITLE X—GREEN JOBS

29 USC 2801note. Green Jobs Act of 2007. 42 USC 17374.

SEC. 1001. SHORT TITLE.

This title may be cited as the “Green Jobs Act of 2007”.

SEC. 1002. ENERGY EFFICIENCY AND RENEWABLE ENERGY WORKER TRAINING PROGRAM.

Section 171 of the Workforce Investment Act of 1998 (29 U.S.C. 2916) is amended by adding at the end the following:

“(e) ENERGY EFFICIENCY AND RENEWABLE ENERGY WORKER TRAINING PROGRAM.—

“(1) GRANT PROGRAM.—

PUBLIC LAW 110–140—DEC. 19, 2007 121 STAT. 1749

“(A) IN GENERAL.—Not later than 6 months after the date of enactment of the Green Jobs Act of 2007, the Secretary, in consultation with the Secretary of Energy, shall establish an energy efficiency and renewable energyworker training program under which the Secretary shall carry out the activities described in paragraph (2) to achieve the purposes of this subsection.

“(B) ELIGIBILITY.—For purposes of providing assistance and services under the program established under this subsection—

“(i) target populations of eligible individuals to be given priority for training and other services shall include—

“(I) workers impacted by national energy and environmental policy;

“(II) individuals in need of updated training related to the energy efficiency and renewable energy industries;

“(III) veterans, or past and present members of reserve components of the Armed Forces;

“(IV) unemployed individuals;

“(V) individuals, including at-risk youth, seeking employment pathways out of poverty and into economic self-sufficiency; and

“(VI) formerly incarcerated, adjudicated, nonviolent offenders; and

“(ii) energy efficiency and renewable energy industries eligible to participate in a program under this subsection include—

“(I) the energy-efficient building, construction, and retrofits industries;

“(II) the renewable electric power industry;

“(III) the energy efficient and advanced drive train vehicle industry;

“(IV) the biofuels industry;

“(V) the deconstruction and materials use industries;

“(VI) the energy efficiency assessment industry serving the residential, commercial, or industrial sectors; and

“(VII) manufacturers that produce sustainable products using environmentally sustainable processes and materials.

“(2) ACTIVITIES.—

“(A) NATIONAL RESEARCH PROGRAM.—Under the program established under paragraph (1), the Secretary, acting through the Bureau of Labor Statistics, where appropriate, shall collect and analyze labor market data to track workforce trends resulting from energy-related initiatives carried out under this subsection. Activities carried out under this paragraph shall include—

“(i) tracking and documentation of academic and occupational competencies as well as future skill needs with respect to renewable energy and energy efficiency technology;

“(ii) tracking and documentation of occupational information and workforce training data with respect to renewable energy and energy efficiency technology;

“(iii) collaborating with State agencies, workforce investments boards, industry, organized labor, and community and nonprofit organizations to disseminate information on successful innovations for labor market services and worker training with respect to renewable energy and energy efficiency technology;

- “(iv) serving as a clearinghouse for best practices in workforce development, job placement, and collaborative training partnerships;
 - “(v) encouraging the establishment of workforce training initiatives with respect to renewable energy and energy efficiency technologies; “(vi) linking research and development in renewable energy and energy efficiency technology with the development of standards and curricula for current and future jobs;
 - “(vii) assessing new employment and work practices including career ladder and upgrade training as well as high performance work systems; and “(viii) providing technical assistance and capacity building to national and State energy partnerships, including industry and labor representatives.
- “(B) NATIONAL ENERGY TRAINING PARTNERSHIP GRANTS.—
- “(i) IN GENERAL.—Under the program established under paragraph (1), the Secretary shall award National Energy Training Partnerships Grants on a competitive basis to eligible entities to enable such entities to carry out training that leads to economic self-sufficiency and to develop an energy efficiency and renewable energy industries workforce. Grants shall be awarded under this subparagraph so as to ensure geographic diversity with at least 2 grants awarded to entities located in each of the 4 Petroleum Administration for Defense Districts with no subdistricts, and at least 1 grant awarded to an entity located in each of the subdistricts of the Petroleum Administration for Defense District with subdistricts.
 - “(ii) ELIGIBILITY.—To be eligible to receive a grant under clause (i), an entity shall be a nonprofit partnership that—
 - “(I) includes the equal participation of industry, including public or private employers, and labor organizations, including joint labor management training programs, and may include workforce investment boards, community-based organizations, qualified service and conservation corps, educational institutions, small businesses, cooperatives, State and local veterans agencies, and veterans service organizations; and
 - “(II) demonstrates—
 - “(aa) experience in implementing and operating worker skills training and education programs;
 - “(bb) the ability to identify and involve in training programs carried out under this grant, target populations of individuals who would benefit from training and be actively involved in activities related to energy efficiency and renewable energy industries; and
 - “(cc) the ability to help individuals achieve economic self-sufficiency.
 - “(iii) PRIORITY.—Priority shall be given to partnerships which leverage additional public and private resources to fund training programs, including cash or in-kind matches from participating employers.
- “(C) STATE LABOR MARKET RESEARCH, INFORMATION, AND LABOR EXCHANGE RESEARCH PROGRAM.—
- “(i) IN GENERAL.—Under the program established under paragraph (1), the Secretary shall award competitive grants to States to enable such States to administer labor market and labor exchange information programs that include the implementation of the activities described in clause (ii), in coordination with the one-stop delivery system.
 - “(ii) ACTIVITIES.—A State shall use amounts awarded under a grant under this subparagraph to provide funding to the State agency that administers the Wagner-Peyser Act and State unemployment compensation programs to carry out the following activities using State agency merit staff:
 - “(I) The identification of job openings in the renewable energy and energy efficiency sector.
 - “(II) The administration of skill and aptitude testing and assessment for workers.
 - “(III) The counseling, case management, and referral of qualified job seekers to openings and training programs, including energy efficiency and renewable energy training programs.

- “(D) STATE ENERGY TRAINING PARTNERSHIP PROGRAM.—
- “(i) IN GENERAL.—Under the program established under paragraph (1), the Secretary shall award competitive grants to States to enable such States to administer renewable energy and energy efficiency workforce development programs that include the implementation of the activities described in clause (ii).
 - “(ii) PARTNERSHIPS.—A State shall use amounts awarded under a grant under this subparagraph to award competitive grants to eligible State Energy Sector Partnerships to enable such Partnerships to coordinate with existing apprenticeship and labor management training programs and implement training programs that lead to the economic self-sufficiency of trainees.
 - “(iii) ELIGIBILITY.—To be eligible to receive a grant under this subparagraph, a State Energy Sector Partnership shall—
 - “(I) consist of nonprofit organizations that include equal participation from industry, including public or private nonprofit employers, and labor organizations, including joint labor management training programs, and may include representatives from local governments, the workforce investment system, including one-stop career centers, community based organizations, qualified service and conservation corps, community colleges, and other post-secondary institutions, small businesses, cooperatives, State and local veterans agencies, and veterans service organizations;
 - “(II) demonstrate experience in implementing and operating worker skills training and education programs; and
 - “(III) demonstrate the ability to identify and involve in training programs, target populations of workers who would benefit from training and be actively involved in activities related to energy efficiency and renewable energy industries.
 - “(iv) PRIORITY.—In awarding grants under this subparagraph, the Secretary shall give priority to States that demonstrate that activities under the grant—
 - “(I) meet national energy policies associated with energy efficiency, renewable energy, and the reduction of emissions of greenhouse gases;
 - “(II) meet State energy policies associated with energy efficiency, renewable energy, and the reduction of emissions of greenhouse gases; and
 - “(III) leverage additional public and private resources to fund training programs, including cash or in-kind matches from participating employers.
 - “(v) COORDINATION.—A grantee under this subparagraph shall coordinate activities carried out under the grant with existing other appropriate training programs, including apprenticeship and labor management training programs, including such activities referenced in paragraph (3)(A), and implement training programs that lead to the economic self-sufficiency of trainees.
- “(E) PATHWAYS OUT OF POVERTY DEMONSTRATION PROGRAM.—
- “(i) IN GENERAL.—Under the program established under paragraph (1), the Secretary shall award competitive grants of sufficient size to eligible entities to enable such entities to carry out training that leads to economic self-sufficiency. The Secretary shall give priority to entities that serve individuals in families with income of less than 200 percent of the sufficiency standard for the local areas where the training is conducted that specifies, as defined by the State, or where such standard is not established, the income needs of families, by family size, the number and ages of children in the family, and sub-State geographical considerations. Grants shall be awarded to ensure geographic diversity.
 - “(ii) ELIGIBLE ENTITIES.—To be eligible to receive a grant an entity shall be a partnership that—
 - “(I) includes community-based nonprofit organizations, educational institutions with expertise in serving low-income adults or youth, public or private employers from the industry sectors described in paragraph (1)(B)(ii), and labor organizations representing workers in such industry sectors;

- “(II) demonstrates a record of successful experience in implementing and operating worker skills training and education programs;
 - “(III) coordinates activities, where appropriate, with the workforce investment system; and
 - “(IV) demonstrates the ability to recruit individuals for training and to support such individuals to successful completion in training programs carried out under this grant, targeting populations of workers who are or will be engaged in activities related to energy efficiency and renewable energy industries.
- “(iii) PRIORITIES.—In awarding grants under this paragraph, the Secretary shall give priority to applicants that—
- “(I) target programs to benefit low-income workers, unemployed youth and adults, high school dropouts, or other underserved sectors of the workforce within areas of high poverty;
 - “(II) ensure that supportive services are integrated with education and training, and delivered by organizations with direct access to and experience with targeted populations;
 - “(III) leverage additional public and private resources to fund training programs, including cash or in-kind matches from participating employers;
 - “(IV) involve employers and labor organizations in the determination of relevant skills and competencies and ensure that the certificates or credentials that result from the training are employer-recognized;
 - “(V) deliver courses at alternative times (such as evening and weekend programs) and locations most convenient and accessible to participants and link adult remedial education with occupational skills training; and
 - “(VI) demonstrate substantial experience in administering local, municipal, State, Federal, foundation, or private entity grants.
- “(iv) DATA COLLECTION.—Grantees shall collect and report the following information:
- “(I) The number of participants.
 - “(II) The demographic characteristics of participants, including race, gender, age, parenting status, participation in other Federal programs, education and literacy level at entry, significant barriers to employment (such as limited English proficiency, criminal record, addiction or mental health problem requiring treatment, or mental disability).
 - “(III) The services received by participants, including training, education, and supportive services.
 - “(IV) The amount of program spending per participant.
 - “(V) Program completion rates.
 - “(VI) Factors determined as significantly interfering with program participation or completion.
 - “(VII) The rate of job placement and the rate of employment retention after 1 year.
 - “(VIII) The average wage at placement, including any benefits, and the rate of average wage increase after 1 year.
 - “(IX) Any post-employment supportive services provided.

The Secretary shall assist grantees in the collection of data under this clause by making available, where practicable, low-cost means of tracking the labor market outcomes of participants, and by providing standardized reporting forms, where appropriate.

“(3) ACTIVITIES.—

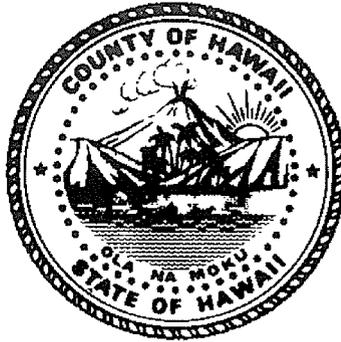
- “(A) IN GENERAL.—Activities to be carried out under a program authorized by subparagraph (B), (D), or (E) of paragraph (2) shall be coordinated with existing systems or providers, as appropriate. Such activities may include—
 - “(i) occupational skills training, including curriculum development, on-the-job training, and classroom training;
 - “(ii) safety and health training; “(iii) the provision of basic skills, literacy, GED, English as a second language, and job readiness training;

- “(iv) individual referral and tuition assistance for a community college training program, or any training program leading to an industry-recognized certificate;
 - “(v) internship programs in fields related to energy efficiency and renewable energy;
 - “(vi) customized training in conjunction with an existing registered apprenticeship program or labor management partnership;
 - “(vii) incumbent worker and career ladder training and skill upgrading and retraining;
 - “(viii) the implementation of transitional jobs strategies; and
 - “(ix) the provision of supportive services.
- “(B) OUTREACH ACTIVITIES.—In addition to the activities authorized under subparagraph (A), activities authorized for programs under subparagraph (E) of paragraph (2) may include the provision of outreach, recruitment, career guidance, and case management services.
- “(4) WORKER PROTECTIONS AND NONDISCRIMINATION REQUIREMENTS.— Applicability.
- “(A) APPLICATION OF WIA.—The provisions of sections 181 and 188 of the Workforce Investment Act of 1998 (29 U.S.C. 2931 and 2938) shall apply to all programs carried out with assistance under this subsection.
 - “(B) CONSULTATION WITH LABOR ORGANIZATIONS.—If a labor organization represents a substantial number of workers who are engaged in similar work or training in an area that is the same as the area that is proposed to be funded under this Act, the labor organization shall be provided an opportunity to be consulted and to submit comments in regard to such a proposal.
- “(5) PERFORMANCE MEASURES.—
- “(A) IN GENERAL.—The Secretary shall negotiate and reach agreement with the eligible entities that receive grants and assistance under this section on performance measures for the indicators of performance referred to in subparagraphs (A) and (B) of section 136(b)(2) that will be used to evaluate the performance of the eligible entity in carrying out the activities described in subsection (e)(2). Each performance measure shall consist of such an indicator of performance, and a performance level referred to in subparagraph (B).
 - “(B) PERFORMANCE LEVELS.—The Secretary shall negotiate and reach agreement with the eligible entity regarding the levels of performance expected to be achieved by the eligible entity on the indicators of performance.
- “(6) REPORT.—
- “(A) STATUS REPORT.—Not later than 18 months after the date of enactment of the Green Jobs Act of 2007, the Secretary shall transmit a report to the Senate Committee on Energy and Natural Resources, the Senate Committee on Health, Education, Labor, and Pensions, the House Committee on Education and Labor, and the House Committee on Energy and Commerce on the training program established by this subsection. The report shall include a description of the entities receiving funding and the activities carried out by such entities.
 - “(B) EVALUATION.—Not later than 3 years after the date of enactment of such Act, the Secretary shall transmit to the Senate Committee on Energy and Natural Resources, the Senate Committee on Health, Education, Labor, and Pensions, the House Committee on Education and Labor, and the House Committee on Energy and Commerce an assessment of such program and an evaluation of the activities carried out by entities receiving funding from such program.
- “(7) DEFINITION.—As used in this subsection, the term ‘renewable energy’ has the meaning given such term in section 203(b)(2) of the Energy Policy Act of 2005 (Public Law 109–58).
- “(8) AUTHORIZATION OF APPROPRIATIONS.—There is authorized to be appropriated to carry out this subsection, \$125,000,000 for each fiscal year, of which—
- “(A) not to exceed 20 percent of the amount appropriated in each such fiscal year shall be made available for, and shall be equally divided between, national labor market research and information under paragraph (2)(A) and State labor market information and labor exchange research under paragraph (2)(C), and not more than 2 percent of such amount shall be for the evaluation and report required under paragraph (4);

“(B) 20 percent shall be dedicated to Pathways Out of Poverty Demonstration Programs under paragraph

(2)(E); and

“(C) the remainder shall be divided equally between National Energy Partnership Training Grants under paragraph (2)(B) and State energy training partnership grants under paragraph (2)(D).”.



County of Hawai'i

**Reed Act Distributions Under the Temporary Extended
Unemployment Compensation Act Of 2002**

**REED ACT PLAN
FOR PROGRAM YEAR 2008-2010**

Hawaii County Workforce Investment Board

August 28, 2008

Summary of Plan for Reed Act Funds Hawaii County Workforce Investment Board

<u>Category</u>	<u>Initiative Description</u>	<u>Category Allotment</u>
Operation Mainstream II		\$603,752
New Projects	Excel with English-as-a-Second Language (ESL) Hawaii County S.T.E.M. Initiative Aloha Shelters (Homeless) Project Youth Supported Employment Initiative Adjudicated Youth Project	
Expanded Projects	Going Home (Ex-Offender Internship Program)	
Employer Outreach II		\$264,164
New Projects	Economic & Workforce Development Connections Initiative Business Service Center Partnership Initiative with chambers and Kanoelehua Industrial Area Association	
System Building		\$678,183
	Replication & Expansion of Programs for Youth and Ex-Offenders Islandwide Transportation for Youth Capacity Building / Workshops: Travel, Long-term Planning, Development of Model Programs	
Administrative Costs – COH		\$200,000
Administrative Costs - State		\$91,875
HireNet Costs - State		\$162,026
HCWIB Reed Act Allocation		\$2,000,000
HCWIB Reed Act Budget Total		\$2,000,000
Balance		\$0.00

OPERATION MAINSTREAM II

To outreach and recruit the under-utilized populations, meeting the needs of local businesses.

New Projects

Excel with English-as-Second Language (ESL)

Key Features/Actions:

1. Support large Micronesian population migrating to Hawaii County with support services, acculturation and job readiness services:
 - a. Include the various groups from the Federal States of Micronesia
 - b. Work with HCEOC, Office of Community Services and Micronesia United (newly-formed advocacy group)
2. Support immigrant agricultural workers with support services, acculturation and job readiness services:
 - a. Thai workers on Kona farms
 - b. Latino workers
3. Support all other legal immigrant groups with acculturation and successful transition to workplaces in Hawaii County.
4. Conduct capacity building for key stakeholders

Self-Sustainability:

1. Collaborate for program needs with Micronesia United (a newly-formed non-profit group attempting to empower Micronesians who relocated to Big Island), HIWEDO, and Catholic Charities
2. Facilitate train-the-trainer workshops so leaders will have the capacity to carry on employment readiness activities for this population

Desired Outcomes:

1. Establish a network of service providers to advocate the self-sufficient of these immigrant populations. (Documented by an active consortium via minutes, membership, capacity building programs, train the trainer, etc.)
2. Offer a viable applicant source to agricultural employers islandwide. (Documented by the increase in hiring of immigrant workers by 20%)

Hawaii County S.T.E.M. Initiative

Key Features/Actions:

1. Support and complement State level S.T.E.M. initiatives
2. Work with island high schools and post-secondary institutions on curricula, articulation, etc.
3. Work with business and industry leaders to:
 - a. Identify renown industry leaders (particularly those residing in N. and W. Hawaii) and seek their participation and support
 - b. Arrange for speaking engagements
 - c. Support and facilitate workshops by select leaders
4. Work in partnership with Huiana and other internship initiatives

5. Conduct capacity building for key stakeholders
6. Consult with the following industries
 - a. astronomy
 - b. information technology
 - c. engineering
 - d. biomedicine
 - e. diversified and bio agriculture
7. Work in conjunction with Huiana Internship Initiative

Self-Sustainability:

1. Work with DOE for CTE or related funding
2. Promote the incorporation and integration of new initiatives into existing systems (DOE, HawCC, UHH, WDD, BEP, etc.)
3. Work with industries and business organizations with future subsidizing on initiatives
4. Incorporate with Huiana Internship Initiative
5. Seek support from HIWEDO

Desired Outcomes:

1. Established heightened understanding of S.T.E.M. career opportunities (Documented by teacher and student pre and post surveys).
2. Incorporate S.T.E.M. indoctrination in all three (3) Complex Area Complexes resulting in the completion of a total of 6 S.T.E.M. –based Huiana interns, at least one from each of the 3 complex areas.

Aloha Shelters (Homeless) Project

Key Features/Actions:

1. Provide employment and employment readiness activities to participants in public housing or on waiting lists for public housing
2. Support Community Action Partners and related advocacy groups working on the full continuum of services to the homeless and/or at-risk homeless populations
3. Coordinate workshops, informational sessions for this target population
4. Attend all related meetings supporting employment and self-sufficiency for this population
5. Serve as a clearinghouse for employment related needs for this population
6. Establish or strengthen networks that emphasize employment and self-sufficiency for this population.

Self-Sustainability:

1. Include Employment component with Community Action Partners (homeless coalition)
2. Seek non-profit support to augment employment services for the homeless
3. Operationalize employment services in transitional homeless shelters including, but not limited to: Pono Hawaii Ola, Kaloko, Friendly Place, etc.
4. Insure that the homeless population will continue to be included in the overall servicing of under-utilized target groups by consulting with: Mayor’s Task Force on

Employment Solutions, Hawaii County Workforce Investment Board, Big Island Workplace Connection, Office of Housing and Community Development, Office of Social Ministries, etc.

Desired Outcomes:

1. Establish or link with homeless coalition that advocates self-sufficiency for the homeless.
2. Conduct or coordinate delivery of quarterly (4) job readiness workshops for homeless population.
3. Ensure that transitional housing materials and support available at one-stop centers.

Youth Supported Employment Initiative

Key Features/Actions:

1. Collaborate with Supported Employment Providers, DOE to promote job coaches for high school students with disabilities
2. Work with Workforce Solutions (disabilities consortium), Disabilities Council, etc. to build adequate infrastructure and support system for students with disabilities
3. Promote initiative with employers, and business organizations
4. Refer eligible students to employment and internship opportunities
5. Work in partnership with Huiana Internship Initiative
6. Refer students to training vendors as appropriate

Self-Sustainability:

1. Consult with Hawaii County Youth Council to ensure that this population is not forgotten with WIA Youth Providers
2. Include all pertinent information in "1stop4youths" website
3. Include this population with the mission and objectives of Workforce Solutions
4. Continue liaison work with Medicaid infrastructure Grant for continued support
5. Incorporate with Huiana Initiative

Desired Outcomes:

1. Establish a partnership with DOE Title I officials and WDD resulting in signed MOU
2. Establish formal linkage with Huiana Internship Initiative resulting in 15 Special Education (SPED) students enrolling in Huiana

Adjudicated Youth Project

Key Features/Actions:

1. Provide outreach and job search activities to those adjudicated youth through a partnership with the following entities:
 - a. Drug Court
 - b. Family Court
 - c. Teen Court
 - d. HCEOC

- e. WIA Youth Providers (to support non-training efforts)
- f. Hawaii Community Correctional Center's Intake Service
- 2. Utilize resource centers at WDD
- 3. Make appropriate referrals to support agencies
- 4. Conduct capacity building for key stakeholders
- 5. Link with Huiana Internship Initiative

Self-Sustainability:

- 1. Work transition strategies with Prosecutors' Criminal Justice Grants
- 2. Seek support from Big Island Juvenile Justice System members
- 3. Complete capacity-building for key stakeholders, agencies
- 4. Incorporate with WIA Youth Providers and Adult Programs
- 5. Discuss with Alu Like, HCEOC, etc.
- 6. Incorporate with Huiana Internship Initiative

Desired Outcomes:

- 1. Establish partnership with Prosecutors and Probation Department measured through project completion, regular meeting minutes or MOU.
- 2. Serve 10 adjudicated youth on a pilot module using the Huiana Internship framework

Expanded Projects

Going Home (Ex-Offender Internship Program)

Key Initiatives:

- 1. A work-based internship model designed to assist ex-offenders (furloughed, parolees, probationers) with job experiences with island employers (paid and unpaid work experiences)
- 2. Key activities: peer mentoring (successful ex-offenders assisting those ready to be transitioned), promotion of Federal Bonding Program, job readiness workshops, career guidance, labor market information, job clubs, assessment, counseling.
- 3. Key players: Going Home consortium members (Alu Like, Goodwill, WDD, BISAC, Public Safety, Office of Social Ministries, etc.)
- 4. Target groups: ex-offenders ready for re-entry within 1 year; those already released (parolees and probationers)

Self-Sustainability:

- 1. Seek long-term support from federal Second Chance Initiative
- 2. Seek incorporation with Going Home
- 3. Seek sponsorship from HIWEDO

Desired Outcomes:

- 1. Establish at least six (6) paid or unpaid internship sites serving at least one furloughed parolee and one probationer.

2. Establish a peer mentoring advisory group (made up of formerly incarcerated individuals)

EMPLOYER OUTREACH II

Working in conjunction with the employer community to improve skill levels of business owners and employees and enhance to overall quality of the workplace.

New Projects

Economic & Workforce Development Connections Initiative

Key Features/Actions:

1. Using the LWIB Planning Committee to strategize design, function and purpose of joint economic development and workforce development partnership in Hawaii County.
2. Convene a series of meetings/workshops with pundits from industry, economic development, workforce development, education and training
3. Collect and format workforce, industry, and economic development data for dissemination to stakeholders.
4. Support community-based planning and decision-making
5. Facilitate capacity building for key stakeholders

Self-Sustainability:

1. Jointly support key position(s) with Hawaii County Research & Development (economist, researcher, etc.)
2. Seek adoption by Hawaii County LWIB, HIWEDO
3. Seek ongoing support from DBEDT

Desired Outcomes:

1. A free clearinghouse will be established for prospective business entrepreneurs and/or developers to promote economic and workforce development in Hawaii County.
2. Conduct a series of workshops with pundits from industry, economic development, workforce development, education and training
3. Disseminate workforce industry and economic development data to stakeholders

Business Service Center Partnership Initiative with Chambers and Kanoelehua Industrial Area Association

Key Features:

1. Expand business service concept to include KIAA as an industry-WDD partnership model.
2. Establish planning committee: KIAA leadership, WDD, UHH, HawCC, RCUH, Hawaii County Research & Development, etc.
3. Assess capacity building needs of organization and its leaders
4. Incorporate needs and priorities with existing business service center in E. HI

5. Conduct a series of employer forums, workshops for its members
6. Utilize new Business Service Center and self-contained classroom (formerly HawCC class)
7. Replicate KIAA model for other business organizations, Japanese, Hawaii Island and Portuguese Chambers, Downtown Improvement Association

Self-Sustainability:

1. Seek adoption by KIAA and the Boards of other Chambers
2. Assist Board with grant applications to secure funding
3. Seek support from HIWEDO
4. Promote Employment & Training Fund Macro Grant (or other funding sources) for more longevity.

Desired Outcomes:

1. A clearly-established business resource center for KIAA.
2. Increase business usage of one-stop and Business Resource Center by 30%
3. A replicable model that demonstrates regular usage of one-stop services (i.e., business resource center, conference rooms, video conferencing, computer classroom)
4. Purchase and install 10 computers in Resource Center

SYSTEM BUILDING

This initiative will support the transition, expansion, and strengthening of youth and ex-offender programs. Examples of which are the Huiana student internship program and the Going Home ex-offender re-integration program. Transition of these two programs to HIWEDO's coordination and financial management is the first step in self-sustainability. Processes will be evaluated, refined and documented to facilitate the replication of these two programs in other Counties. Support will also be provided to initiatives developed through the collaboration of economic development and workforce development, including Kama'aina recruitment, job readiness and exploration for youth, employer outreach, and labor pool expansion.

Replication & Expansion of Programs for Youth and Ex-Offenders

Key features/Actions:

1. Collaborate with WDD, DOE, employers and community partners to expand Huiana by including additional schools and new populations of students.
2. Expand the Going Home program in West Hawaii.
3. Develop action agendas, transition and sustainability plans for Huiana and Going Home.
4. Work with WDD and community partners to develop sustainability plans for new initiatives developed through the collaboration of economic development and workforce development.

5. Build capacity of the staff and community partners by providing information on resource development and use of technology for research and networking purposes.
6. Evaluate, streamline, refine and/or revise Huiana student internship procedures and evaluation process.
7. Build/ support collaborative network to support job readiness initiatives for youth.
8. Evaluate, refine and/or revise Going Home program operations and model.
9. Develop materials, operations manuals, website and other information to present Huiana and Going Home as replicable models for other counties in the State.
10. Meet with other counties to present the models.
11. Work with employers and WDD to establish a system for on-going recruitment of former residents into job vacancies.
12. Collaborate in the delivery of employer outreach and labor pool expansion programs.

Self-sustainability:

1. Sustainability plans will identify needs, and assess resources available, including partners' and community's capacity to provide support.
2. HIWEDO employs staff and a grantwriter (using start-up grant funds from the County of Hawaii) to build community support, conduct fund-raising activities and apply for grants to sustain the programs.

Desired Outcomes:

1. Successful transition of Huiana student internship and Going Home ex-offender re-integration programs to HIWEDO coordination and fiscal management.
2. Completion of action agendas and long-term sustainability plans for Huiana and Going Home.
3. Huiana and Going Home presented as replicable models to other counties in the State.
4. Expand the number of students participating in Huiana to 120.
5. Add West Hawaii members of existing Going Home initiative in order to establish a West Hawaii consortium. .
6. Documentation of process developed and evaluated for recruitment of former residents to jobs in Hawaii County.
7. Development of 2 workshops or lesson materials developed for community partners regarding resource development and/or use of technology for research and networking purposes.

Basis for Inclusion of Initiative:

TEGL 24-01 #1: Staff for delivery of appropriate self-services, facilitated self-help, and staff-assisted services in accordance with 20 CFR 652.207 and 208.

TEGL 24-01 #6: Development of products that support service delivery such as workforce information products and job bank technology.

Islandwide Transportation for Youth

One of the major issues for the youth of Hawaii County is the lack of transportation to access programs targeted for them. County transportation has been supportive in expanding bus routes connecting East Hawaii rural communities to Hilo. This initiative will provide funding for expanding transportation options for youth programs, such as the Huiana student internship program, as it expands in West Hawaii and increases the number of participants Islandwide.

Key features/Actions:

1. Provide transportation options for high school students needing to connect to job sites for internship opportunities.
2. Provide transportation for students enrolled in youth programs to locations where they can access workforce information services.
3. Explore and test models to determine the most effective and efficient method to provide transportation support.

Self-sustainability:

1. HIWEDO employs staff and a grantwriter (using start-up grant funds from the County of Hawaii) to build community support, conduct fund-raising activities and apply for grants to sustain the program.

Desired Outcomes:

1. Increased participation in Huiana or other youth programs by 10%.
2. Development of pick –up order mechanism, materials, forms, record-keeping system to deliver the transportation program.
3. Development of evaluation model to measure satisfaction with the services, and measure effectiveness.

Basis for Inclusion of Initiative:

To improve youth access to employment and workforce information services.

Capacity Building/ Workshops: Travel, Long-term Planning, Development of Model Programs

This initiative will support building capacity for the HCWIB, staff, one-stop center partners and other community partners involved with the delivery of key initiatives. The focus will be to provide opportunities that will enable the board, partners and staff to continuously evaluate, strengthen and improve the system and processes.

Key features/Actions:

1. Provide funding for attendance at national conferences on relevant topics to learn about national issues and best practices, and to identify possible speakers and topics for capacity building activities in Hawaii County.
2. Provide funding for attendance at relevant workshops and/or conferences within the State of Hawaii.

3. All travelers are required to file reports, including assessment of new initiatives and/or improvements that can be delivered in Hawaii County.
4. Deliver workshop(s) in Hawaii County.

Self-sustainability:

1. HIWEDO employs staff and a grantwriter (using start-up grant funds from the County of Hawaii) to build community support, conduct fund-raising activities and apply for grants.

Desired Outcomes:

1. Attendance at major national conferences for 12 people.
2. Attendance at relevant workshops and/or conferences within the State for 10 people.
3. Deliver 1 major workshop in Hawaii County.

Basis for Inclusion of Initiative:

TEGL 24-01 #6: Development of products that support service delivery such as workforce information products, and job bank technology

TEGL 24-01 #9: Training, technical assistance, and professional development of staff who deliver employment and workforce information services.