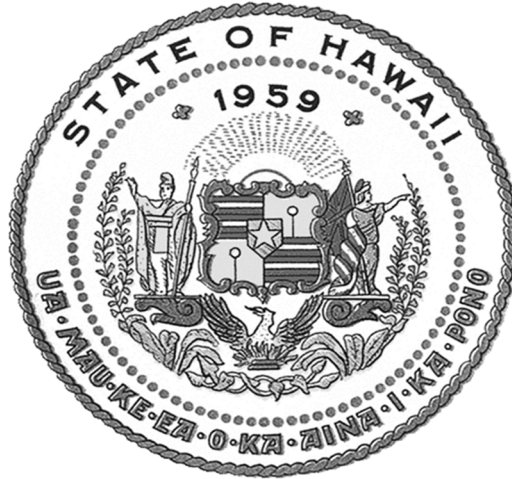


STATE OF HAWAII

Workforce Development Council



Workforce Innovation & Opportunity Act of 2014

Unified State Plan

July 1, 2016 through June 30, 2020

A vision for workforce development in Hawaii that ensures all employers have competitively-skilled employees, and all residents have sustainable employment and self-sufficiency.

Coordinated services of federal workforce programs administered through:
Hawaii Department of Labor & Industrial Relations
Hawaii Department of Education
Hawaii Department of Human Services' Division of Vocational Rehabilitation

PURPOSE

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the U.S. Secretary of Labor that outlines a four-year workforce development strategy for the State's workforce development system. The publicly-funded workforce system is a network of core programs and partner agencies that provide a range of employment, education, training, and support services to help all jobseekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. WIOA requires better alignment of federal workforce investments in job training to integrate service delivery across programs and improve efficiency. One of WIOA's principal areas of reform is to require planning across core programs and to develop more comprehensive and integrated approaches to services, such as career pathways and sector strategies. WIOA requires robust relationships across programs and enhanced coordination and partnerships for strengthened service delivery.

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Overview

The Workforce Development Council (WDC) is pleased to present *Hawaii's Unified State Plan: Coordinated Workforce Services that Create Successful Pathways to Employment*. This plan combines both federal and state planning mandates into a single document:

The federal Workforce Innovation and Opportunity Act (WIOA) requires the Governor, via the Hawaii Workforce Development Board (State Board), and in coordination with WIOA core programs administered through the Hawaii Department of Labor and Industrial Relations (DLIR), the Hawaii Department of Education (HIDOE), and the Hawaii Department of Human Services' Division of Vocational Rehabilitation (DVR) to submit a Unified State Plan to the United States Department of Labor (DOL).

Hawaii state law requires the Workforce Development Council to work with core partner agencies and local workforce development boards to develop a comprehensive state plan that serves as a framework for public policy, fiscal investment, and the operation of workforce services. It is the intent of the Hawaii Workforce Development Council to develop a Unified State Plan that fosters strong collaboration, is regionally sensitive, and aligns, coordinates and integrates workforce services to meet the needs of employers and residents and builds a robust economy.

State planning requirements anticipate and are consistent with the policy direction prescribed in WIOA. Hawaii's Unified State Plan meets state requirements pertaining to coordination of services and investment in training in a manner that aligns with regional industry needs by making regional organizing efforts around career pathways aligned with regional labor market trends and industry needs, a key focus of the regional workforce plans required under WIOA Section 106. By doing so, this Unified State Plan is designed to meet both state and federal planning requirements while also providing a comprehensive framework for partnership between private industry sector leaders and the state's publically-funded workforce and education systems.

Hawaii's Unified State Plan aligns with the Governor's vision, goals, and strategic policy for the state. Section II of the Plan provides a comprehensive workforce and economic analysis of the state and outlines a workforce strategy toward a shared vision. Sections III and V describe a comprehensive operational plan for the delivery of workforce services with both state and local strategies. In line with the principle of subsidiarity and the belief that government is most responsive to public needs when operating closer to the people it serves, the state intends to provide flexibility to local boards and counties to design and implement services that best meet the needs of local and county economies, provided that they adhere to the overall vision of Hawaii's Unified State Plan and in a manner that meets the state's targeted performance outcomes.

NOTE: The original draft of the Unified State Plan was collaboratively developed and thoroughly vetted with a wide range of stakeholders. Beginning in October 2014, workforce system stakeholders met periodically to develop a vision, shared goals and a service delivery strategy for the Unified State Plan. The stakeholder group was comprised of representatives

from the core partner agencies, state and local workforce boards, the American Job Centers, employers and other state and local agencies with an interest in workforce development. This stakeholder group reviewed WIOA requirements, then analyzed the current workforce system in Hawaii and sustained, revised, created and/or updated workforce services toward the development of the Unified State Plan. Specifically, the stakeholder group discussed the requirements of WIOA, assessed and shared information about each other's programs (including the special needs of client populations), identified cross-system common program elements, developed a statewide career pathways model with targeted sector strategies, identified program core competencies, discussed performance accountability systems by program type, engaged in a process of needs assessment, and discussed resource and regulatory constraints (particularly on confidentiality laws) and their potential impacts on coordination efforts. The purpose of these discussions was to identify areas for potential collaboration under a comprehensive state plan, particularly at the regional and local levels where programs could be coordinated and aligned. In addition, the Workforce Development Council facilitated meetings on each island and made the Plan available for public comment in order to gather input about the workforce system throughout the state. Significant improvements to the workforce system were made based on that input. It was Hawaii's intent not only to meet WIOA requirements through this process, but also to take advantage of this opportunity to develop an improved integrated workforce development system for the state. Therefore, the content of Hawaii's Unified State Plan reflects the collective thinking of agencies, partners and other stakeholders who are involved or have a stake in the workforce development system.

Section I: WIOA State Plan Type

Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

This Unified State Plan outlines a comprehensive four-year strategy for the investment of federal workforce training and employment services in a manner that aligns, coordinates, and when appropriate, integrates service delivery for the core programs funded under WIOA. These programs include Title I: Adult, Dislocated Worker, and Youth Programs, Title II: Adult Basic Education and Literacy Program, Title III: Wagner-Peyser Employment Services Program, and Title IV: Vocational Rehabilitation Services.

This Plan also provides a framework for aligning other relevant state and federally funded workforce, education, and human services programs, and in this manner, lays the groundwork for potentially moving the State of Hawaii toward a WIOA combined plan. To this end, Hawaii's Unified State Plan initiates expansion of partnerships beyond core programs to other relevant programs such as Temporary Assistance to Needy Families (TANF), Carl Perkins K-12 Career and Technical Education (CTE) programs, as well as the University of Hawaii Community Colleges, other partner programs, key employers and local community agencies.

While this plan aspires to the objectives of a combined plan, it is not a combined plan and is not being submitted in lieu of other plans required by the federal government of state plan partners under a combined plan. For purposes of federal compliance, Hawaii's State Plan should be considered and treated as a Unified State Plan under the requirements of WIOA.

Section II: Strategic Elements

The Unified State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies that State's overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth.

(a) Economic, Workforce, and Workforce Development Activities Analysis

The Unified State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.

(1) Economic and Workforce Analysis

(A) Economic Analysis –*analysis of the economic conditions and trends in the state, including regions of the state.*

- (i) Existing Demand Industry Sectors and Occupations*
- (ii) Emerging Demand Industry Sectors and Occupations*
- (iii) Employers' Employment Needs*

Economic Analysis

The Hawaii Comprehensive Economic Development Strategies (CEDS) process is an ongoing review of external opportunities and threats to Hawaii's economy. The process keeps its pulse on Hawaii's capabilities and limitations to ensure that adequate resources are available to capitalize on opportunities and mitigate threats that are priority for our State.

The economic analysis and planning of the Hawaii CEDS processes are predicated on cluster economic analysis. An economic cluster "is a group of firms, related economic actors, and institutions that are located near one another and that draw productive advantage from their mutual proximity and connections. They may be connected by functional relationships (e.g. suppliers and purchases, producer and distributors) or by competition for similar markets."¹

The economic analysis of the current economic environment in this synopsis of the local and statewide CEDS reports submitted to the U.S. Department of Commerce and Consumer Affairs and examines the current and short-term economic projections at Hawaii's individual counties and the State.

¹ National Governors Association and the Council on Competitiveness, *Innovation America, Cluster-Based Strategies for Growing State Economies*, 2006.

County of Hawaii (Big Island) - Regional Economic Benchmark Data

Profile of Hawaii Island's Economy

The economy of the Big Island (Hawaii Island County) has a gross regional product of approximately \$6.31 billion (2013) and net exports of \$123 million. The big island economy supports approximately 100,560 jobs (2015) that pay an average of \$41,153 in annual earnings.²

The Big Island economy has 7 traded clusters that are within the top 25% of all regions throughout the United States based on employment specialization. This suggests that these clusters are where businesses on the Big Island are employing higher numbers of workers in response to or in anticipation of consumer demand.



Traded Cluster ³	Number of Industries ⁴	Number of Business w/Payroll in the County (Businesses) ⁵	Number Employed in Economic Cluster (Jobs) ⁶
Hospitality and Tourism	19	259	8,127
Electric Power Generation and Transmission	1	4	282
Water Transportation	2	4	109
Environmental Service	1	n/a	14
Fishing and Fishing Products	2	n/a	502
Music and Sound Recording	n/a	n/a	20
Jewelry and Precious Metals	1	5	84

² Source: Statistics other than noted, were derived from the Economic Modeling Specialist, International (EMSI), Developer for the period of 2015 to 2020. Data reflects the following parameters: County of Hawaii, 2014-2015, QCEW, Non QCEW, Self Employed, and Extended Proprietors.

³ U.S. Cluster Mapping Project

⁴ Source: EMSI Developer

⁵ Source: EMSI Developer

⁶ Source: EMSI Developer

Hawaii Island Economic Outlook⁷

The outlook for 2016 of Hawaii Island continues to be good due to continuing strength in the tourism market and residential construction. What is promising for the Big Island, is a diversification in the destinations from which visitor are arriving.

“Hawaii Island has always had more Japanese visitors than other outer island, but a weak yen and still no direct airlift reduced their count by 14% in 2015. Helping to offset this was a nearly 10% increase in Canadian visitors.”

In addition to Hospitality and Tourism, the outlook for residential construction is continuing to be hopeful. Residential projects in Hilo include Hilo Hillside Estate (54 lots), Lake View Estates (37 lots), a 49-lot project below Hilo Municipal Golf Course demonstrate both pent-up and demand for the construction industry.

“Large contractors have backlogs going past 2016. Specialty high-end contractors are hard to find. Workers are being hired, and there are shortages in skilled construction fields such as operating engineers.”

County of Honolulu (Oahu) - Regional Economic Benchmark Data

Profile of Oahu's Economy

The economy of the City and County of Honolulu (Oahu) has a gross regional product of approximately \$56 billion (2013) and net exports of \$35 billion. Honolulu's economy supports approximately 651,607 jobs (2015) that pay an average of \$54,513 in annual earnings.⁸ Honolulu's economy has 12 traded clusters that are within the top 25% of all regions throughout the United States based on employment specialization. This suggests that these clusters are where Honolulu businesses are employing higher numbers of workers in response to or in anticipation of consumer demand.



⁷ Syderhoud, J., *Economic Forecast Hawaii Island Edition 2015-2016*, First Hawaiian Bank.

⁸ Source: Statistics other than noted, were derived from the Economic Modeling Specialist, International (EMSI), Developer for the period of 2015 to 2020. Data reflects the following parameters: County of Hawaii, 2014-2015, QCEW, Non QCEW, Self Employed, and Extended Proprietors.

Traded Clusters	Number of Industries	Number of Businesses w/Payroll in the County (Businesses)	Number Employed in Economic Cluster (Jobs)
Hospitality and Tourism	23	663	29,525
Transportation	11	153	9,419
Education	6	305	32,852
Insurance	8	178	5,288
Water Transportation	8	56	3,229
Electric Power Generation and Transmission	4	16	1,574
Performing Arts	7	111	5,039
Environmental Services	6	24	441
Apparel	5	60	990
Jewelry	1	17	439
Music	4	9	137
Footwear ¹⁰	2	n/a	60

Oahu Economic Outlook⁹

Tourism and construction continue to drive economic growth on Oahu. Tourism is expected to continue to grow in 2016, albeit at a more modest rate than in 2015. The length of stay by visitors was up in 2015 and average daily spending has increased.

“The reduction in growth (rate) next year is a reflection of capacity constraints... In addition, high room rates plus the continued strong dollar relative to the yen, and the Canadian and Aussie dollars, all suggest that tourism will continue to contribute to growth but at an attenuated pace. Visitor expenditures will remain positive, but only modestly above the rate of inflation.”

Construction on Oahu will continue to grow with construction permits (leading indicator) suggesting pent-up demand for housing.

“Private construction permits and government contracts awarded are accelerating in 2015 to their highest growth since 2012. This confirms what we see on the ground and leads to optimism in 2016.”

“One constraint may be the labor market, where industry insiders say it’s increasing difficult to find qualified workers, especially in the skilled trades. Many former construction workers found other, more steady jobs during the downturn. It seems hard to attract them back.”

The county of Honolulu has the highest density of population in the State of Hawaii. Some of the contributing factors or impacts of the density are business and commerce, the seat of State

⁹ Suyderhoud, J., *Economic Forecast, Oahu Edition 2015-2016*, First Hawaiian Bank.

¹⁰ U.S. Cluster Mapping Project

government, Honolulu International Airport, the largest tourism lodging infrastructure, the largest proportion of higher education and K-12 institutions and the largest retail infrastructure.

It is clear that a large pool of Honolulu's workforce is in the government and services industries as a result of the commitments made in the 60's and 70's to developing the visitor industry of Hawaii through investments in infrastructure, policies and workforce. As Honolulu continues to prosper in the visitor and military industry it is crucial that we make a dedicated pivot with our current clusters to innovate new programs and solutions that are scalable to have exportable impacts to other regions both national and international. Some of the key opportunities we see are in Renewable Energy production and distribution, Technical Skills Education, Smart Communities planning and implementation around transportation hubs, and the Pacific Digital Broadband Economy.

County of Kauai - Regional Economic Benchmark Data

Profile of Kauai County Economy

The economy of the island of Kauai has a gross regional product of approximately \$3.6 billion (2013) and net exports of \$743 million. Kauai's economy supports approximately 43,606 jobs (2015) that pay an average of \$49,652 in annual earnings.¹¹

Kauai's economy has 6 traded clusters that are within the top 25% of all regions throughout the United States based on employment specialization. This suggests that these clusters are where Kauai businesses are employing higher numbers of workers in response to or in anticipation of consumer demand.



Traded Clusters	Number of Industries	Number of Businesses w/Payroll in the County (Businesses)	Number Employed in Economic Cluster (Jobs)
Hospitality and Tourism	15	173	5,892
Water Transportation	2	4	50
Performing Arts	4	5	560
Fishing	2	n/a	155

¹¹ Source: Statistics other than noted, were derived from the Economic Modeling Specialist, International (EMSI), Developer for the period of 2015 to 2020. Data reflects the following parameters: County of Hawaii, 2014-2015, QCEW, Non QCEW, Self Employed, and Extended Proprietors.

Jewelry	1	3	41
Music ¹²	1	n/a	10

Kauai Economic Outlook¹³

Strong activity in Hospitality and Tourism and growth in construction activity are expected to continue to drive Kauai's economy in 2016.

The outlook for Kauai's visitor market remains strong and similar to that on the Big Island may be changing in the profile of the location of origination of visitors. This will create greater diversity and stability to this cluster.

"Most of Kauai's visitors come from the U.S. west (50% of total) and east coast (31%). However, much of the recent growth has come, surprisingly, from other markets. Canada and other (Australia and Korea) markets have contributed significantly to the 2015 growth. This diversification of the visitor base will help maintain Kauai's tourism viability."

Complementing the diversification in visitor base, construction on Kauai is rebounding and anticipated to continue on this trajectory in 2016.

"The value of private residential permits has shown a good trend increase since mid-2011. As of 2015, permits are running over \$10 million per month compared to less than half that in 2011... As of 2014, total permits, including public construction, increased to \$252 million. This is still well off the pace in 2005-08, but foreshadows more activity ahead."

County of Maui - Regional Economic Benchmark Data

Profile of Maui County Economy

The economy of Maui County has a gross regional product of approximately \$ 7.8 billion (2013) and net exports of \$708 million. Maui's economy supports approximately 103,319 jobs (2015) that pay an average of \$47,764 in annual earnings.¹⁴



Maui's economy has 6 traded clusters that are within the top 25% of all regions throughout the United States based on employment specialization. This suggests that these clusters are where Maui businesses are employing higher numbers of workers in response to or in anticipation of consumer demand.

¹² Source: U.S. Cluster Mapping Project

¹³ Syderhoud, J., *Economic Forecast Kauai Edition 2015-2016*, First Hawaiian Bank.

¹⁴ Source: Statistics other than noted, were derived from the Economic Modeling Specialist, International (EMS), Developer for the period of 2015 to 2020. Data reflects the following parameters: County of Hawaii, 2014-2015, QCEW, Non QCEW, Self Employed, and Extended Proprietors.

Maui's Economic Outlook¹⁵

Based on strong visitor activity fueled by prior year investments in resorts and lodging, Maui's economy outlook is positive for 2016.

Traded Clusters	Number of Industries	Number of Businesses w/Payroll in the County (Businesses)	Number Employed in Economic Cluster (Jobs)
Hospitality and Tourism	18	374	15,700
Performing Arts	7	54	2,328
Electric Power	2	5	319
Water Transportation	3	8	148
Environmental Services	3	n/a	80
Music	1	1	12

Fortunately for Maui, 72% of visitor arrivals are U.S. visitors. This has insulated their Hospitality and Tourism cluster from declines in global economies. Further benefiting Maui, visitor average length of stay remains strong.

“Total visitor spending and total visitor days better indicate the sector's effect on the economy. Here, too, the news is good. Average length of stay has remained strong in 2013, 2104, and into 2015. Visitor days have seen a positive trends since 2008 with the usual seasonal fluctuations around that trend. Improved arrivals and visitors days have caused total visitor spending to double since the 2008-09 doldrums.”

Construction shows gradual improvements with leading indicators in construction permits suggesting greater levels of construction activity in 2016.

“The good news is that there is an upward trend in the total value of permits. In 2009, total private permits averaged less than \$20 million per month; by 2014 this had increased to nearly \$37 million. 2015 has begun with a bang as all categories in private permits are up significantly, foreshadowing accelerating construction into 2016.”

In 2015-16, the Maui County Comprehensive Economic Development Strategy (CEDS) process involved focus groups representing all industry clusters and geographical locations were convened to gather input on economic development challenges, opportunities, actions, and projects relevant to the formulation of the CEDS for Maui County. During the CEDS process, a consensus was agreed that the main economic drivers for the County were as follows: Agriculture, Construction and Housing, Creative Industries (incl. Arts, Entertainment, etc.), Energy, Health and Wellness, Sports and Recreation, Science, Technology and Innovation, and the Visitor industry.

¹⁵ Suyderhoud, J., Economic Forecast Maui Edition 2015-2016, First Hawaiian Bank.

As the Maui County CEDS Strategy Committee noted, the economies of Lanai and Molokai are very different to the rest of the County, partly reflecting the small population size and history, and therefore deserve distinct analysis and strategies for economic development. For Lanai, 60% of the island's workforce (1,400 in 2015) are in the accommodation and food services area, reflecting the predominance of the resort industry. A further 12% are in management positions, 6% in arts, entertainment and recreation, and 5% in retail and wholesale trade¹⁶.

For Molokai 31% of the workforce are employed in agriculture, forestry, fishing and hunting; 19% in healthcare and social assistance; 14% in retail trade; 10% in accommodation and food service; 4% in public administration; and 3% in both transportation and construction. Unemployment on Molokai remains persistently high, exceeding 10%, though lower in 2015 than in the period 2008-12 when it reached 15 to 20%.

Several clusters in Maui County are projected to continue their strong growth: Health and Wellness and Energy in particular. For the former, demographic changes and the notable influx of retirement-age residents are underpinning steady growth in demand for health services. For energy, the State's policy to reach 100% energy through renewable resources by 2045 is likely to ensure steady growth, especially because Maui County is a national leader in renewable energy adoption and demonstration projects. Conversely, the recent announcement by HC&S that their sugar 36,000 acre sugar plantation will close at the end of 2016 means a loss of 650 jobs and a likely further decline in the economic significance of the agriculture sector on Maui.

State of Hawaii Economic Benchmark

Profile of the State of Hawaii Economy

The economy of the State of Hawaii has a combined gross regional product from the four counties of approximately \$73 billion (2013) and net exports of \$38.9 billion. The State's economy supports approximately 900,006 jobs (2015) that pay an average of \$52,048 in annual earnings.¹⁷



That State of Hawaii's economy has 7 traded clusters that are within the top 25% of all states throughout the United States based on employment specialization. This suggests that these

¹⁶ Lanai and Molokai workforce data from DLIR sources.

¹⁷ Source: Statistics other than noted, were derived from the Economic Modeling Specialist, International (EMSI), Developer for the period of 2015 to 2020. Data reflects the following parameters: County of Hawaii, 2014-2015, QCEW, Non QCEW, Self Employed, and Extended Proprietors.

Traded Clusters	Number of Industries	Number of Businesses w/Payroll in the County (Businesses)	Number Employed in Economic Cluster (Jobs)
Hospitality and Tourism	25	1,493	59,468
Water Transportation	9	77	3,609
Environmental Services	6	32	503
Apparel	5	73	1,195
Jewelry	1	32	661
Music	4	12	207
Fishing	3	65	1,603

clusters are where businesses throughout the State of Hawaii are employing higher numbers of workers in response to or in anticipation of consumer demand.

State of Hawaii Economic Outlook¹⁸

A compilation of the outlook of the individual counties, the State of Hawaii is anticipating continued high levels of tourism activity, albeit with marginal gains.

“Overall, we expect visitor arrivals to ease to 1.5% growth next year, following this year’s 4.2% rise. The number of visitor days will advance at a similar rate, firming a bit as we move into 2017. With only modest anticipated growth in accommodations, the measured growth in visitor numbers will be sufficient to maintain the occupancy rate near its current level of 78-80%. Visitor spending will continue to be constrained by weak foreign currencies, rising about 2.5% or less annually over the next several years. “

Construction will continue to be a strong contributor to Hawaii’s economy in 2016. Importantly, Hawaii is seeing increased construction activity on the neighbor islands.

“The construction industry looks set for several more years of growth before work tapers off late in the decade. New and continuing projects on the residential side will increase available housing on all islands, even if activity falls short of anticipated need. Any array of commercial and resort-related construction and renovation will add to retail growth and upgraded visitor accommodations.”

(i) Existing Demand Industry Sectors and Occupations **More Advertised Jobs Posted Online**

¹⁸Bonham, C., Gangnes, B., Fuleky, P., Hirashima, A., Jones, J., Balderston, A., Ward, V., UHERO Forecast Project, Annual Hawaii Forecast: Subscribers Edition, Expansion Will Continue Despite Global Challenges, UHERO The Economic Research Organization at the University of Hawaii, December 11, 2105.

Another indication that Hawaii's economy is starting to improve is the elevated demand for more workers by employers. Since a big drop-off in 2009, three out of the four counties improved every year from 2010 to 2014, according to the data on advertised jobs.

Only Honolulu County experienced the same trend as the state with a slight dip in 2012, followed by significant pickup in employment opportunities over the next two years. Maui County led the way with over 300 percent more postings followed by gains of 202 percent in Kauai County and 194 percent for Hawaii County. Although Honolulu County rose by the smallest percent, jobseekers benefitted from the highest volume of help wanted ads.

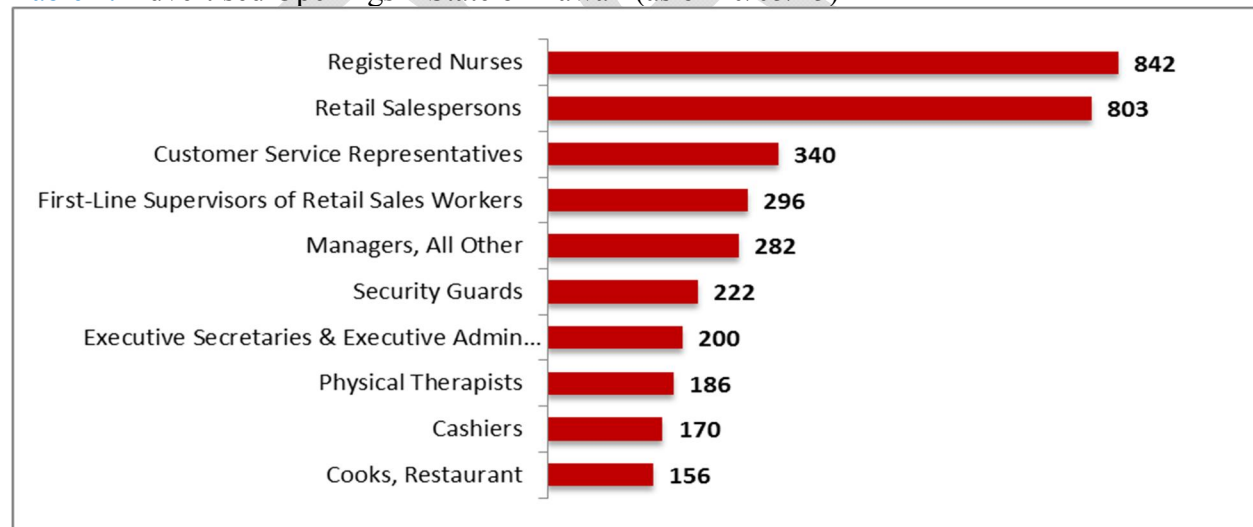
Table 1. Advertised jobs online, Annual 2009-2014

Area	2009	2010	2011	2012	2013	2014
State of Hawaii	101,360	106,089	132,771	131,608	210,014	278,652
Honolulu County	78,203	82,344	100,132	94,826	150,700	198,602
Hawaii County	8,670	8,503	11,084	12,823	19,291	25,474
Maui County	9,457	10,072	14,765	16,549	28,555	39,386
Kauai County	5,031	5,170	6,790	7,410	11,468	15,194

Source: Online Advertised Jobs, America's Labor Market Analyzer (ALMA)

As of October 5, 2015, the top advertised jobs within each county offered a mixture of opportunities for jobseekers. The following graphs display the 10 occupations with the most openings in the State as well as in each county.

Table 2. Advertised Openings – State of Hawaii (as of 10/05/15)



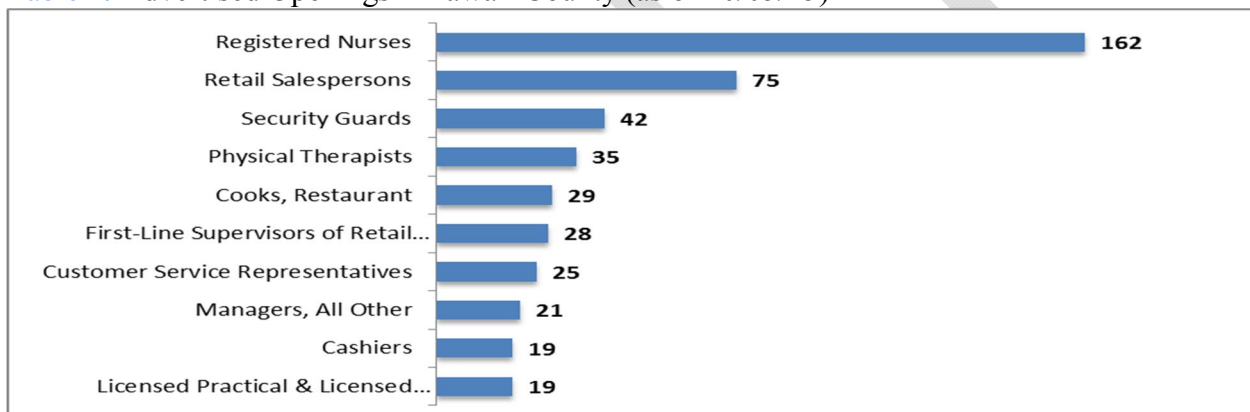
Source: Online Advertised Jobs, America's Labor Market Analyzer (ALMA)

Table 3. Advertised Openings – Honolulu County (as of 10/05/15)



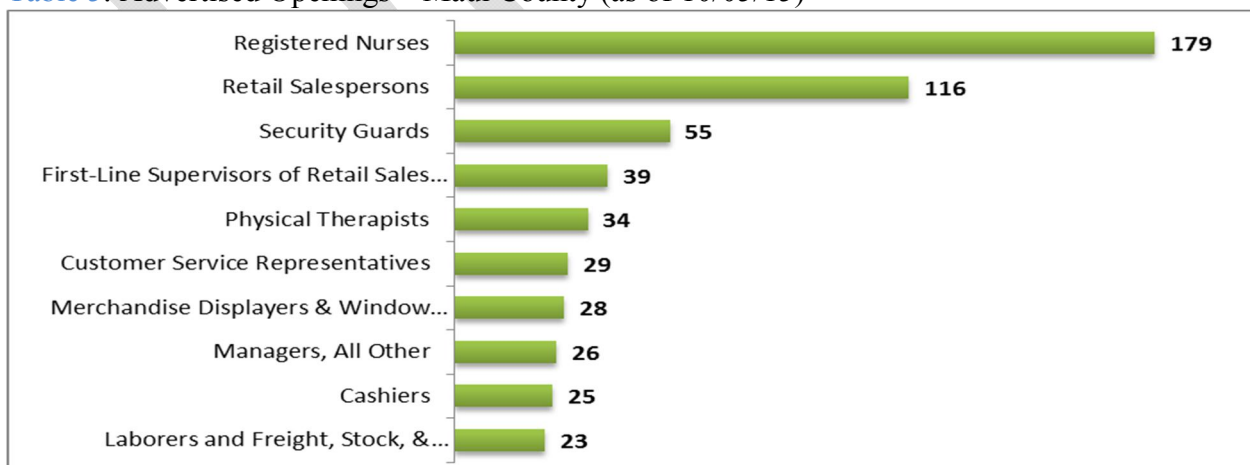
Source: Online Advertised Jobs, America's Labor Market Analyzer (ALMA)

Table 4. Advertised Openings – Hawaii County (as of 10/05/15)



Source: Online Advertised Jobs, America's Labor Market Analyzer (ALMA)

Table 5. Advertised Openings – Maui County (as of 10/05/15)



Source: Online Advertised Jobs, America's Labor Market Analyzer (ALMA)

Table 6. Advertised Openings – Kauai County (as of 10/05/15)



Source: Online Advertised Jobs, America's Labor Market Analyzer (ALMA)

Six occupations common to all counties that advertised openings included: registered nurses, retail salespersons, customer service representatives, first-line supervisors of retail sales workers, other managers, and cashiers. Security guards were in demand in three of the four counties. While some of the jobs in each county can be obtained with only a high school diploma, like laborers, others require some postsecondary training or education such as nurses and physical therapists.

(ii) Emerging Demand Industry Sectors and Occupations

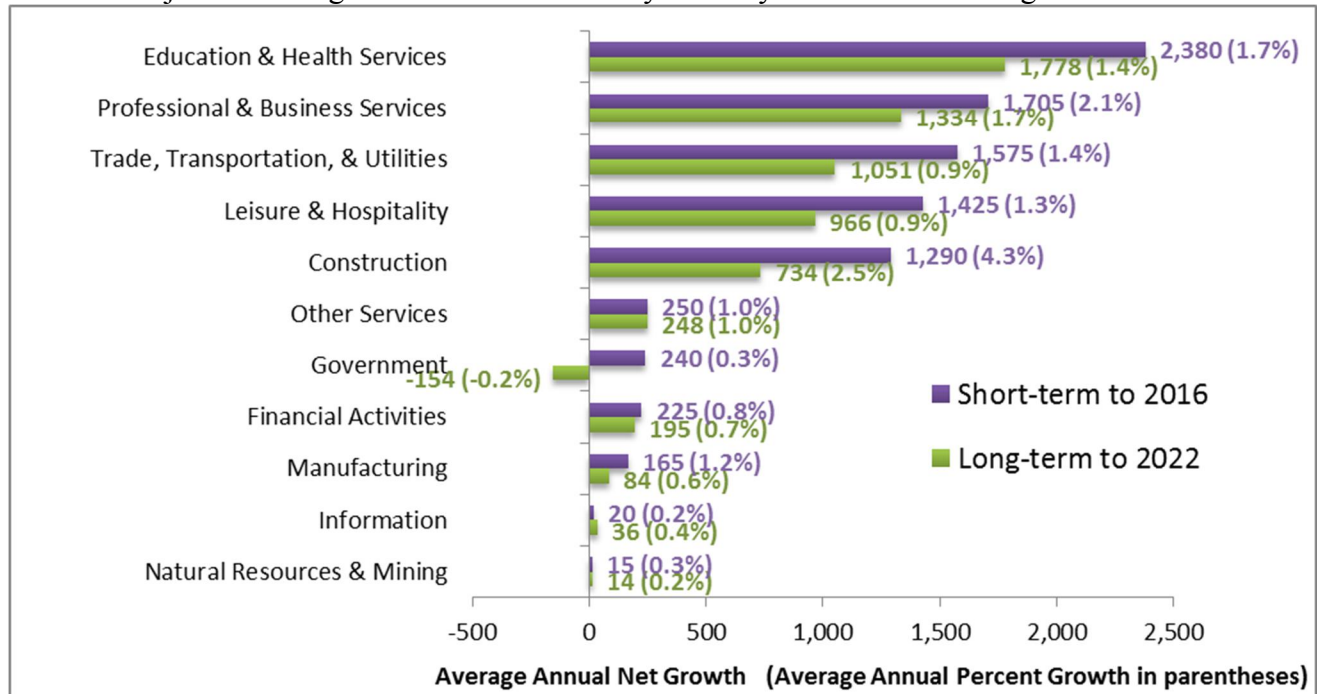
Short- and Long-term Job Growth Positive

Both short-term and long-term projections for Hawaii predict positive growth. The short-term outlook from 2014 to 2016 points to a rebounding economy and forecasts an increase of 19,760 jobs, or 1.4 percent annually. Growth over the long term will be slower and is projected to expand by 1.0 percent annually from 2012 to 2022.

Job gains among the industries will vary slightly depending on the timeframe of the projections. More than 57 percent of the short-term job gain is projected to occur in three sectors: education and health services (2,380); professional and business services (1,705); and trade, transportation, and utilities (1,575). Within these sectors administrative and support and waste management and remediation services will provide the biggest gains, followed by health care and social assistance and educational services. Three industries will account for almost two-thirds of the increase in the long-term forecasts: education and health services (1,778); professional and business services (1,334); and trade, transportation, and utilities (1,051). Within these major sectors, the following subsectors will add at least 500 jobs per year: healthcare and social assistance; administrative and support and waste management and remediation services; and retail trade. During this period only government will incur a small decline in jobs.

The overall job outlook for the state appears more positive in the short-term compared to the long-term. Continued improvement in tourist arrivals should provide a much needed stimulus to the local economy. Now that the rail project is well on its way, it will not only provide a lot of construction jobs, but generate other developments surrounding rail stations.

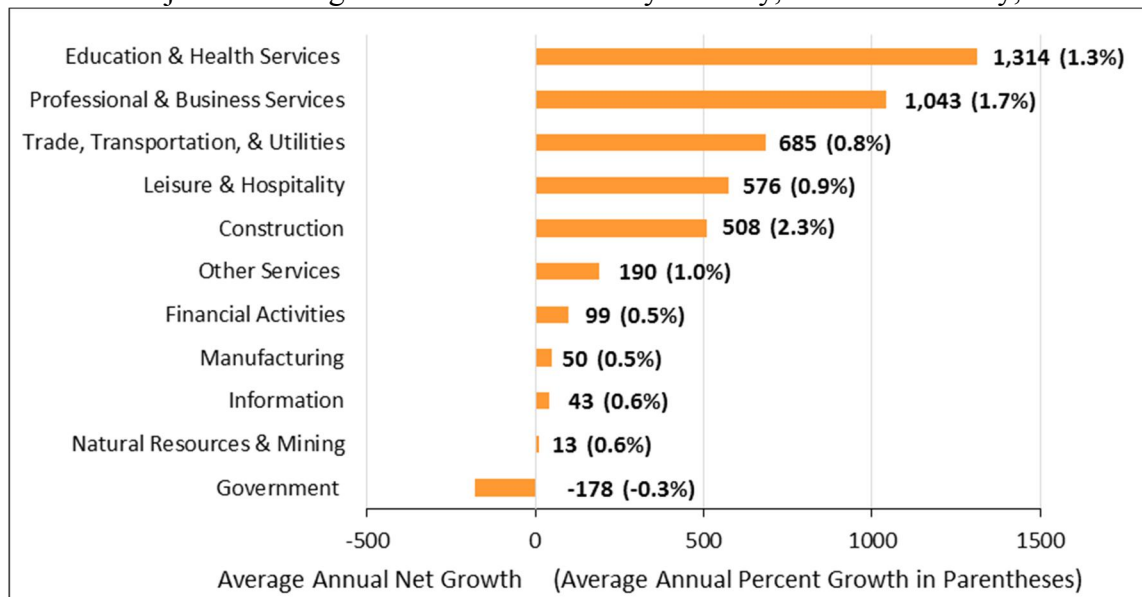
Table 7. Projected Average Annual Job Growth by Industry for Short- and Long-term



Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

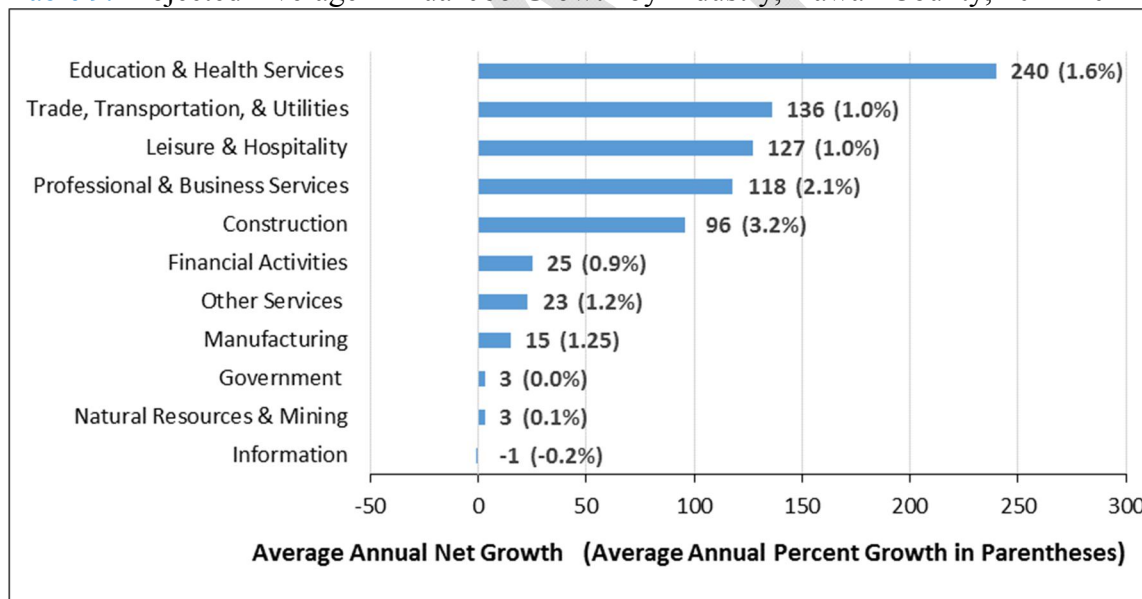
Although the individual rankings may vary between the counties, the top five industries adding the most jobs will be the same for all counties. Five industries - services; trade, transportation, and utilities; leisure and hospitality; and construction reflect the strength of healthcare, tourism, and construction to the economy. Construction, which accounts for approximately four to five percent of each county's workforce will provide the fastest rate of growth in all counties except Kauai County. Growth in manufacturing jobs will surpass all industries in Kauai County while the construction industry will follow with the second fastest rate.

Table 8. Projected Average Annual Job Growth by Industry, Honolulu County, 2012-2022



Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

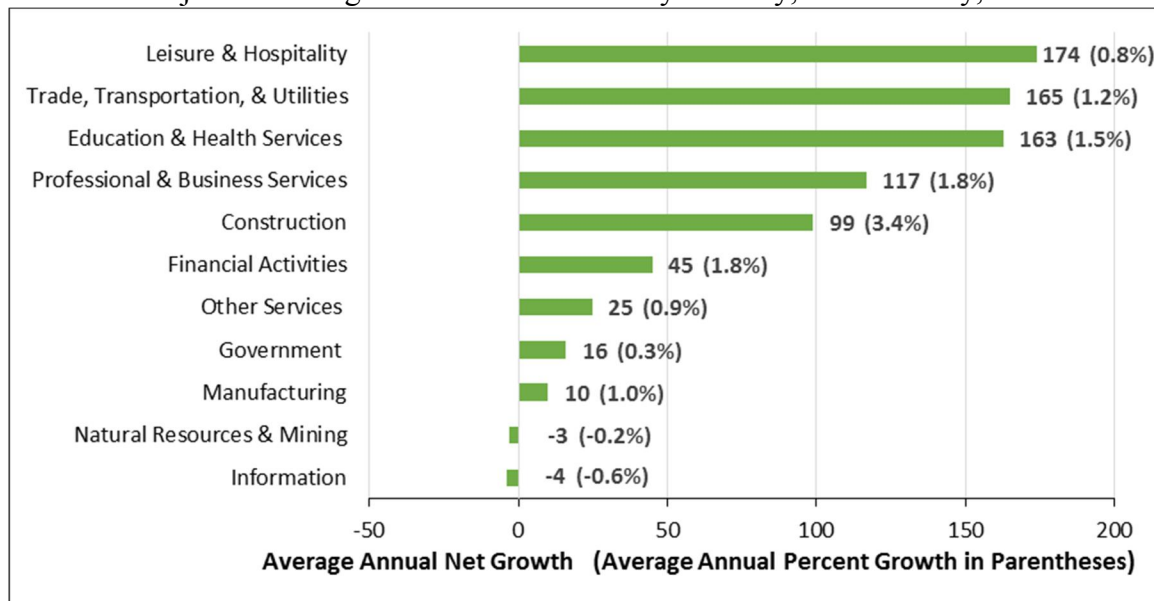
Table 9. Projected Average Annual Job Growth by Industry, Hawaii County, 2012-2022



Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

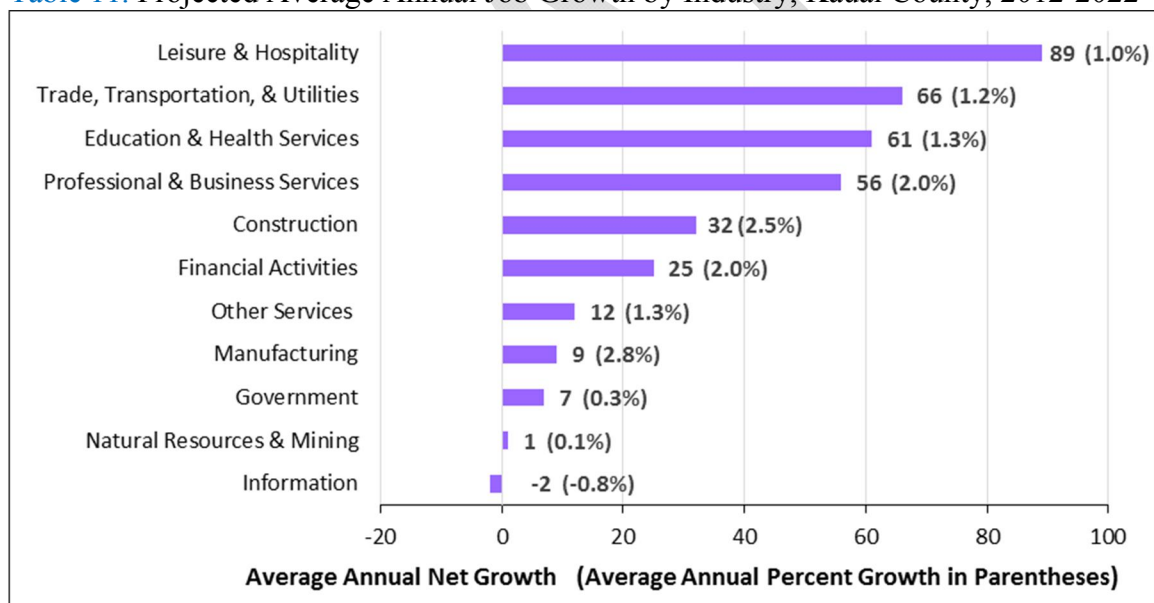
As technology continues to impact publishing companies, the information industry within Hawaii County, Maui County, and Kauai County will continue to shrink. In addition, natural resources and mining will lose jobs in Maui County. Government jobs will experience a cutback in Honolulu MSA only.

Table 10. Projected Average Annual Job Growth by Industry, Maui County, 2012-2022



Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

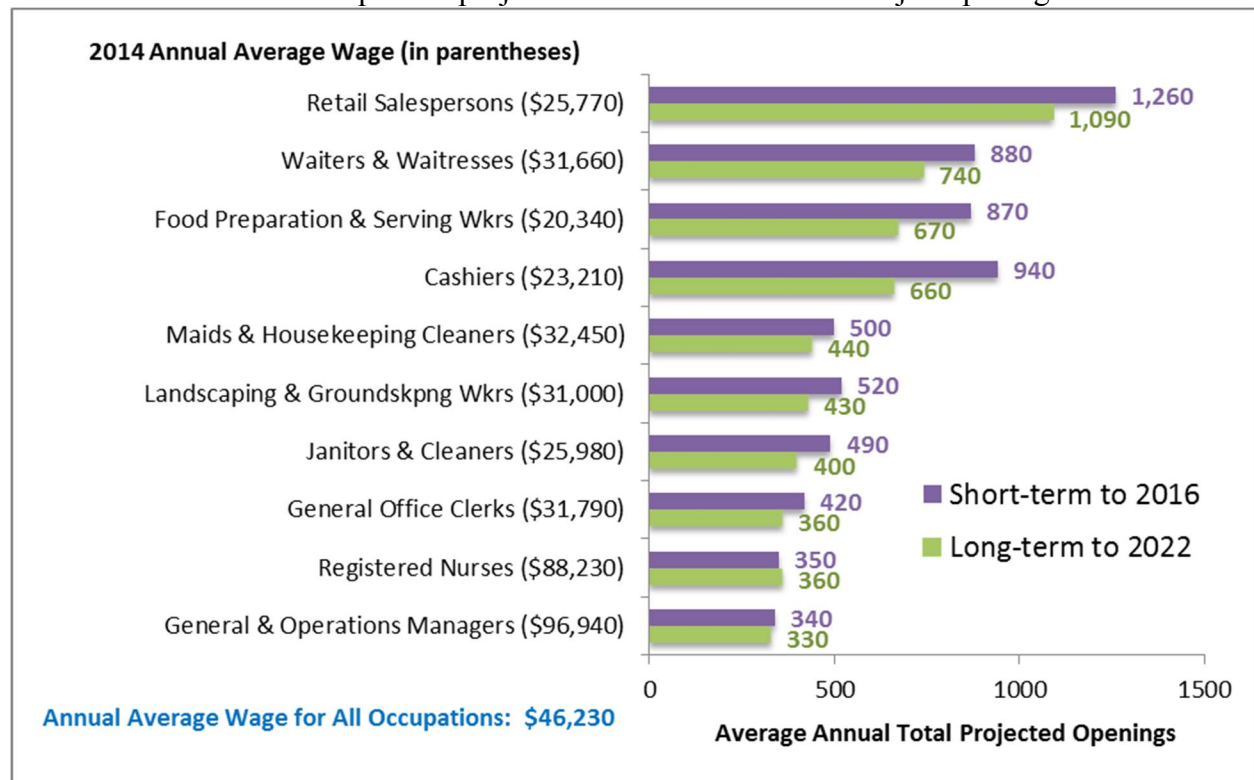
Table 11. Projected Average Annual Job Growth by Industry, Kauai County, 2012-2022



Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

Many of the job openings for the short- and long-term will occur in entry level, transitional jobs. The ten occupations projected to have the most job openings in the long- and short-term future are large-sized occupations. Of the ten, the top eight require short-term on-the-job training. Registered nurses and general and operations managers require higher education and earn more than the statewide average of \$46,230.

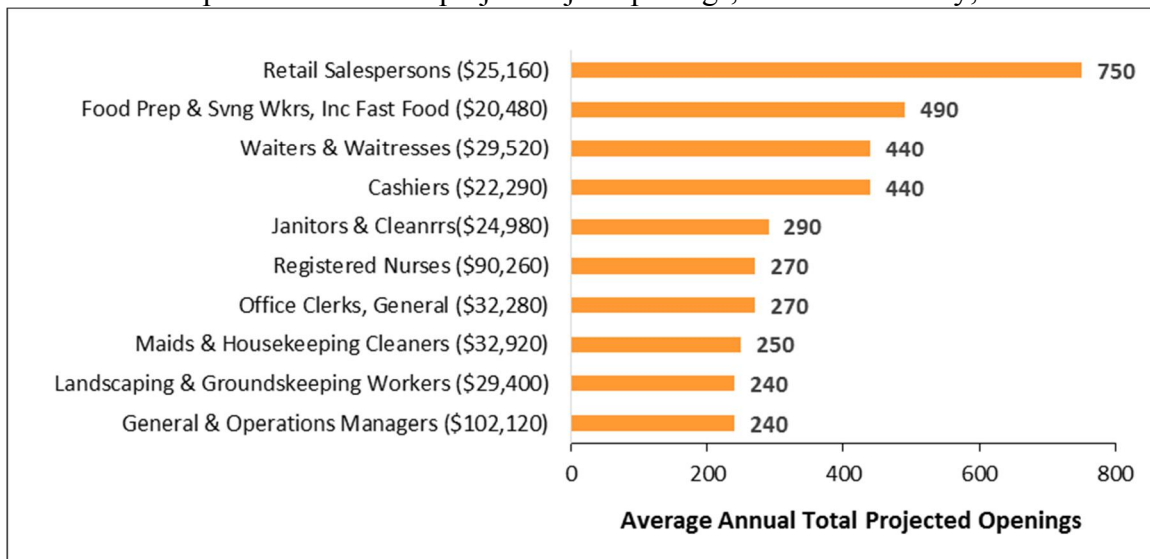
Table 12. Ten Hawaii occupations projected to have the most annual job openings



Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

Among the occupations with the most projected openings, six occupations were common to all four counties. These include: retail salespersons; food preparation and serving workers; waiters and waitresses; cashiers; maids and housekeeping cleaners; and landscaping and groundskeeping workers. With the exception of registered nurses, and general and operations managers reported in Honolulu County's list, all other occupations earn less than the statewide average of \$46,230.

Table 13. Occupations with most projected job openings, Honolulu County, 2012-2022



Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

Table 14. Occupations with most projected job openings, Hawaii County, 2012-2022



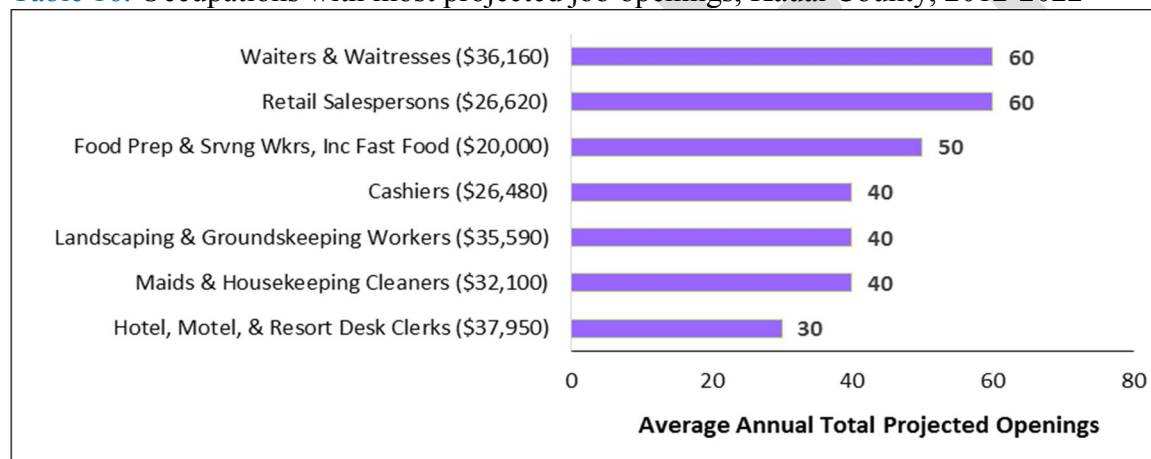
Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

Table 15. Occupations with most projected job openings, Maui County, 2012-2022



Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

Table 16. Occupations with most projected job openings, Kauai County, 2012-2022



Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

Short-term growth should outperform long-term growth as the economy moves forward and will continue to expand in the next few years. The long-term outlook projects our economy at full employment, while the short-term forecast predicts the upcoming business cycle.

In the short-term, there will be increased demand in the education and healthcare industries due to the push for educational reform by the current Administration and the aging population. The visitor industry will continue to rise. However, as statewide occupancy rates hover around 80 percent, growth will proceed at a more moderate pace compared to the past few years. Gains within the visitor industry will positively impact retail trade, air and sightseeing transportation, and of course accommodations and food services. Visitor arrivals are expected to increase from places other than the U.S. and Japan, while occupancy rates and room rates are also going up. In addition, visitor spending is increasing, which bodes well for not only tourism but, in general, for the entire economy, too. Likewise, construction, has been on the upswing, benefitting from

residential high-rise projects and work on the rail system. The potential for growth in the energy sector is tremendous due to Hawaii's lengthy sunshine, wind action in certain areas, geothermal energy, and deep water. To capitalize on these natural resources, the WDC convened an Energy Skills Panel In 2012 to identify projected skill shortages and skills needed.

Table 17. Occupational Employment and Growth, State of Hawaii, 2012-2022

Occupation	Employment		Change		Average Annual Openings		
	2012	2022	Net	Percent	Growth	Replace-ments	Total
Total, All Occupations	664,640	729,850	65,210	9.8%	6,890	16,070	22,960
Management, Business, & Financial	78,380	84,390	6,010	7.7%	720	1,570	2,290
Computer, Engineering, & Science	27,680	29,970	2,290	8.3%	260	610	870
Education, Legal, Comm. Service, Arts, & Media	72,460	79,410	6,950	9.6%	700	1,490	2,190
Healthcare Practitioners & Technical	29,460	33,750	4,290	14.6%	430	610	1,040
Service	178,040	199,420	21,380	12.0%	2,140	5,110	7,250
Sales & Related	67,350	72,320	4,970	7.4%	510	2,060	2,570
Office & Administrative Support	92,710	97,670	4,960	5.4%	660	2,000	2,660
Farming, Fishing, & Forestry	6,730	6,690	-50	-0.7%	10	190	200
Construction & Extraction	31,770	38,040	6,270	19.7%	630	510	1,140
Installation, Maintenance, & Repair	25,070	27,620	2,550	10.2%	260	570	830
Production	15,710	16,720	1,010	6.4%	110	360	470
Transportation & Material Moving	39,270	43,840	4,580	11.7%	460	990	1,450

Totals may not add due to rounding to the nearest ten.

Source: Hawaii State Department of Labor and Industrial Relations, Research and Statistics Office, July 2015.

The long-term trend for growth in education and health services, in addition to trade, transportation, and utilities, echoes the forecast for short-term growth. The reasons are the same for both time periods, as tourism, and education and healthcare play a vital role in our state's economy. While unemployment rates continue to fall, administrative and support services are expected to benefit when the temporary help service agencies see increased demand by employers for temporary help. This is a sign that businesses may feel more confident to hire at least temporary help, if not permanent staff.

From 2012 to 2022, the large majority of county jobs will be derived from service occupations. This sector includes a broad spectrum of workers and employs between one-quarter to one-third of each counties workforce. The top seven occupational groups adding the most jobs will be ranked in the same order for both Maui County and Kauai County.

Among all occupational groups, construction and extraction occupations will advance the fastest with growth well above the average rate in all four counties. Only farming, fishing, and forestry, one of the smaller sized occupational groups will report a slight decline in employment for all counties except for Kauai County which will remain unchanged.

Table 18. Occupational Employment and Growth, Honolulu County, 2012-2022

Occupation	Employment		Change		Average Annual Openings		
	2012	2022	Net	Percent	Growth	Replacements	Total
Total, All Occupations	485,700	530,470	44,760	9.2%	4,740	11,550	16,290
Services	118,550	132,420	13,880	11.7%	1,400	3,370	4,760
Education, Legal, Community Service, Arts, & Media	57,170	62,480	5,310	9.3%	540	1,170	1,710
Management, Business, & Financial	60,060	64,820	4,760	7.9%	510	1,210	1,720
Construction & Extraction	23,840	28,030	4,190	17.6%	420	380	800
Healthcare Practitioners & Technical	23,110	26,300	3,190	13.8%	320	480	790
Transportation & Material Moving	28,460	31,640	3,190	11.2%	320	730	1,050
Office & Administrative Support	70,050	73,180	3,120	4.5%	460	1,500	1,950
Sales & Related	48,260	51,270	3,010	6.2%	310	1,460	1,770
Computer, Engineering, & Science	23,930	25,860	1,920	8.0%	220	520	740
Installation, Maintenance, & Repair	18,200	19,850	1,660	9.1%	170	420	590
Production	11,700	12,250	550	4.7%	70	260	330
Farming, Fishing, & Forestry	2,380	2,370	-10	-0.3%	0	70	70

Totals may not add due to rounding to the nearest ten.

Source: Hawaii State Department of Labor and Industrial Relations, Research and Statistics Office, July 2015.

The total number of jobs generated by replacement needs will exceed jobs created through growth opportunities. Three occupational groups - service; office and administrative support; and sales and related occupations will supply a large portion of the openings for each of the four counties.

Table 19. Occupational Employment and Growth, Hawaii County, 2012-2022

Occupation	Employment		Change		Average Annual Openings		
	2012	2022	Net	Percent	Growth	Replacements	Total
Total, All Occupations	70,540	78,800	8,250	11.7%	890	1,720	2,610
Services	20,920	23,940	3,020	14.5%	300	590	890
Construction & Extraction	3,190	4,040	860	26.8%	90	50	140
Office & Administrative Support	9,390	10,240	850	9.0%	90	210	300
Education, Legal, Community Service, Arts, & Media	6,690	7,390	700	10.4%	70	140	210
Sales & Related	7,080	7,770	700	9.8%	70	220	290
Healthcare Practitioners & Technical	2,650	3,160	510	19.2%	50	50	100
Transportation & Material Moving	4,190	4,680	500	11.9%	50	100	150
Management, Business, & Financial	8,090	8,500	410	5.1%	80	160	240
Installation, Maintenance, & Repair	2,690	3,040	350	12.8%	30	60	100
Production	1,800	2,040	240	13.3%	30	40	70
Computer, Engineering, & Science	1,770	1,920	150	8.5%	20	40	60
Farming, Fishing, & Forestry	2,090	2,070	-20	-0.9%	0	60	60

Totals may not add due to rounding to the nearest ten.

Source: Hawaii State Department of Labor and Industrial Relations, Research and Statistics Office, July 2015.

Table 20. Occupational Employment and Growth, Maui County, 2012-2022

Occupation	Employment		Change		Average Annual Openings		
	2012	2022	Net	Percent	Growth	Replacements	Total
Total, All Occupations	76,350	84,840	8,490	11.1%	900	1,980	2,880
Services	27,030	30,030	3,000	11.1%	300	820	1,120
Sales & Related	8,760	9,640	880	10.1%	90	280	370
Construction & Extraction	3,160	4,040	880	28.0%	90	50	140
Office & Administrative Support	8,960	9,700	740	8.3%	90	200	280
Management, Business, & Financial	6,930	7,620	700	10.0%	80	140	230
Education, Legal, Community Service, Arts, & Media	6,240	6,890	650	10.4%	70	130	200
Transportation & Material Moving	4,950	5,480	540	10.9%	60	120	180
Healthcare Practitioners & Technical	2,620	3,080	460	17.6%	50	60	100
Installation, Maintenance, & Repair	3,020	3,410	390	12.9%	40	70	110
Production	1,890	2,070	170	9.2%	20	50	60
Computer, Engineering, & Science	1,210	1,330	120	9.5%	10	30	40
Farming, Fishing, & Forestry	1,590	1,550	-40	-2.6%	0	50	50

Totals may not add due to rounding to the nearest ten.

Source: Hawaii State Department of Labor and Industrial Relations, Research and Statistics Office, July 2015.

Table 21. Occupational Employment and Growth, Kauai County, 2012-2022

Occupation	Employment		Change		Average Annual Openings		
	2012	2022	Net	Percent	Growth	Replacements	Total
Total, All Occupations	32,030	35,750	3,720	11.6%	390	830	1,220
Services	11,340	12,800	1,460	12.9%	150	330	480
Sales & Related	3,220	3,590	380	11.7%	40	100	140
Construction & Extraction	1,430	1,770	330	23.1%	30	20	60
Office & Administrative Support	4,150	4,460	320	7.7%	40	100	140
Management, Business, & Financial	3,530	3,820	290	8.1%	40	70	110
Education, Legal, Community Service, Arts, & Media	2,350	2,600	250	10.4%	30	50	80
Transportation & Material Moving	1,670	1,920	240	14.5%	20	50	70
Installation, Maintenance, & Repair	1,360	1,530	170	12.2%	20	30	50
Healthcare Practitioners & Technical	1,100	1,260	160	14.6%	20	20	40
Computer, Engineering, & Science	740	810	80	10.2%	10	20	30
Production	410	460	50	12.8%	10	10	20
Farming, Fishing, & Forestry	740	740	0	0.3%	0	20	20

Totals may not add due to rounding to the nearest ten.

Source: Hawaii State Department of Labor and Industrial Relations, Research and Statistics Office, July 2015.

(iii) Employers' Employment Needs

Wide Range of Skills and Education Needed

The largest, major occupational group of Service occupations has by far, the largest employment and will provide the most gains. From 2012 to 2022, job growth in this group will significantly outpace all other groups, representing one-third of the total job advances. Service occupations encompass a wide range of jobs (healthcare support, protective service, food workers, and

maintenance workers) with varying skills and education and training requirements, and employ approximately a quarter of the workforce. Approximately 32 percent of all job openings will be generated by this group.

In terms of percentage growth, the construction and extraction occupational group is projected to expand faster than the statewide average for all occupations, increasing by 19.7 percent. Growth in healthcare practitioners and technical occupations ranks second, followed by service occupations, at 14.6 percent and 12.0 percent, respectively – well above the state’s average growth rate of 9.8 percent.

To identify the kinds of skills and knowledge that individuals need to find current and future employment and that employers’ desire in their employees, a review of the largest annual openings by occupation is in order.

Table 22. Skill Requirements of Jobs with the Most Job Openings, 2012-2022

Occupation	Skills	Abilities	Knowledge	Educ./Trng./ Work Exper.	2022 Avg. Ann. Openings
Retail Salespersons	Active listening, persuasion, speaking, service orientation	Oral comprehension & expression, speech clarity & recognition, near vision, problem sensitivity	Customer & personal service, sales & marketing, English language, math	< HS/ Short-term OTJ trng./ No exper.	1,090
Waiters & Waitresses	Active listening, service orientation, social perceptiveness	Oral comprehension & expression, speech clarity & recognition, arm-hand steadiness, stamina	Customer & personal service, food production, English language	< HS/ Short-term OTJ trng./ No exper.	740
Food Preparation & Serving Workers	Active listening, monitoring, speaking, coordination, service orientation	Oral comprehension & expression, speech clarity & recognition, info ordering	Food production, English language, customer & personal service, math	< HS/ Short-term OTJ trng./ No exper.	670
Cashiers	Active listening, service orientation, speaking, mathematics	Oral expression & comprehension, near vision, speech recognition & clarity, info ordering	Customer & personal service, math, English language	< HS/ Short-term OTJ trng./ No exper.	660
Maids & Housekeeping Cleaners	Service orientation, coordination, active listening, monitoring, speaking	Extent flexibility, trunk strength, stamina, info ordering, near vision, oral comprehension, problem sensitivity	Customer & personal service, English language, public safety & security	< HS/ Short-term OTJ trng./ No exper.	440
Landscaping & Groundskeeping Workers	Operation & control, active listening, critical thinking, speaking	Arm-hand steadiness, multi-limb coordination, control precision, manual dexterity, near vision	Mechanical, English language, administration & mgmt., customer & personal service	< HS/ Short-term OTJ trng./ No exper.	430
Janitors & Cleaners	Critical thinking, active listening, coordination, social perceptiveness, speaking	Trunk strength, extent flexibility, manual dexterity, oral comprehension, static strength, near vision	Public safety & security, customer & personal service, chemistry	< HS/ Short-term OTJ trng./ No exper.	400

General Office Clerks	Active listening, reading comprehension, speaking, writing, social perceptiveness	Oral comprehension & expression, written comprehension, speech clarity & recognition	Clerical, customer & personal service, English, computers & electronics, math	HS or equiv./Short-term OTJ trng./ No exper.	360
Registered Nurses	Active listening, reading comprehension, critical thinking, instructing, speaking	Problem sensitivity, oral expression & comprehension, inductive & deductive reasoning	Medicine & dentistry, psychology, customer & personal service, English, biology	Associate's degree/No trng./ No exper.	360
General & Operations Managers	Active listening, mgmt. of personnel & time, judgment & decision making	Oral expression & comprehension, problem sensitivity, speech clarity & recognition	Admin. & mgmt., customer & personal service, English, law & govt.	Bachelor's degree/ No trng./ 5+ years exper.	330

Source: Department of Labor and Industrial Relations, Research and Statistics Office

Of the top ten occupations with the most annual openings, the top eight were primarily entry level positions requiring only basic skills and needed less than a month of training. Two of the occupations with the most openings involved food services jobs either as waiters and waitresses or food preparation workers. Retail sales jobs and cashiers were also plentiful. The skills for these types of jobs required predominantly active listening, speaking, service orientation, and social perceptiveness. As for knowledge, customer and personal service was critical and English played a strong role for those seeking employment in most of these positions. For the occupations dealing with food, food production was important. Of these eight occupations, a high school diploma was only necessary for general office clerks.

The top five occupations were tourist-related jobs that reflected the dominance of the visitor industry in our state's economy. Most of these positions are likely entry-level, requiring minimal to moderate training that is usually acquired on the job.

Two occupations – registered nurses and general and operations managers were among the high demand occupations in the state that required more advanced education, meaning an associate's degree or higher. Therefore, not surprisingly, in addition to basic skills, instructing, speaking, and critical thinking were deemed necessary skills for registered nurses, while general and operations managers required good judgment, decision making, and skills relating to the management of personnel and time. Along with these skills, knowledge specific to the job were necessary such as medical knowledge for nurses and knowledge of law and government were desirable attributes for general and operations managers.

Soft Skills Survey

Because the importance of soft skills is often undervalued and may lack sufficient training, the Workforce Development Division, with the support of a Workforce Investment Act National Emergency Grant, aimed to address this concern. In May 2015, the Research & Statistics Office conducted a soft skills survey of businesses that will aid in the development of training videos.

The soft skills survey targeted four currently in-demand industries: Construction, Healthcare, Hospitality, and Information Technology (IT). Services such as job coaching, short-term classes,

workshops, and training videos will be developed for the top four soft skills of each of the industries to prepare job applicants to be successful in these fields of work.

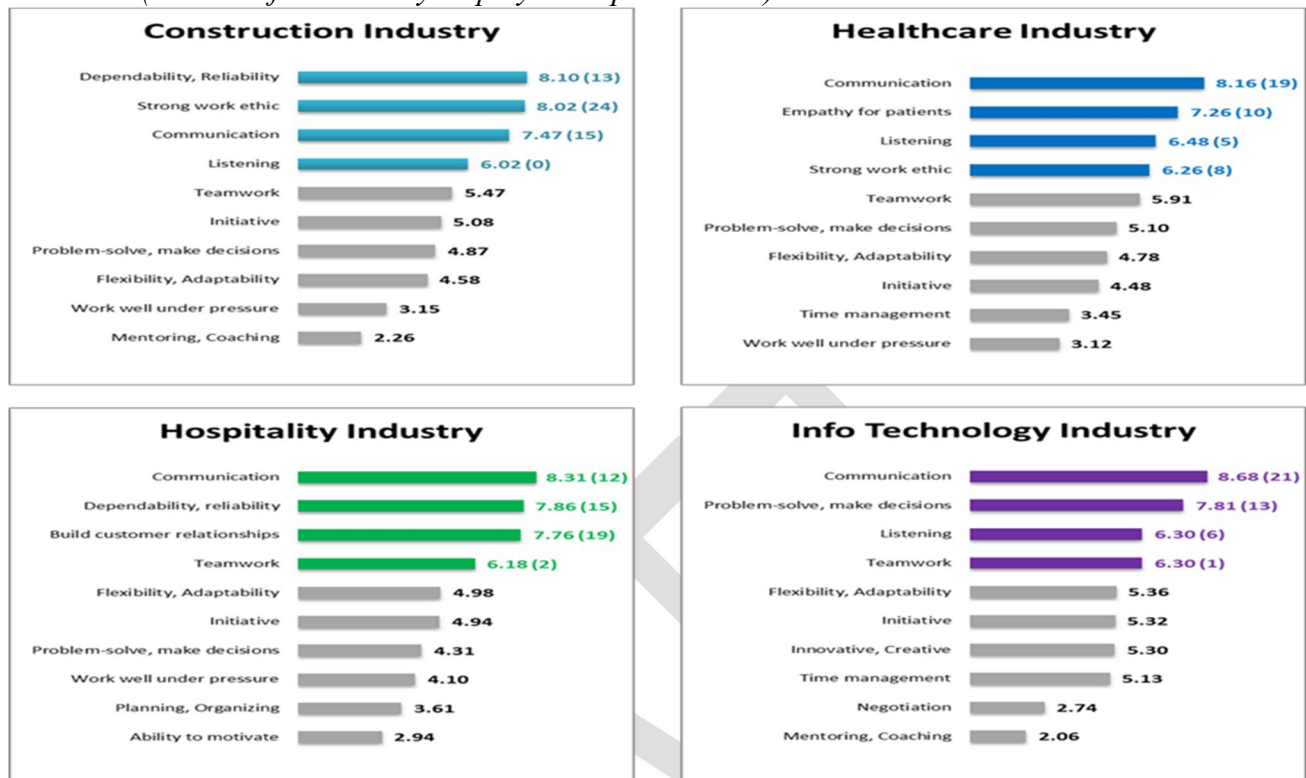
About 125 of the larger employers in each industry were surveyed and of the 500 total surveys mailed out, 225 or 45 percent sufficiently responded. Employers were asked to rank each soft skill from 1 to 10 in order of importance and the soft skill with the highest average ranking score was the most preferred.

Reviewing the soft skills collectively, *communication* was the only skill that ranked in the Top Four in all four industries. In fact, it registered as the most important skill in all industries except Construction, where it ranked third. *Listening* was also present in the Top Four of three industries (it was not in the list of skills for the Hospitality industry), ranking fourth in Construction, third in Healthcare, and tied for third in IT. An additional six soft skills made the Top Four list of at least one industry: *dependability/reliability*, *strong work ethic*, *empathy for patients*, *building customer relationships*, *teamwork*, and *problem-solving/decision-making*.

The following charts show the average ranking score for each soft skill in each industry. The amount of number 1 votes by employers are shown in parentheses. Note that a skill can have a higher average ranking score but have fewer number 1 rankings. For example: In the Construction industry survey, although *dependability/reliability* was the most important skill, it did not have the most number 1 votes. It received only 13, but it also garnered a significant amount of 2 and 3 rankings which boosted the average ranking score. *Strong work ethic* came in a close second, despite accumulating 24 number 1 rankings. It attracted a lot of number 2 votes but too few number 3 rankings.

Table 23. Average Ranking Score of Soft Skills for the Four Surveyed Industries

(amount of #1 votes by employers in parentheses)



Source: Research and Statistics Office, Soft Skills survey

Tools to Assess Employer Skill Needs

We should be better able to determine the skill needs of employers with the advent of more information technology available to the states through programs and tools such as:

- The Business Employment Dynamics (BED) Program, that analyzes longitudinal establishment micro-data from the Quarterly Census of Employment and Wages (QCEW) to generate measures of gross job gains and losses and establishment openings, expansions, contractions, and closings.
- The Census Bureau's Local Employment Dynamics (LED) Partnership in which our LMI agency provides establishment and worker Unemployment Insurance (UI) records to Census in exchange for unique, valuable indicators of the "employment flows" in states and areas through Quarterly Workforce Indicators, OnTheMap, and soon, the Job-to-Job Flows tool.
- The Census Bureau's American Community Survey as a key source of workforce information, including TIGER files for geospatial identifiers
- O*NET that is used to translate occupational information into skills information useful for education and training planning
- Use of "real-time" LMI services through Americas' Labor Market Analysis software that can scrape our local electronic job board called HireNet to generate current job demand, content, and requirements information.

(B) Workforce Analysis – *analysis of the current workforce, including individuals with barriers to employment in the state and regionally, including individuals with disabilities; displaced homemakers; low-income individual; Indians, Alaska Natives, and Native Hawaiians; older individuals; ex-offenders; homeless individuals; youth in foster care; English language learners; low-literate individuals; individuals with cultural barriers; farmworkers; individuals within two years of exhausting TANF benefits; single parents; long-term unemployed; veterans; and any other groups the state has identified.*

(i) Employment and Unemployment

(ii) Labor Market Trends

(iii) Education and Skill Levels of the Workforce

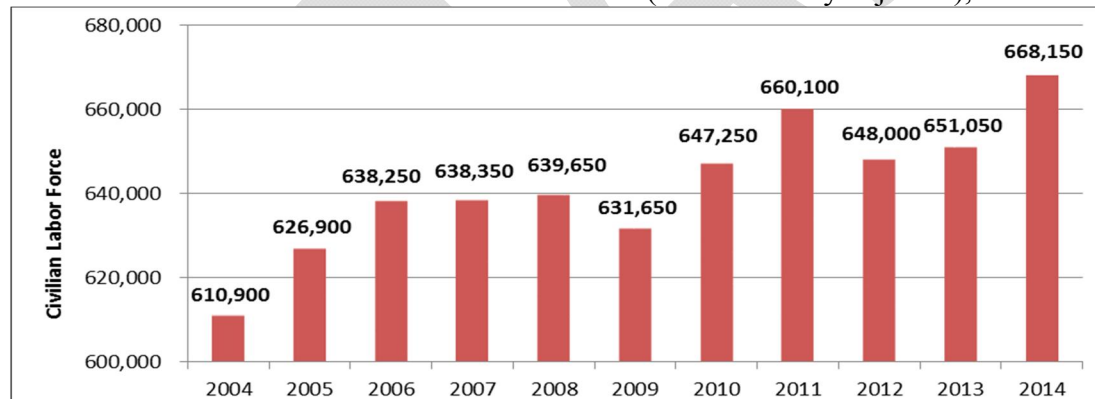
(iv) Skill Gaps

(i) Employment and Unemployment

Civilian Labor Force Expands

Hawaii's civilian labor force rose each year leading up to 2008 where it reached 639,650. Then in 2009, like the rest of the nation during the recession, it plunged to 631,650. Since then it has rebounded and peaked at 668,150 in 2014, an expansion of 2.6 percent over 2013 which was the highest percentage increase among the 50 states. Over the ten-year period of 2004 to 2014, Hawaii's labor force grew by 9.4 percent.

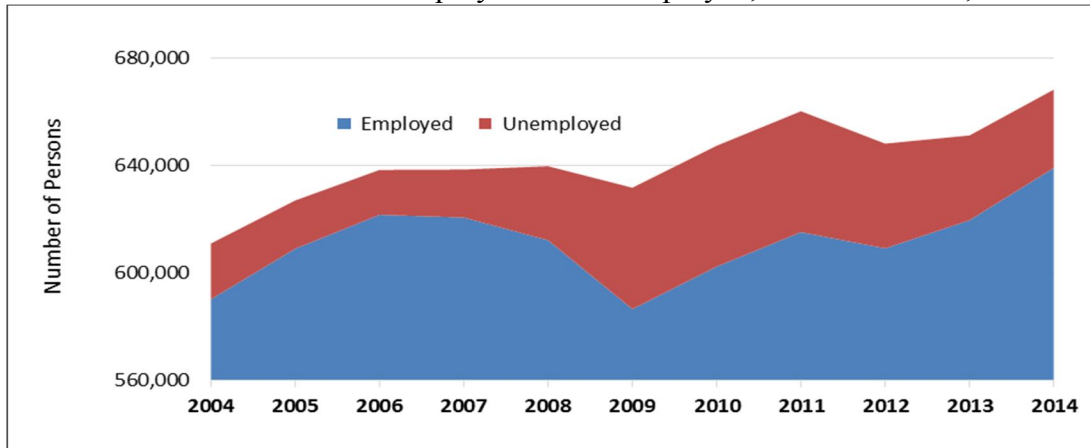
Table 24. State of Hawaii's Civilian Labor Force (not seasonally adjusted), 2004-2014



Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

Over the same ten-year period (2004-2014), statewide employment expanded by only 8.3 percent while unemployment grew by 40.5 percent. However, since the great recession (2009-2014), the number of employed has grown by 9.0 percent while the number of unemployed has declined by 35.4 percent.

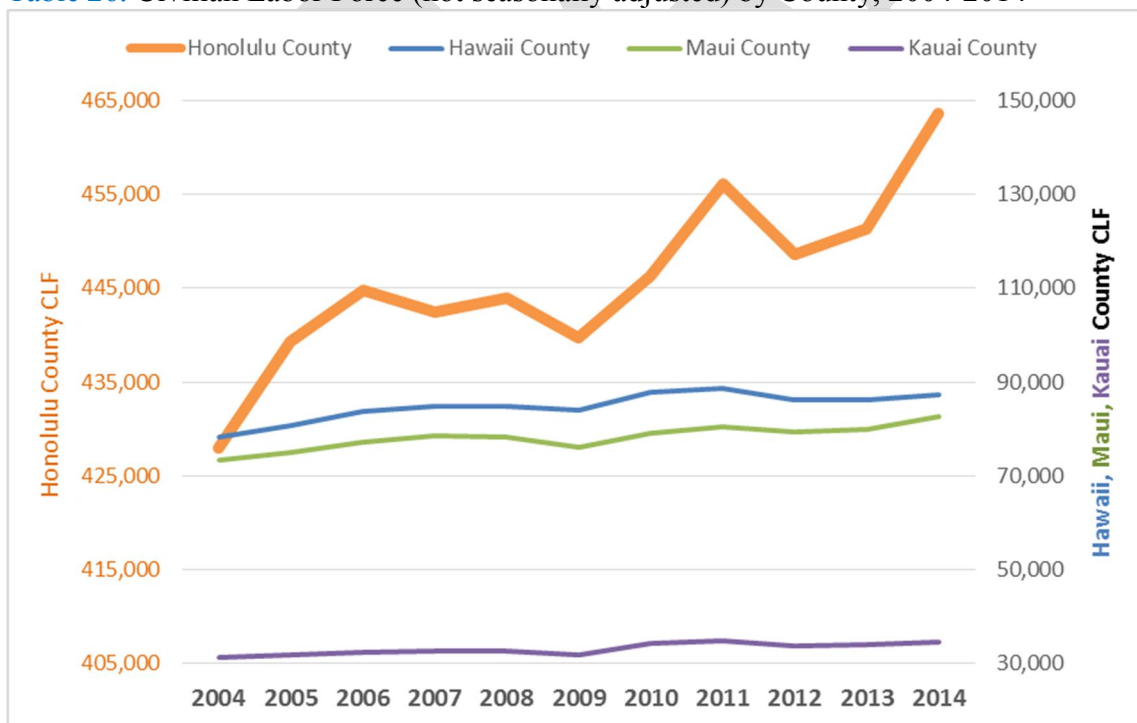
Table 25. Number of Persons Employed and Unemployed, State of Hawaii, 2004-2014



Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

Honolulu County's labor force trend is very similar to the statewide trend. Since 2004, the civilian labor force expanded by 8.3 percent to 463,550 in 2014. Hawaii County is the second largest labor force with 87,350 in 2014, an 11.5 percent increase during the 2004-2014 period. Maui County has the next largest labor force with 82,650 in 2014 and has grown at the fastest pace (12.6 percent) during the same ten-year period. Meanwhile, Kauai County's labor force stood at 34,600 in 2014, up 10.9 percent from 2004.

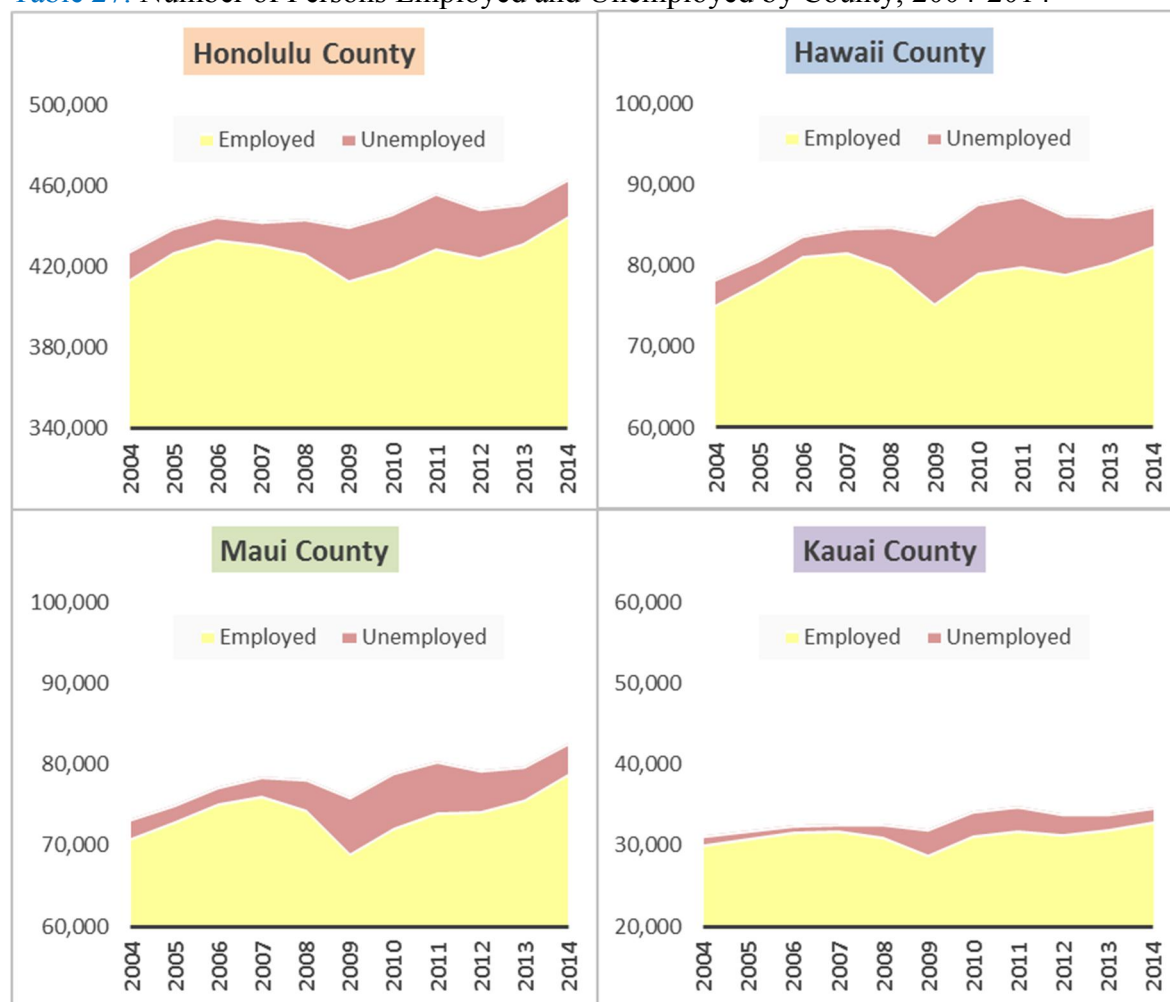
Table 26. Civilian Labor Force (not seasonally adjusted) by County, 2004-2014



Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

Over the same ten-year period (2004-2014), employment in Honolulu County expanded by 7.4 percent while unemployment rose by 34.0 percent. The number of employed in Hawaii County increased 9.8 percent, while the number of unemployed jumped by 51.6 percent. Maui County had the greatest growth in both employed (11.1 percent) and unemployed (59.6 percent). Meanwhile, Kauai County had a 9.5 percent increase in the number of employed persons and a 54.5 percent jump in unemployed persons over the same ten-year period.

Table 27. Number of Persons Employed and Unemployed by County, 2004-2014



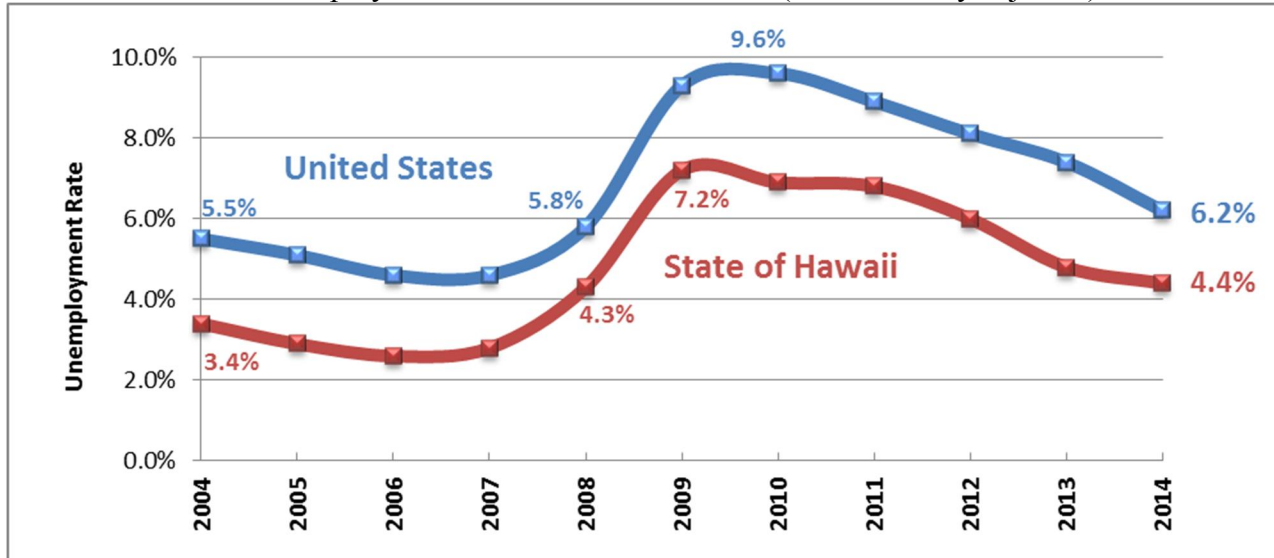
Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

Unemployment Rate Drops Further

Over the past ten years, Hawaii's unemployment rate has remained consistently lower than the national rate. In 2014, the unemployment rate fell from 4.8 percent in 2013 to 4.4 percent. This marks the fifth straight year that the ratio has fallen, helping Hawaii retain its ranking as 10th lowest in the nation.

As of September 25, 2015, the University of Hawaii Economic Research Organization (UHRO) projected the state's unemployment rate to be at 3.9 percent in 2015, 3.3 percent in 2016, and 3.1 percent in 2017.

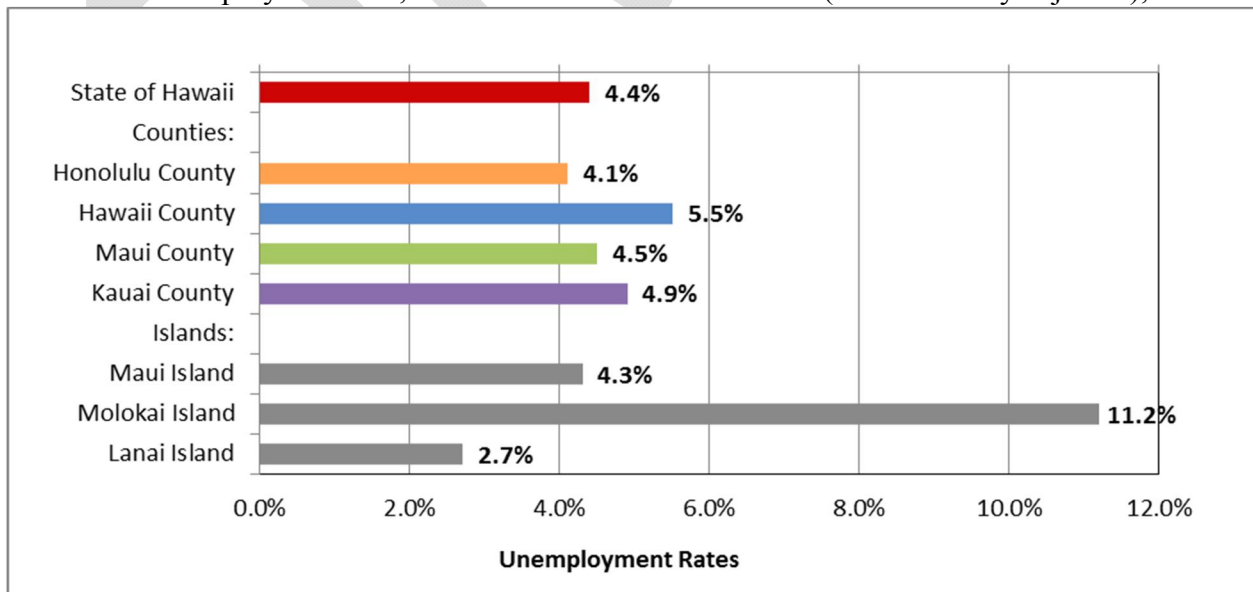
Table 28. Hawaii's unemployment rate still lower than U.S. (not seasonally adjusted)



Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

Among the counties, Honolulu MSA had the lowest jobless rate of 4.1 percent in 2014, followed by Maui County at 4.5 percent, Kauai County at 4.9 percent, and Hawaii County at 5.5 percent. While Maui County had the second lowest unemployment statewide, Molokai suffered the highest unemployment rate of all islands at 11.2 percent. The state's labor force participation ratio was 61.7 percent as of August 2015.

Table 29. Unemployment rate, Counties and Islands in Hawaii (not seasonally adjusted), 2014



Labor Under-Utilization

In 2014, all six of Hawaii's alternative measures of labor were lower than the average for the nation as a whole and ranked among the 10 lowest states in all measures except for U-1 and U-6. When referring to persons unemployed for 15 weeks or longer (U-1), Hawaii ranked 13th lowest in the nation. After accounting for discouraged workers, plus marginally attached workers (U-6), Hawaii's overall ranking dropped to 14th out of the 50 states.

Table 30. Alternative Measures of Labor Underutilization, 2014 Annual Average (Percent)

	U-1	U-2	U-3	U-4	U-5	U-6
United States	3	3.1	6.2	6.6	7.5	12
Hawaii	1.9	1.8	4.4	4.7	5.6	10.2

Source: U.S. Bureau of Labor Statistics

Definitions of the six state measures:

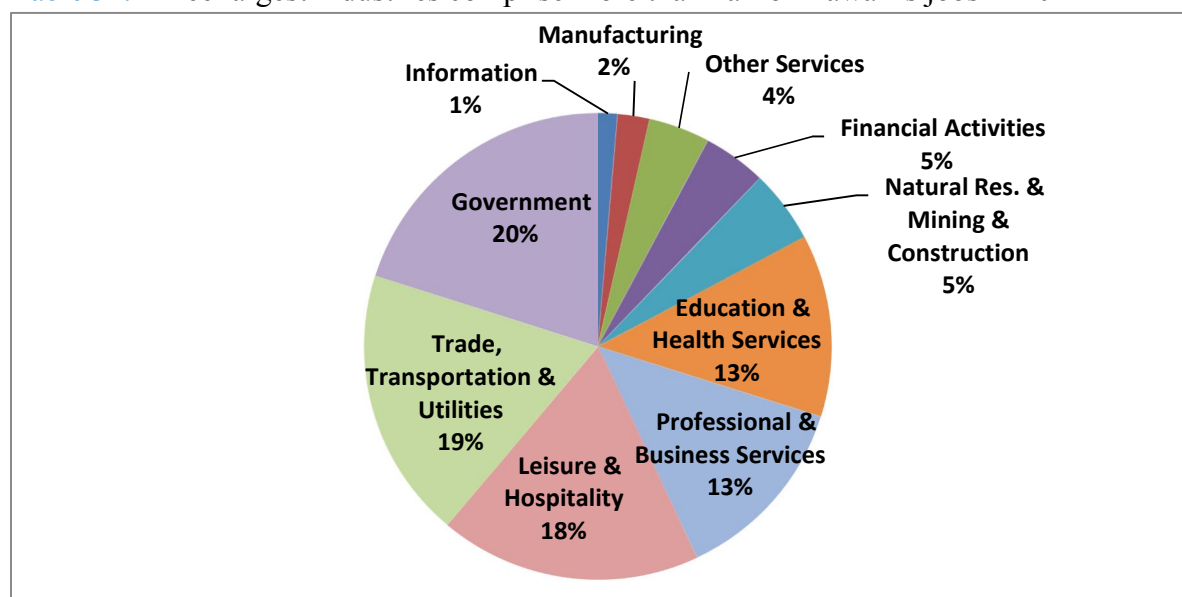
- U-1** - Persons unemployed 15 weeks or longer, as a percent of the civilian labor force
- U-2** - Job losers and persons who completed temporary jobs, as a percent of the civilian labor force
- U-3** - Total unemployed, as a percent of the civilian labor force (definition used for the official unemployment rate)
- U-4** - Total unemployed plus discouraged workers, as a percent of the civilian labor force plus discouraged workers
- U-5** - Total unemployed, plus discouraged workers, plus all other marginally attached workers, as a percent of the civilian labor force plus all marginally attached workers
- U-6** - Total unemployed, plus all marginally attached workers, plus total employed part time for economic reasons, as a percent of the civilian labor force plus all marginally attached workers

(ii) Labor Market Trends

Over One-Fifth Employed in Government

There are 10 major industries in the state, the largest being Government, which the Governor plans to transform by streamlining the state's information technology. The public sector consists of 125,600 jobs and accounts for about 20 percent of the total jobs count. Within the government sector, the largest branch is state government, with two-thirds of its jobs in Education. The federal government branch is the next largest and local government is the smallest.

Table 31. Three largest industries comprise more than half of Hawaii's jobs in 2014



Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

The second largest industry group is a combination of Trade, Transportation, and Utilities (TTU), amounting to 117,400 jobs or 19 percent of the job total. Approximately 500 jobs were added in the transportation, warehousing, and utilities sector between 2013 and 2014, primarily within air transportation. Many of these jobs in trade and transportation are influenced by our visitors count.

Not far behind is the Leisure and Hospitality industry with 113,300 jobs or 18 percent of the total job tally. A huge portion of this industry is Accommodation and Food Services, which is the hotel and restaurant business. Registering the biggest increase in jobs of 2,100 between 2013 and 2014, tourism continues to remain strong throughout the islands and is a vital part of our state's economy, bolstering the Governor's vision of relying on this stalwart Industry to sustain the state's economy. Most of the jobs in this industry are entry-level, and require minimal to moderate training that is usually acquired on the job.

Professional and Business Services with 82,300 accounted for 13 percent of all jobs. Most of the positions are found in the Administrative and Support and Waste Management and Remediation fields and secondarily, in the Professional, Scientific, and Technical area. Although tied for fourth in size, the professional sector increased their positions by 2,400, the largest gain between 2013 and 2014. This highlights the need for a more educated workforce, which spurred the former Governor to emphasize the need to invest in education through grants such as the "Race to the Top," which is also emphasized by the current Governor.

Education and Health Services sector jobs at 79,000 also account for 13 percent of the statewide job total. The bulk of them are in Health Care and Social Assistance agencies. This was one area of concern that the former Governor had in the State's ability to supply an adequately trained

workforce and the reason for the Department of Labor and Industrial Relations to conduct two health skills panels in 2010. These panels Identified skill shortages in specialty nursing and a glut of registered nurses, which was a surprising turn-around from a few years ago, when severe shortages for registered nurses created financial incentives for out-of-state and Immigrant nurses to attract them to Hawaii. The findings and recommendations of the skill panels helped the University of Hawaii and other educational entities redesign their training programs to meet the skill shortages. As evidenced by the current advertised job openings for the state, openings for registered nurses far outweigh the potential candidates for these positions. For more information on advertised jobs, refer to Tables 5 – 9.

The next three industry sectors are of similar size: the Natural Resources, Mining, and Construction group generated 31,600 jobs or about 5 percent of all state jobs as well as the Financial Activities group which contributed 27,400, a 4 percent share. Close behind was the Other Services sector that reported 26,500 or another 4 percent of the state job count. During the 2013 and 2014 period job gains totaled 600 for the Construction group and 200 for Financial Activities, while Other Services dropped 100 positions from their payroll.

The last two industries of Manufacturing and Information were much smaller with 13,700 and 8,500 positions, only garnering two and one percent, respectively of the total state job base. Manufacturing managed to grow by 100 between 2013 and 2014, while information was down by 300.

Top three largest industries in Counties same as the State

The job distribution by industry in Honolulu County closely followed the Statewide distribution with the top three industries comprising 54 percent of the job total: Government (21 percent); trade, transportation, and utilities (18 percent); and leisure and hospitality (15 percent). The top three industries in Hawaii County made up an even larger share of its job total – 62 percent. Hawaii County had a larger share of jobs in trade, transportation and utilities (21 percent) and leisure and hospitality (21 percent), while government (20 percent) was a close third. The three largest industries in Maui County comprised 67 percent of the total job count. Maui County's jobs were distributed in the same top three industries as Honolulu and Hawaii counties but with a lesser concentration in government (14 percent) and proportionately more in leisure and hospitality (33 percent). Trade, transportation, and utilities jobs accounted for a 20 percent share in Maui County. The top three industries in Kauai County accounted for 68 percent of the total jobs. Kauai County almost mirrored Maui County in its job distribution patterns: leisure and hospitality had a 32 percent share; trade, transportation and utilities comprised 20 percent; and government contributed 16 percent of jobs.

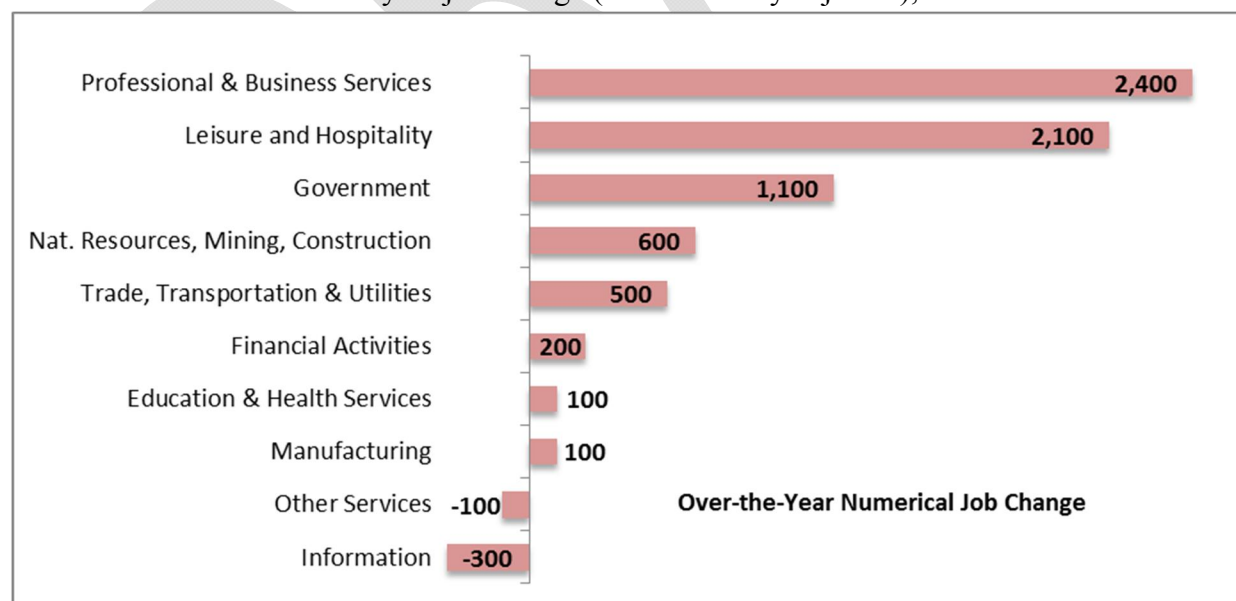
Table 32. County Job Industry Distribution in 2014

Honolulu County			Hawaii County		
	Jobs	% Dist.		Jobs	% Dist.
Government	98,500	21%	Trade, Transportation & Utilities	13,600	21%
Trade, Transportation & Utilities	83,500	18%	Leisure and Hospitality	13,100	21%
Leisure and Hospitality	67,700	15%	Government	12,800	20%
Professional & Business Services	66,300	14%	Education & Health Services	8,100	13%
Education & Health Services	62,200	13%	Professional & Business Services	6,400	10%
Nat. Resources, Mining, Construction	23,800	5%	Nat. Resources, Mining, Construction	3,300	5%
Other Services	20,900	5%	Financial Activities	2,600	4%
Financial Activities	20,700	4%	Other Services	1,800	3%
Manufacturing	11,000	2%	Manufacturing	1,200	2%
Information	7,100	2%	Information	600	1%

Maui County			Kauai County		
	Jobs	% Dist.		Jobs	% Dist.
Leisure and Hospitality	23,200	33%	Leisure and Hospitality	9,300	32%
Trade, Transportation & Utilities	14,500	20%	Trade, Transportation & Utilities	5,800	20%
Government	9,700	14%	Government	4,600	16%
Professional & Business Services	7,000	10%	Professional & Business Services	2,800	10%
Education & Health Services	6,200	9%	Education & Health Services	2,700	9%
Nat. Resources, Mining, Construction	3,300	5%	Financial Activities	1,400	5%
Other Services	2,900	4%	Nat. Resources, Mining, Construction	1,200	4%
Financial Activities	2,800	4%	Other Services	1,000	3%
Manufacturing	1,200	2%	Manufacturing	400	1%
Information	600	1%	Information	200	1%

Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

Table 33. Hawaii's over-the-year job change (not seasonally adjusted), 2013-2014



Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

Table 34. County's over-the-year job change (not seasonally adjusted), 2013-2014

Honolulu County	QTY Chg.	Hawaii County	QTY Chg.
Professional & Business Services	1,900	Trade, Transportation & Utilities	200
Leisure and Hospitality	1,200	Government	200
Government	900	Professional & Business Services	200
Nat. Resources, Mining, Construction	700	Leisure and Hospitality	100
Education & Health Services	300	Education & Health Services	100
Financial Activities	200	Financial Activities	0
Manufacturing	100	Information	0
Other Services	0	Other Services	-100
Trade, Transportation & Utilities	-100	Manufacturing	-100
Information	-300	Nat. Resources, Mining, Construction	-200

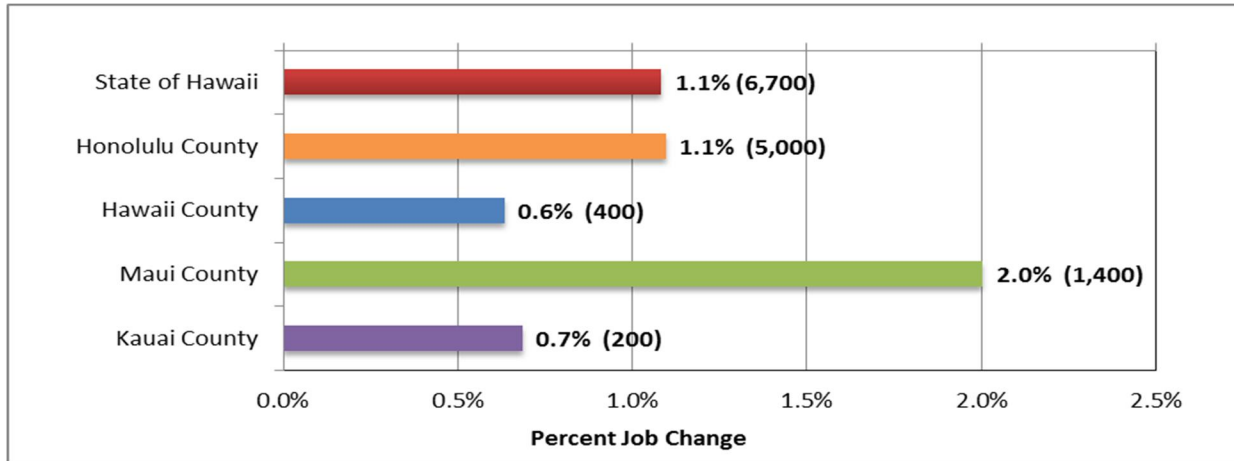
Maui County	QTY Chg.	Kauai County	QTY Chg.
Leisure and Hospitality	600	Leisure and Hospitality	200
Trade, Transportation & Utilities	300	Government	100
Professional & Business Services	300	Trade, Transportation & Utilities	0
Nat. Resources, Mining, Construction	200	Professional & Business Services	0
Other Services	100	Education & Health Services	0
Financial Activities	100	Financial Activities	0
Manufacturing	100	Other Services	0
Government	0	Manufacturing	0
Information	0	Information	0
Education & Health Services	-100	Nat. Resources, Mining, Construction	-100

Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

Job Growth Fastest in Maui County

In 2014, Hawaii's job count recorded an increase for the fourth consecutive year, adding 6,700 jobs, for a gain of 1.1 percent over the previous year. Maui County registered the fastest growth at 2.0 percent, Honolulu County followed with a gain of 1.1 percent, Kauai County's rate was 0.7 percent, while Hawaii County increased by the smallest rate of 0.6 percent.

Table 35. Percent Job Change for State and Counties (not seasonally adjusted), 2013-2014



Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

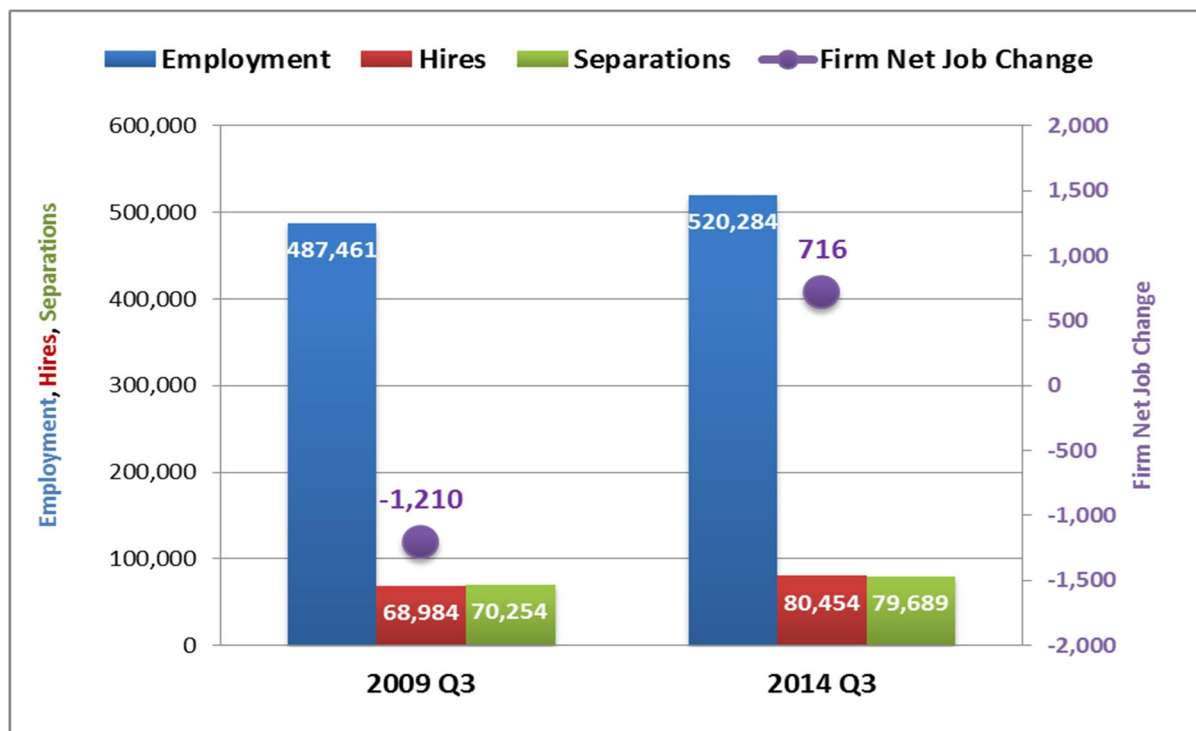
Workforce Is Continually Churning

To provide an overview of the State's workforce, the U.S. Census Bureau's Local Employment Dynamic (LED) program produces Quarterly Workforce Indicators (QWI). The latest data available is for the third quarter of 2014 and comparisons against the same quarter of a prior five year period illustrate some of the dynamics happening within the workforce.

Hires are defined as the estimated number of workers who started a new job in the specified quarter - it is the sum of new hires and recalled hires. *Separations* are the estimated number of workers whose job with a given employer ended in the specified quarter. *Job creation* is defined as the estimated number of jobs gained at firms throughout the quarter - a measure that counts total employment increase at firms that grew over the course of the quarter. *Job destruction*, on the other hand, is the estimated number of jobs lost at firms throughout the quarter - counts of employment decrease at firms that shrank over the course of the quarter. The difference between job creation and job destruction is the *firm job change*, which can illustrate which industries moved in a positive direction over the past five years.

Regardless of which of the above factors were compared, they all pointed in a positive direction. In the third quarter of 2014, employment in Hawaii averaged 520,284, an increase of 32,823 or 6.7 percent from the same quarter of 2009 (which was near the trough of the recession). Meanwhile, hires increased from 68,984 to 80,454 (16.6 percent) while separations jumped from 70,254 to 79,689 (13.4 percent) during the same 5-year period. The net firm job change also improved immensely from -1,210 to 716.

Table 36. Quarterly Workforce Indicators (QWI), State of Hawaii, 2009 Q3 - 2014 Q3



Source: U.S. Census Bureau, Local Employment Dynamics, LED Extraction tool - QWI, <http://ledextract.ces.census.gov>.

Honolulu County followed the statewide trend for the four quarterly workforce indicators discussed previously. Employment rose by 6.8 percent from 355,499 in the third quarter of 2009 to 379,532 in the third quarter of 2014. Hires increased by 20.1 percent while separations rose only 15.7 percent. Likewise, the firm net job change was positive, going from -1,350 in 2009 to 648 in 2014.

The quarterly workforce indicators in Hawaii County also fared quite similarly to the State, as employment improved by 7.0 percent from 2009 to 2014. Hiring jumped 24.3 percent and separations increased by only 11.6 percent. The firm net job change was positive as well, moving from -318 in 2009 to 528 in 2014.

Meanwhile, Maui County did not fare as well in terms of hires (down 0.4 percent), although separations did also go down 1.8 percent. Employment did improve by 5.8 percent and the firm net job change was slightly positive, moving from 61 in 2009 to 70 in 2014.

Kauai County experienced strong employment growth of 9.0 percent between 2009 and 2014. However, hires decreased by 10.9 percent and separations increased by 3.5 percent. Unlike the other counties, firm net job change was negative as it went from 400 in 2009 to -107 in 2014.

Table 37. Quarterly Workforce Indicators (QWI), County, 2009-2014 (3rd Qtr.)

Honolulu County	2009 Q3	2014 Q3	# Chg.	% Chg.	Hawaii County	2009 Q3	2014 Q3	# Chg.	% Chg.
Employment	355,499	379,532	24,033	6.8%	Employment	50,789	54,358	3,569	7.0%
Hires	47,938	57,553	9,615	20.1%	Hires	7,449	9,257	1,808	24.3%

Separations	49,208	56,936	7,728	15.7%
Firm Net Job Chg.	-1,350	648	1,998	-----

Separations	7,819	8,727	908	11.6%
Firm Net Job Chg.	-318	528	846	-----

Maui County	2009 Q3	2014 Q3	# Chg.	% Chg.
Employment	58,302	61,655	3,353	5.8%
Hires	9,645	9,610	-35	-0.4%
Separations	9,698	9,525	-173	-1.8%
Firm Net Job Chg.	61	70	9	-----

Kauai County	2009 Q3	2014 Q3	# Chg.	% Chg.
Employment	22,851	24,908	2,057	9.0%
Hires	3,960	3,529	-431	-10.9%
Separations	3,532	3,654	122	3.5%
Firm Net Job Chg.	400	-107	-507	-----

Source: U.S. Census Bureau, Local Employment Dynamics, LED Extraction tool - QWI, <http://ledextract.ces.census.gov>.

For the scope of this plan, focus was on the larger industries and those that experienced significant growth over the five-year period. Public administration was not included because it currently does not include state and federal government data in Hawaii.

The leading industry in terms of fastest employment growth over the 2009 to 2014 period was administration and support and waste management and remediation services, with 25.1 percent growth. Both hires and separations were much higher, while the net firm job change, although reporting the biggest loss over the five year period, was still positive in both 2009 and 2014.

Employment in the accommodations and food services industry jumped 11.5 percent from 2009 to 2014, a sign that tourism made a major comeback after the recession. Both hiring and separations were much greater, but while more job destruction occurred in each particular year, overall the firm net job change was improving. Transportation and warehousing, which is affected by the visitor industry, posted a 9.6 percent increase in employment as hiring was very strong.

Always a dominant industry in Hawaii, health care and social assistance also rebounded well from the recession with an 8.5 percent employment expansion and a robust firm net job change. Hires managed to increase, but while separations were up, they were fewer in number.

Another high profile industry in Hawaii, retail trade, managed a 5.8 percent increase in employment. Both hires and separations were up during this 5-year period because it is a high turnover industry. Also, the firm net job change was improved.

The construction industry emerged from the recession slowly, but surely with 2.4 percent employment growth from the third quarter of 2009 to the third quarter of 2014. Even the firm net job change was extremely positive, proving that the industry was finally embarking on the long-awaited turnaround. Hiring improved dramatically by 20.0 percent over the 5-year period, while separations showed only a modest increase.

Table 38. Quarterly Workforce Indicators by Industry, State of Hawaii, 2009 to 2014 (3rd Qtr.)

Industry	Employment				Hires				Separations				Firm Net Job Change		
	2009	2014	# CHG	% CHG	2009	2014	# CHG	% CHG	2009	2014	# CHG	% CHG	2009	2014	# CHG
Total, All Industries	487,461	520,284	32,823	6.7%	68,984	80,454	11,470	16.6%	70,254	79,689	9,435	13.4%	-1,210	716	1,926
Agriculture, Forestry, Fishing, Hunting	6,575	6,212	-363	-5.5%	1,090	926	-164	-15.0%	880	749	-131	-14.9%	227	184	-43
Construction	32,397	33,165	768	2.4%	5,267	6,323	1,056	20.0%	6,049	6,291	242	4.0%	-817	62	879
Wholesale Trade	17,698	17,762	64	0.4%	1,652	1,699	47	2.8%	1,595	1,695	100	6.3%	49	2	-47
Information	9,695	9,957	262	2.7%	1,195	2,757	1,562	130.7%	1,262	2,402	1,140	90.3%	-49	365	414
Finance & Insurance	16,128	15,072	-1,056	-6.5%	983	1,146	163	16.6%	1,176	1,086	-90	-7.7%	-193	50	243
Real Estate & Rental & Leasing	11,581	12,104	523	4.5%	1,248	1,396	148	11.9%	1,287	1,412	125	9.7%	-50	-13	37
Professional, Scientific, & Tech. Svcs.	24,373	23,999	-374	-1.5%	2,626	2,977	351	13.4%	2,783	3,007	224	8.0%	-151	-10	141
Mgmt. of Companies & Enterprises	7,753	8,727	974	12.6%	535	732	197	36.8%	631	743	112	17.7%	-92	-12	80
Admin/Support & Waste Mgmt/Remediation Svcs.	41,364	51,764	10,400	25.1%	10,283	12,765	2,482	24.1%	8,921	12,226	3,305	37.0%	1,478	489	-989
Educational Svcs.	12,985	11,957	-1,028	-7.9%	3,004	2,387	-617	-20.5%	3,174	2,879	-295	-9.3%	-165	-501	-336
Health Care & Social Asst.	59,575	64,613	5,038	8.5%	7,540	7,827	287	3.8%	8,081	7,707	-374	-4.6%	-617	88	705
Arts, Entertainment, Recreation	12,590	13,265	675	5.4%	2,132	2,111	-21	-1.0%	2,433	2,340	-93	-3.8%	-272	-251	21
Accommodation & Food Svcs.	90,289	100,649	10,360	11.5%	13,575	17,092	3,517	25.9%	14,095	17,345	3,250	23.1%	-555	-232	323
Other Services (ex. Public Admin.)	23,106	23,976	870	3.8%	3,257	3,624	367	11.3%	3,089	3,483	394	12.8%	151	114	-37
Manufacturing	14,033	14,206	173	1.2%	1,454	1,869	415	28.5%	1,393	1,649	256	18.4%	66	215	149
Retail Trade	65,525	69,354	3,829	5.8%	9,333	11,228	1,895	20.3%	9,070	10,840	1,770	19.5%	221	398	177
Transp. & Warehousing	25,411	27,851	2,440	9.6%	2,454	2,963	509	20.7%	2,780	2,963	183	6.6%	-256	-7	249

Source: U.S. Census Bureau, Local Employment Dynamics, LED Extraction tool - QWI, <http://ledextract.ces.census.gov>.

Ratio of Unemployed to Job Openings

The ratio of unemployed (not seasonally adjusted) to the number of advertised online jobs openings in Hawaii during the month of August 2015 stood at 0.70, where there were 22,412 jobless and 31,997 job openings for the state. At the time, Hawaii County had the highest ratio of 1.03 percent, Kauai was next with 0.80 percent, Maui County at 0.67 percent, and Oahu was lowest at 0.65 percent.

Table 39. Ratio of Unemployed (not seasonally adjusted) to Job Openings

	August 2009	August 2010	August 2011	August 2012	August 2013	August 2014	August 2015
Statewide	2.66	2.06	1.63	1.24	0.73	0.46	0.70
Honolulu County	2.04	1.53	1.32	1.06	0.64	0.41	0.65

Hawaii County	5.65	5.53	3.63	2.42	1.55	0.82	1.03
Maui County	4.71	3.48	1.93	1.29	0.70	0.41	0.67
Kauai County	2.99	2.79	2.10	1.39	0.80	0.48	0.80

Source: America's Labor Market Analyzer (ALMA)

Farmworkers

Labor Market Trends. According to the September 2014 State of Hawaii Employment Projections for Industries and Occupations, 2012-2022, published by the Department of Labor and Industrial Relations Research and Statistics Office, the farming, fishing, and forestry occupations will create the fewest number of job openings in the 22 major occupational divisions examined. The agricultural workers subsector, which comprises a large portion of this group's total employment, will remain unchanged. Most job openings will occur because a worker left the job as opposed to newly created or additional openings occurring. The other subsector, supervisors of farming, fishing, and forestry workers will edge upward slightly. Average earnings are below the statewide average for all occupations.

Monitor Advocate Program. The primary employment program directed at helping agriculture industry workers is the Monitor Advocate Program. Monitor Advocates are staffed at the National, Regional, and State levels of government to ensure the services provided to Migrant Seasonal Farmworkers (MSFWs) are "qualitatively equivalent and quantitatively proportionate" to the services provided to other jobseekers. In accordance with Title 20, Code of Federal Regulations, sections 651-654 and 658, MSFWs should receive all workforce development services, benefits and protections on an equitable and non-discriminatory basis (i.e. career guidance, testing, job development, training, and job referral). In accordance with 20 CFR 651

State Agriculture Outreach Plan. Regulations contained in 20 CFR 653, subpart B require states to develop and publish an agricultural outreach plan annually. The substance of the plan varies from year to year according to the instructions promulgated by U.S. DOL. Guidance to states is provided annually in Training and Employment Guidance Letters. Hawaii's Agricultural Outreach Plan for Program Year 2014 is the current existing plan describing services and performance goals for services directed to the farmworker population. The Monitor Advocate is responsible for ensuring services provided are in accordance with the federal regulations and the WIOA, signed into law on January 3, 2014.

References:

<https://www.hiwi.org/gsipub/index.asp?docid=423>
<http://www.doleta.gov/programs/msfw.cfm>

Veterans

Employment and Unemployment. The average unemployment rate for Hawaii veterans in 2014 was 5.1%¹, nationwide it was 5.3%.² The average unemployment rate for Hawaii non-veterans in 2014 was 4.4%³, nationwide it was 6.2%.⁴

Hawaii' veterans will compete with non-veterans for the same jobs especially those that pay well, are full-time, and have good benefits. Veterans will leverage their military service, service-connected disability, VA educational benefits, and federal government regulations and statutes to gain hiring preference over non-veterans for jobs with the federal, state, local governments and with federal contractors.

Labor Market Trends. Hawaii employment opportunities will grow by 65,210 to 729,850 jobs from 2012 to 2022, averaging a modest growth of 1.0 percent annually. Service-providing industries (trade, transportation, and utilities; information; financial activities; professional and business services; education and health services; leisure and hospitality; other services; and government) will represent over 84 percent of the total workforce throughout the projection period, and will generate approximately four-fifths of the total job gains. Among the top four largest industries within this sector, education and health services; trade, transportation, and utilities; and the professional and business services industry will provide 63 percent of the of the total statewide job gains. Government is the only industry projected to decline.⁵

As service members leave the military and transition to veterans they will experience a competitive job market as they compete with non-veterans and other veterans for limited good paying jobs. Any shortfalls in relevant credentials, transferrable skills, and work experience can be mitigated, in part, with veterans leveraging their Post 9-11 GI Bill Educational benefits. In Hawaii, eligible veterans can receive over \$100,000 in Post 9-11 GI Bill financial aid to pursue a college degree or a vocational training credential.

Education and Skill Levels of the Workforce. According to the U.S. Department of Education's National Center for Education Statistics, the nation's high school graduation rate hit 81 percent in 2012-13, the highest level since states adopted a new uniform way of calculating graduation rates in 2010.⁶ According to a Demographics Report prepared by the U.S. Department of Defense describing service members and families in the military community in federal fiscal year 2012 (Oct 1, 2011 thru Sep 30, 2012), 78.6% of active duty service members hold at least a high school diploma.⁷

Describe apparent 'skill gaps.' Gaps in transferrable skills of transitioning service members will be mitigated through access to an array of formidable tools in the veterans' transition tool kit. Military transitional services, employment, training and priority of services delivered by the American Job Centers, and U.S. Department of Veteran Affairs education programs will be integral components of a veteran's tool kit.

Veterans will leverage federal regulations that require American Job Centers and employment programs, funded in part by U.S. DOL, to serve veterans ahead of non-veterans; this rule is known as priority of service. Additionally, the U.S. Department of Labor funds the Hawaii Department of Labor's Workforce Development Division, in part, with the Jobs for Veterans

State Grant, to hire specialized and trained staffs, Disabled Veterans Outreach Program Specialists and Local Veterans Employment Representatives, to serve veterans with significant barriers to employment and to reach out to employers to promote the hiring of veterans.

References:

- ¹ <http://www.bls.gov/news.release/vet.t06B.htm>
- ² <http://www.bls.gov/news.release/vet.nr0.htm>
- ³ <https://www.hiwi.org/gsipub/index.asp?docid=417>
- ⁴ <http://www.bls.gov/cps/cpsaat01.htm>
- ⁵ https://www.hiwi.org/admin/gsipub/htmlarea/uploads/LT_2012-22_Highlights_State%28Revised%29.pdf
- ⁶ <http://www.ed.gov/news/press-releases/us-high-school-graduation-rate-hits-new-record-high>
- ⁷ http://download.militaryonesource.mil/12038/MOS/Reports/2012_Demographics_Report.pdf
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(iii) Education and Skill Levels of the Workforce

Low-Income Individuals

According to the Hawaii census data for 2014, there were 45,000 individuals in the civilian labor force that were determined to be below poverty levels. Of those, 36,248 (80.6 percent) were employed and 8,752 (19.4 percent) were unemployed. Honolulu County had 28,477 people in the labor force who were in poverty but a sizeable proportion (84.9 percent) of them worked while only 15.1 percent were out of work. Hawaii County had 7,848 labor force participants living in poverty. A smaller share of 75.6 percent were employed and the remaining 24.4 percent were unemployed. Maui County had fewer labor force participants in poverty with 6,720. Of these, 73.7 percent were working and 26.3 percent were actively looking for work. Kauai County had 1,955 people in the labor force living in poverty and had the lowest proportion (61.2 percent) employed. The other 38.8 percent were unemployed.

In the entire statewide population 25 years and older, there were 93,342 individuals living in poverty and 55.3 percent of them had only a high school education or less. The other 44.7 percent had at least some college or a college degree. Honolulu County had a higher share (44.9 percent) of its population in poverty with some college education or a college degree. Hawaii County followed with 48.4 percent college educated, Maui County was lower with 42.0 percent, and Kauai County trailed with 36.5 percent.

Table 40. Individuals Below Poverty Level in past 12 months, State and County, 2014

	State of Hawaii		Honolulu County		Hawaii County		Maui County		Kauai County	
	#	%	#	%	#	%	#	%	#	%
EMPLOYMENT STATUS										
Civilian labor force 16+ years	45,000	----	28,477	----	7,848	----	6,720	----	1,955	----
Employed	36,248	80.6%	24,166	84.9%	5,931	75.6%	4,954	73.7%	1,197	61.2%
Unemployed	8,752	19.4%	4,311	15.1%	1,917	24.4%	1,766	26.3%	758	38.8%
EDUCATIONAL ATTAINMENT										
Population 25+ years	93,342	----	54,580	----	20,172	----	12,857	----	5,716	----
Less than high school graduate	16,972	18.2%	9,983	18.3%	3,153	15.6%	2,767	21.5%	1,052	18.4%

High school graduate or equiv.	34,637	37.1%	20,113	36.9%	7,257	36.0%	4,690	36.5%	2,577	45.1%
Some college, associate's degree	25,725	27.6%	14,759	27.0%	5,957	29.5%	3,249	25.3%	1,760	30.8%
Bachelor's degree or higher	16,008	17.1%	9,725	17.8%	3,805	18.9%	2,151	16.7%	327	5.7%

Source: U.S. Census Bureau, 2014 American Community Survey 1 Year Estimates, S1701.

Native Hawaiians & Other Pacific Islanders (Alone, Not in Combination with other groups)

There were 56,450 employed in this group and 7,822 unemployed during the 2010-2014 period. This group's unemployment rate at 12.2 percent was higher than the overall state rate. Hawaii and Maui Counties' jobless rate was highest at 14 percent.

Table 41. Employment Status of Native Hawaiians & Other Pacific Islanders Alone, State & County, 2010-2014

	State of Hawaii	Honolulu County	Hawaii County	Maui County	Kauai County
16+ years	102,410	67,474	17,891	11,976	5,069
Civilian labor force	64,272	42,326	10,716	8,020	3,210
Employed	56,450	37,434	9,208	6,907	2,901
Unemployed	7,822	4,892	1,508	1,113	309
Unemployment Rate	12.2%	11.6%	14.1%	13.9%	9.6%

Source: U.S. Census Bureau, 2010-2014 American Community Survey 5 Year Estimates, C23002E

Individuals with Disabilities

Based on Hawaii census data for 2014, a total of 69,846 persons between 18-64 years of age had a disability. Of these, 29,593 persons or 42.4 percent were employed, 3,829 (5.5 percent) were unemployed, and 36,424 (52.1 percent) were not in the labor force.

In Honolulu County, there were 45,364 disabled people. About 42.4 percent were employed, 5.5 percent were unemployed, and 49.8 percent were not in the labor force. Hawaii County had the largest share of disabled people out of the labor force with 64.3 percent, 34.3 percent were employed while only 1.4 percent were unemployed. Maui County had the greatest share of its disabled people in the labor force with 46.2 percent employed and 8.3 percent unemployed - only 45.5 percent were out of the labor force. In Kauai County, had 36.3 percent of its disabled in jobs and only 1.8 percent out of work. The remaining 61.9 percent of disabled were out of the labor force.

Table 42. Employment Status by Disability Status, State and County, 2014

	State of Hawaii	Honolulu County	Hawaii County	Maui County	Kauai County
Total	836,069	576,940	116,239	100,963	41,875
In the labor force	651,355	456,453	81,817	80,011	33,039
Employed	616,404	432,721	77,118	74,766	31,764
With a disability	29,593	19,958	3,806	4,540	1,289
No disability	586,811	412,763	73,312	70,226	30,475
Unemployed	34,951	23,732	4,699	5,245	1,275
With a disability	3,829	2,797	155	814	63
No disability	31,122	20,935	4,544	4,431	1,212

Not in labor force	184,714	120,487	34,422	20,952	8,836
With a disability	36,424	22,609	7,125	4,473	2,200
No disability	148,290	97,878	27,297	16,479	6,636

Source: U.S. Census Bureau, 2014 American Community Survey 1 Year Estimates, C18120.

Statewide, youth (between 18-34 years of age) with disabilities numbered 10,033 in 2008 according to the census data. A little more than half were employed at 5,264 and 4,769 were unemployed. In addition, according to the Hawaii State Department of Education, the statewide graduation rate in 2012 was 80.9 percent. However, for students with disabilities it was a much lower 60.1 percent.

Older Individuals

Older individuals discussed here are those 45 years and older, although the following tables have data for two age ranges (45-64 and 65+ years). Of the 587,528 people 45 years and older in the State of Hawaii, 53.7 percent are in the civilian labor force. According to census data for 2014, 96.7 percent of them were employed and 3.3 percent were unemployed. In Honolulu County, 54.1 percent of the 394,656 older people were participating in the civilian labor force. About 96.9 percent worked, while 3.1 percent were out of work. Hawaii County had a lower percentage of its older people in the civilian labor force (48.1 percent). Employed persons average 95.8 percent with a 4.2 percent rate of unemployment. In Maui County, 57.8 percent of the older people were civilian labor force participants with the number of employed at 96.1 percent and 3.9 percent unemployment rate. Kauai County had 55.6 percent of its older population in the civilian labor force with 97.7 percent of them working and 2.3 percent not working.

Table 43. Civilian Labor Force Status 45+ Years, State and County, 2014

	State of Hawaii	Honolulu County	Hawaii County	Maui County	Kauai County
Total population 16+ years	1,143,931	800,437	156,199	130,748	56,493
45 to 64 years:	359,467	237,928	54,518	46,934	20,056
Civilian labor force:	270,810	183,599	36,642	35,412	15,143
Employed	261,475	177,760	34,934	33,869	14,898
Unemployed	9,335	5,839	1,708	1,543	245
65 years and over:	228,061	156,728	34,298	24,652	12,381
Civilian labor force:	44,737	29,765	6,103	5,966	2,903
Employed	43,639	29,007	6,031	5,875	2,726
Unemployed	1,098	758	72	91	177

Source: U.S. Census Bureau, 2014 American Community Survey 1-Year Estimates, B23001

Persons aged 45 years old and older constitute 52.9 percent state's population. This percentage is lower in Honolulu County (50.7 percent) but higher in the other counties: Hawaii County (58.7 percent); Maui County (56.4 percent), and Kauai County (59.3 percent).

Statewide, of those individuals 45+ years old, 10.4 percent do not have a high school diploma, 29.7 percent have just a high school diploma, 19.5 percent have gone to college but not obtained a degree, and 40.3 percent have some kind of college degree. Similar to the State, Honolulu County had 11.2 percent of its older population without a high school diploma, 29.3 percent with

a just their high school diploma, 18.3 percent with some college, and 41.1 percent with college degrees. In Hawaii County there were 6.7 percent of the older individuals with no high school diploma, 30.4 percent graduating from high school, 22.6 percent having had some college, and 40.3 percent completing college. Maui County's older population included 9.4 percent who did not finish high school, 32.1 percent completing high school, 23.4 percent going to college but not finishing, and 35.2 percent obtaining a college degree. Meanwhile, Kauai County's older population included 12.4 percent with no high school diploma, 28.0 percent with just the high school diploma, 17.4 percent with some college, and 42.1 percent with a college degree.

Table 44. Educational Attainment of the Population 45+ Years, State and County, 2014

	State of Hawaii	Honolulu County	Hawaii County	Maui County	Kauai County
Total Population 18+ years old	1,111,207	778,201	151,363	126,903	54,686
45 to 64 years	359,467	237,928	54,518	46,934	20,056
Less than 9th grade	12,214	9,072	470	1,225	1,447
9th to 12th grade, no diploma	12,847	9,432	1,687	1,310	401
High school graduate or equiv.	103,807	65,421	16,143	15,993	6,250
Some college, no degree	73,545	45,696	12,288	12,070	3,491
Associate's degree	42,174	28,900	6,043	3,967	3,264
Bachelor's degree	72,935	49,998	10,971	8,430	3,522
Graduate or prof. degree	41,945	29,409	6,916	3,939	1,681
65 years and over	228,061	156,728	34,298	24,652	12,381
Less than 9th grade	22,473	17,046	1,373	2,565	1,489
9th to 12th grade, no diploma	13,554	8,807	2,456	1,612	679
High school graduate or equiv.	70,908	50,257	10,820	6,988	2,841
Some college, no degree	41,294	26,679	7,798	4,650	2,167
Associate's degree	16,364	10,900	2,751	1,860	853
Bachelor's degree	36,645	24,739	4,769	4,726	2,411
Graduate or prof. degree	26,823	18,300	4,331	2,251	1,941

Source: U.S. Census Bureau, 2014 American Community Survey 1-Year Estimates, B15001

Even with high-tech development of workplaces, older workers are still seen as an asset due to their higher development of soft skills and discipline. The State of Hawaii continues to promote the hiring of senior workers into the state's workforce.

Homeless Individuals and Youth

In 2014, Hawaii's rate of homelessness was 49.3 people per 10,000 people according to a report compiled by the National Alliance to End Homelessness. The report uses the most recent data from the US Department of Housing and Urban Development (HUD), the US Census Bureau, and the US Bureau of Labor Statistics. Its rate was the highest of all 50 states, but lower than Washington, D.C.'s rate of 119.9. This rate represented 6,918 homeless persons or a 9.2 percent increase over the 2013 amount of 6,335. The number of unsheltered homeless grew from 2,590 to 3,105 from 2013 to 2014. This was a nearly 20 percent increase with only five other states outranking Hawaii.

According to the same report from the National Alliance to End Homelessness, Hawaii reported 302 unaccompanied children and youth (ages 18-24 years = 287), representing about 4.4 percent of the overall homeless population.

Another study supported by HUD and collected from the state's Homeless Management Information System (HMIS), reported a total of 14,282 homeless clients that were served in the state of Hawai'i in the 2014 fiscal year. About half were persons in families (47 percent). One in four homeless service users were children. A total of 9,476 households were served statewide. The majority of households served were single-person households (79 percent), with 17 percent of households having children and 4 percent of households consisting of families without children. The average size of family households was 3.4 persons statewide. The City and County of Honolulu had the largest average family household size (3.6) among all counties. The HMIS reported 3,559 homeless children in FY 2014, whose share was one-quarter of the homeless population.

Table 45. Homeless Clients and Households Served, State and County, FY 2014

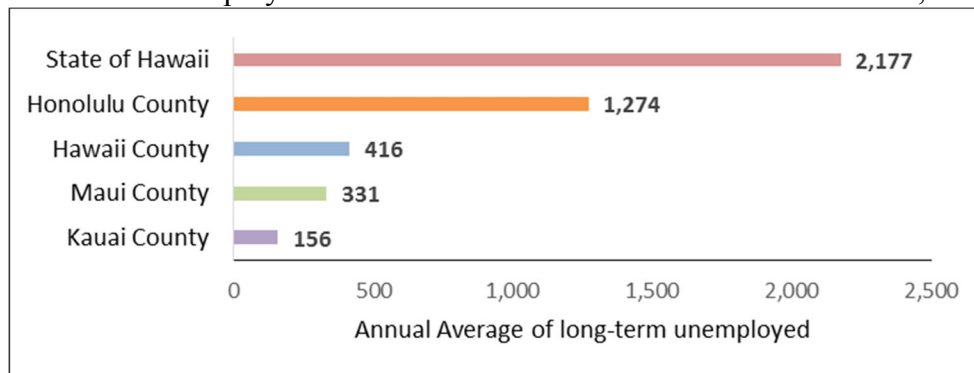
	State of Hawaii		Honolulu County		Hawaii County		Maui County		Kauai County	
	#	%	#	%	#	%	#	%	#	%
No. of Clients, Total	14,282	100%	9,548	100%	1,770	100%	2,332	100%	632	100%
Singles	7,510	53%	4,816	50%	843	48%	1,503	64%	348	55%
Persons in families	6,772	47%	4,732	50%	927	52%	829	36%	284	45%
Children	3,559	25%	2,440	26%	478	27%	495	21%	146	23%
Adults	10,723	75%	7,108	74%	1,292	73%	1,837	79%	486	77%
No. of Households, Total	9,476	100%	6,130	100%	1,137	100%	1,773	100%	436	100%
Single-person households	7,510	79%	4,816	79%	843	74%	1,503	85%	348	80%
Family households w/o children	346	4%	242	4%	70	6%	20	1%	14	3%
Family households w/children	1,620	17%	1,072	17%	224	20%	250	14%	74	17%
Avg. size of family households	----	3.4	----	3.6	----	3.2	----	3.1	----	3.2

Source: HUD-supported study collected from Homeless Management Information System (HMIS)

Long-Term Unemployed

In 2014, the statewide monthly average of persons filing unemployment claims for 15 or more weeks was 2,177. Honolulu County averaged 1,274 long-term unemployed, Hawaii County had 416, Maui County came in with 331, and Kauai County had the fewest long-term unemployed with 156.

Table 46. Unemployment Insurance Claimants of 15+ weeks Duration, 2014



Source: Hawaii State Department of Labor and Industrial Relations, Research and Statistics Office.

Foreign-born Population

Based on the five year estimates (2010-2014) 17.9 percent of the state's population was foreign-born. Honolulu County had a higher proportion (19.4 percent) of foreign born, followed by Maui County (17.7 percent), Kauai County (15.8 percent), and Hawaii County had the lowest percentage (11.2 percent).

More than three-quarters (78.2 percent) of Hawaii's foreign-born population were Asian, 10.2 percent were born in Oceania, 6.3 percent in the Americas, 4.7 percent in Europe, and 0.6 percent in Africa.

In terms of educational attainment, more than half of the foreign born were enrolled in college or graduate school and about one quarter held bachelor's, graduate or professional degrees.

About 84 percent of the population over the age of 5 years old speaks a language other than English. Of the total group that speaks a language other than English at home, more than half (52.2 percent) stated that they speak English less than "very well."

Table 47. Place of Birth for the Foreign-Born Population, State and County, 2010-2014

	State of Hawaii		Honolulu County		Hawaii County		Maui County		Kauai County	
	#	%	#	%	#	%	#	%	#	%
Total population	1,392,704	---	975,690	---	189,382	---	158,887	---	68,745	---
Foreign born	249,280	100.0%	189,052	100.0%	21,213	100.0%	28,181	100.0%	10,834	100.0%
Europe	11,755	4.7%	7,265	3.8%	1,754	8.3%	1,977	7.0%	759	7.0%
Asia	194,867	78.2%	154,355	81.6%	12,781	60.3%	18,959	67.3%	8,772	81.0%
Africa	1,557	0.6%	1,229	0.7%	100	0.5%	161	0.6%	67	0.6%
Oceania	25,387	10.2%	17,400	9.2%	3,437	16.2%	4,114	14.6%	436	4.0%
Americas	15,714	6.3%	8,803	4.7%	3,141	14.8%	2,970	10.5%	800	7.4%

Source: U.S. Census Bureau, American Community Survey 2010-2014 5-Year Estimates, B05006

Veterans

Veterans constitute approximately 10.7 percent of the civilian population over 18 years old between 2010 and 2014. The labor force participation rate for veterans in Hawaii is 78.9 percent

compared to 75.0 percent for the nation. Approximately 5.0 percent of the state's veterans are unemployed, below the statewide rate of approximately 6.7 percent. Median income of veterans averaged \$44,703.

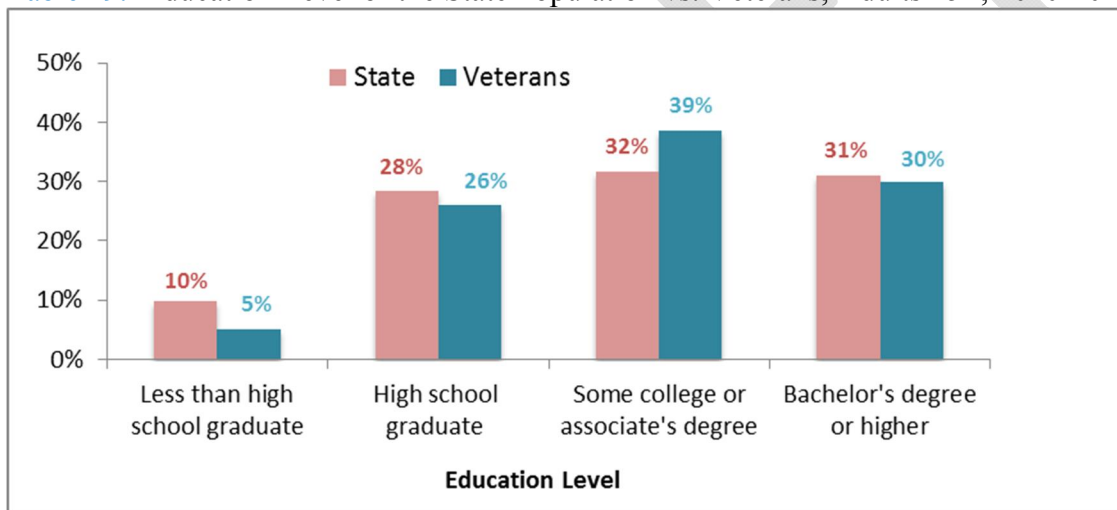
Table 48. Veterans Status, State and County, 2010-2014

	State of Hawaii		Honolulu County		Hawaii County		Maui County		Kauai County	
	#	%	#	%	#	%	#	%	#	%
Civilian population 18+ years	1,046,610	---	724,004	---	146,901	---	122,594	---	53,111	---
Civilian veterans	112,217	10.7%	83,004	11.5%	14,959	10.2%	9,639	7.9%	4,615	8.7%

Source: U.S. Census Bureau, American Community Survey 2010-2014 5-Year Estimates, DP02

In terms of education, about 5 percent had less than a high school degree, 26 percent had only a high school diploma, 39 percent of the veterans had at least attended college, and 30 percent graduated from college. Compared to the statewide population, a higher percentage of veterans have received some postsecondary education.

Table 49. Education Level of the State Population vs. Veterans, Adults 25+, 2010-2014



Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-year Estimates, Table S2101

Farm Workers

According to the U.S. Department of Agriculture, National Agricultural Statistics Service, in 2012, Hawaii's hired agricultural operators decreased from 7,100 workers to 7000, down 1.4 percent from 2011. All other (diversified agriculture) provided over 90 percent of the total gain in the agricultural workforce.

The Skills of U.S. Adults

In October 2013, the U.S. Department of Education's National Center for Education Statistics (NCES) and its international partner, the Organization for Economic Co-operation and Development (OECD), released the results from the Program for the International Assessment of Adult Competencies (PIAAC). PIAAC provides comparative data about the applied skills of

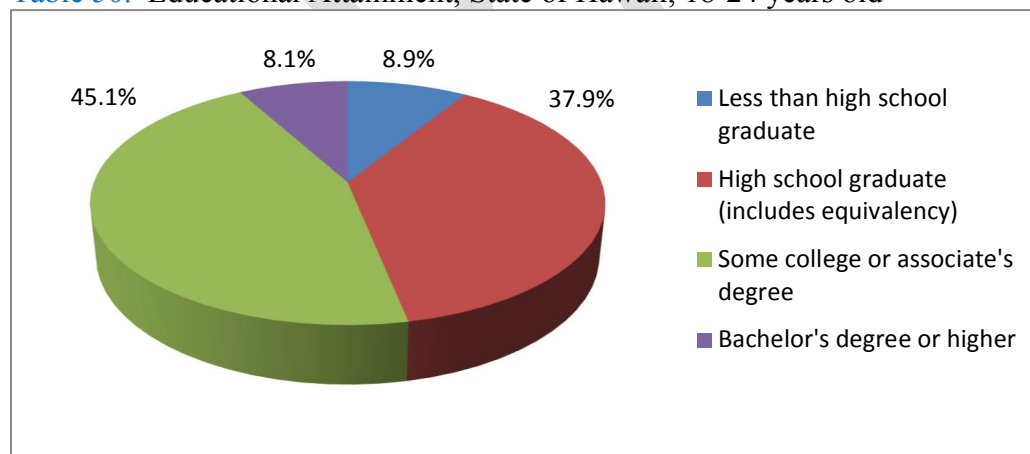
working-age adults (ages 16-65) in three domains: literacy, numeracy and problem-solving in technology-rich environments. Over 165,000 working-age adults in 23 countries participated in PIAAC, including 5,000 in the U.S. The U.S. scored below the international average in all three domains, and in numeracy the U.S. was near the bottom of the rankings. The PIAAC results suggest that skills do make a difference on economic success and by enhancing skill levels, the U.S. can enhance the quality of life within the adult population. Education and training programs are more important than ever to raise the skills of working-age adults in the U.S. for economic growth and global competitiveness.

Hawaii Performs Well in Educational Attainment

Overall, Hawaii compared favorably against the nation in terms of educational attainment, both for youth and working age populations. Hawaii had a smaller percentage of people without high school diplomas and a much larger share of high school graduates. In terms of college and degrees, Hawaii had higher shares of those also, except in the youth aged 18-24, which trailed the U.S. in percentage of those holding Bachelor's or higher degrees.

Almost nine percent of the youth in Hawaii did not graduate from high school during the reference period 2009-2013. However, Hawaii compared favorably against the nation which averaged 15.6 percent. High school graduates comprised nearly 38 percent of Hawaii's youth, which is significantly higher than the U.S. average of 29.5 percent. The percentage of youth with some college or associate's degrees was almost identical with 45.1 percent for Hawaii and 45.5 percent in the nation. In terms of the youth that earned Bachelor's or higher degrees, Hawaii lagged behind the U.S. with 8.1 percent compared to the national average of 9.4 percent.

Table 50. Educational Attainment, State of Hawaii, 18-24 years old

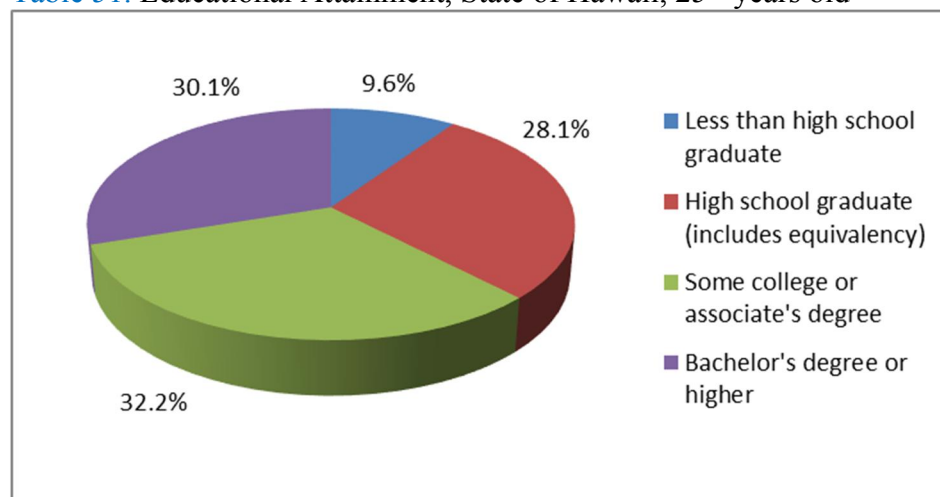


Source: U.S. Census Bureau, 2009-2013 American Community Survey 5-Year Estimates, Table S1501.

Among the working age population aged 25 years and older, Hawaii had 9.6 percent with no high school diploma, while the U.S. came in higher with 13.9 percent. The percentage of high school graduates was the same for Hawaii and the nation with 28.1 percent. Those with some college or associate's degree comprised 32.2 percent of working age people in Hawaii, while the figure for the U.S. was lower at 29.0 percent. Working age people holding a Bachelor's or

higher degree accounted for a 30.1 percent share in Hawaii, while the same group comprised only 28.8 percent in the nation.

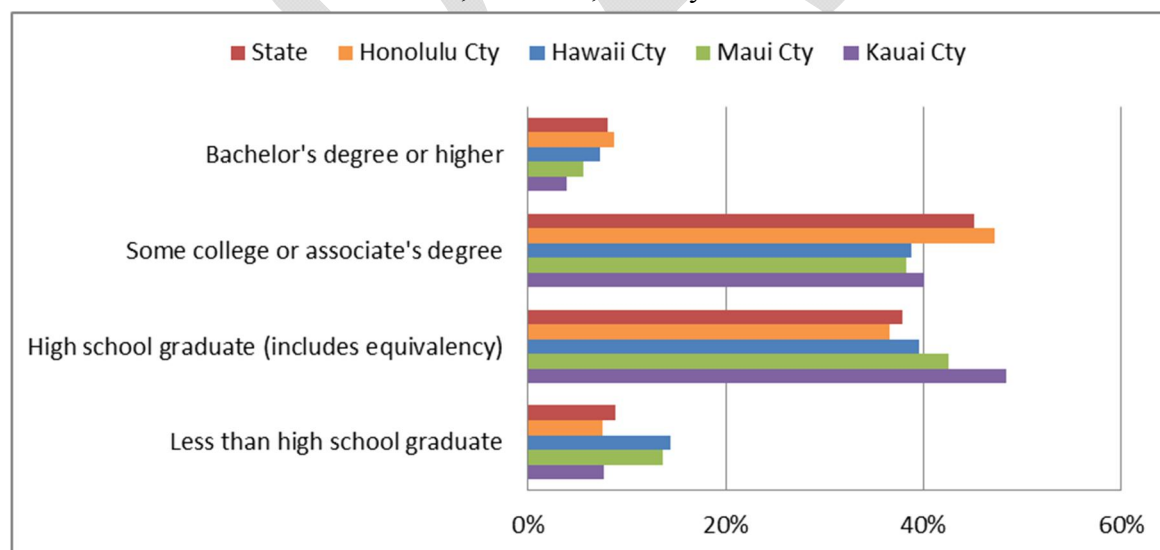
Table 51. Educational Attainment, State of Hawaii, 25+ years old



Source: U.S. Census Bureau, 2009-2013 American Community Survey 5-Year Estimates, Table S1501.

Among the four counties in Hawaii, Honolulu County fared the best in terms of educational attainment for youth aged 18-24 years old. Honolulu had the smallest percentage of those without a high school diploma and the highest share of those with some college or degrees.

Table 52. Educational Attainment, Counties, 18-24 years old

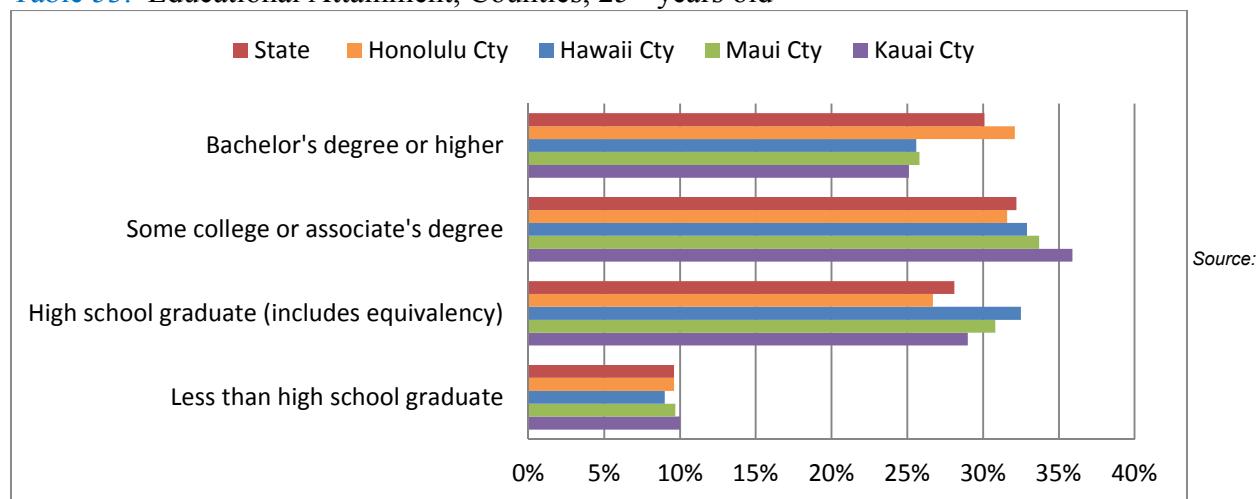


Source: U.S. Census Bureau, 2009-2013 American Community Survey 5-Year Estimates, Table S1501.

Educational attainment among the counties varied among the working age population aged 25 years and older. Hawaii County had the smallest percentage of non-high school graduates, but they also had the highest share of those with only high school diplomas. Meanwhile, Kauai

County had the highest percentage of those with some college or associate's degrees. Honolulu County had the greatest share of those with Bachelor's or higher degrees.

Table 53. Educational Attainment, Counties, 25+ years old



U.S. Census Bureau, 2009-2013 American Community Survey 5-Year Estimates, Table S1501.

Within the University of Hawaii system that includes four university campuses and six community colleges, there were nearly 11,278 degree and certificates earned during the fiscal year 2013 to 2014, a record number. About 44 percent of the degrees were from the main UH campus at Manoa, with nearly 3,400 being Bachelor's degrees and 1,121 being Master's degrees. UH at Hilo conferred 806 degrees, mostly of the Bachelor's type. Of the community colleges, Kapiolani conferred the most with 1,513 degrees/certificates and Leeward was second with 1,090, predominantly Associate's degrees.

Table 54. Degrees, Diplomas, Certificates Earned, University of Hawaii System, FY2013-2014

	Total	Manoa	Hilo	West Oahu	Maui	Hon CC	Kapiolani CC	Kauai CC	Leeward CC	Windward CC	Hawaii CC
All Degrees	11,278	4,949	806	352	660	683	1,513	203	1,090	353	669
Associate's degree	4,440	---	---	---	492	645	1,279	147	1,008	319	550
Bachelor's degree	4,408	3,378	665	352	13	---	---	---	---	---	---
Master's degree	1,179	1,121	58	---	---	---	---	---	---	---	---
Doctor's degree	467	384	83	---	---	---	---	---	---	---	---
Certificates	718	---	---	---	155	38	234	56	82	34	119
Postbac-calaureate	66	66	---	---	---	---	---	---	---	---	---

U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, IPEDS.

According to the HIDOE, Strive HI performance System: SY2013-2014 report, Hawaii had 82 percent of its students graduating from high school with a regular diploma in four years or less. This ranks Hawaii 22nd in the nation and tied with one other state. The rate of students going on to college amounted to 63 percent. Meanwhile, the dropout rate of 14.8 percent for same period increased slightly from the previous school year, but still an improvement from two years earlier.

Sixteen Percent Lack Basic Prose Literacy Skills

An impetus for Hawaii to invest in an Early Learning program for 4-year olds may have been gleaned from a study that found that sixteen percent of Hawaii's population (16+ years old) was lacking basic prose literacy skills, which means the knowledge and skills needed to perform prose tasks (to search, comprehend, and use information from continuous texts, such as paragraphs from stories). This group included those who scored 'below basic' in prose and those who could not be tested due to language barriers. This was an estimate that had a margin of error as measured by the associated credible interval. There was a 95 percent chance that the value of the percent lacking basic prose literacy skills was contained between the lower and upper bound. The literacy assessments are conducted in conjunction with the National Assessment of Adult Literacy (NAAL) about once a decade and 2003 was the most current one available.

Kauai County had the lowest percentage of people lacking basic prose literacy skills with 12 percent, followed by Hawaii County with 13 percent and Maui County with 14 percent. Honolulu County, with 17 percent, was the only county that had a higher percent than the State.

Table 55. Percent lacking basic prose literacy skills and corresponding credible intervals, Hawaii 2003

Location	Population	% Lacking Basic Prose Literacy Skills	95% Credible Interval	
			Lower Bound	Upper Bound
State of Hawaii	944,472	16	11.5	22.2
Hawaii County	118,659	13	6.1	22.0
Honolulu County	675,356	17	11.7	25.0
Kauai County	46,358	12	6.0	21.6
Maui County	103,972	14	6.8	24.1

Source: U.S. Dept. of Education, Institute of Education Sciences, National Center for Education Statistics, 2003 National Assessment of Adult Literacy

Postsecondary Institutions

In 2013, Hawaii had 27 postsecondary institutions, ten of which were public and 17 which were private. Of these institutions career education programs were offered at various levels, mostly for Bachelor's or Associate's degrees, but a significant number also offered Master's degrees and credentials requiring less than four years of study. An institution was counted as offering a career education program if it awarded an undergraduate credential in a career field of study. These institutions awarded a total of 14,417 career education credentials.

Table 56. Number of Postsecondary Institutions that offered Career Education Programs and Number of Career Education Credentials Awarded, Hawaii, 2012-2013

Variable	Institutions	Credentials
Associate's degree	13	4,307
Bachelor's degree	11	6,066
Master's degree	10	1,971
Doctor's degree	3	556
Postbaccalaureate or Post-master's certificate	3	132
Award of less than 1 academic year	6	109
Award of at least 1 but less than 4 academic years	14	1,276
Total	27	14,417

Source: U.S. Dept. of Education, National Ctr. for Education Statistics, Integrated Postsecondary Education Data System (IPEDS)

The most popular fields of study were: business management, marketing, and related support services; health sciences; education; and consumer services.

Table 57. Number of Postsecondary Institutions offering Career Education Programs and Number of Credentials Awarded, Hawaii, 2012-2013

Career Field of Study	Institutions	Credentials
Agriculture & Natural Resources	9	193
Communication and Design	7	441
Computer and Information Sciences	13	363
Consumer Services	18	957
Education	14	1,091
Engineering, Architecture, and Science Technologies	11	592
Protective Service	10	405
Public, Legal and Social Service	13	602
Manufacturing, Construction, Repair, & Transportation	12	328
Health Sciences	17	1,833
Business Management, Marketing, and Related Support Services	16	2,508
Any field of study	27	9,313

Source: U.S. Dept. of Education, National Ctr. for Education Statistics, Integrated Postsecondary Education Data System (IPEDS)

(iv) Skill Gaps

With the development of Hawaii's In-Demand Jobs Analysis, the state gained a better understanding of the most urgent workforce needs of Hawaii's employers. However, to create a more accurate picture of Hawaii's workforce, the state needed to understand the supply side of the equation – how many skilled individuals Hawaii's education and training institutions graduate every year. The core partners, led by the Hawaii Workforce Development Council, is working to better identify those completing education and training programs obtaining the knowledge, skills and abilities employers need. Once completed, in combination with Hawaii's In-Demand Jobs Analysis, the state will be able to see potential workforce gaps, and align resources to fill those gaps.

A preliminary analysis of the skills of jobseekers matched against the workforce needs of employers identified the following gaps:

- Basic academic skills: reading, writing and math
- English language proficiency
- Career awareness
- Work/employee readiness
- Soft skills: time management, problem-solving, critical thinking, working with others, communication skills, adaptability/flexibility, self-esteem/confidence, attitude/motivation, work ethic
- Cultural understanding/awareness: both employers and employees
- Technology skills
- Customer service skills
- Work experience

Mismatch: Education and Work Experience Requirements

The percentage breakout by education requirements possessed by candidates for advertised jobs was fairly comparable for all education levels except those requiring either a high school diploma or technical school. About one percent of the jobs stated College, Technical, or Vocational School as a requirement; however, over 20 percent of the candidates possessed this education level. A high school diploma was required for more than half of the jobs, but only 34.6 percent of the candidates possessed a high school diploma. Upon closer examination of the numbers, the actual number of potential candidates overwhelmingly exceeded the number of job listings posted for all education levels. Even though the percentage of candidates with a high school diploma was lower than the percent of jobs requiring high school graduates, the number of available candidates was more than three and a half times the number of job openings.

Table 58. Education Requirements vs. Education Level of Potential Candidates

Education Level	Education Requirements on Advertised Jobs		Education Level of Available Candidates	
	Job Openings	Percent	Potential Candidates	Percent
No Minimum Education Requirement	364	0	---	---
Less than High School	---	---	1,154	4.6%
High School Diploma or Equivalent	2,246	1	8,674	34.6%
1 to 3 Years at College or a Technical or Vocational School	42	0	5,041	20.1%
Vocational School Certificate	30	0	1,560	6.2%
Associate's Degree	217	0	2,349	9.4%
Bachelor's Degree	1,014	0	4,390	17.5%
Master's Degree	139	0	1,413	5.6%
Doctorate Degree	43	0	285	1.1%
Specialized Degree (e.g. MD, DDS)	9	0	184	0.7%

Source: Online Advertised Jobs, America's Labor Market (ALMA), October 14, 2015.

Of the advertised jobs that listed work experience requirements, employers generally required less work experience. Over three-fourths of the jobs could be performed with two years or less of experience. On the other hand, many potential candidates possessed higher levels of work experience. More than half of the candidates were employed for over 10 years. In fact, 75 percent of those seeking employment had worked at least five years. There were far fewer jobs openings for those with at least five years of experience compared to the jobs with less experience requirements. This presents problems for those with greater work experience seeking employment.

Table 59. Work Experience Requirements vs. Work Experience of Potential Candidates

Work Experience	Work Requirements on Advertised Jobs		Work Experience Level of Available Candidates	
	Job Openings	Percent	Potential Candidates	Percent
Not Specified	777	24.9%	---	---
Less than 1 Year	296	9.5%	1,557	6.2%
1 Year to 2 Years	1,305	41.9%	1,308	5.2%
2 Years to 5 Years	620	19.9%	3,321	13.3%
5 Years to 10 Years	111	3.6%	5,155	20.6%
More than 10 Years	9	0.3%	13,717	54.7%

Source: Online Advertised Jobs, America's Labor Market (ALMA), October 14, 2015

Workforce Longitudinal Data System

In order to close any skills gaps, the Department of Labor and Industrial Relations recently won approval for a grant proposal to work with state education agencies to link UI data to statewide longitudinal data systems (SLDS) that will allow analysts to see the workforce outcomes of individual education and training programs. This workforce longitudinal data system (WorLDS) will permit the tracking of training participants through various programs by the Workforce Development Division apprenticeship, Department of Human Service, and other non-profit organizations and what kind of jobs these trainees secure upon entering the workforce.

Workforce Challenges

Many challenges were described in this section regarding multiple skill and education gaps of Hawaii's workforce that restricts the growth of Hawaii's economy and its competitiveness in the global marketplace. This Integrated Plan attempts to provide solutions as described in more detail in Section II, the State Operational Plan. The primary means by which this will take place are through informal and formal exchanges among businesses, government, education, and community organizations to learn about common needs, and together, to access resources available and design the delivery of these resources in a more collaborative and effective manner. For example, the work done by the skill panels continues to shape the strategies and policies for education and training. The leadership of the most recent panels, which were for the agricultural workforce, continues to meet and address and comment on actions taken as a result of panel discussions. The inter-agency meetings and discussions among all DOL ETA grantees that were initiated by Regional Administrator, Virginia Hamilton, in December 2012, are being sustained and encouraged under the leadership of the State Department of Labor Director and in partnership with the University of Hawaii Community Colleges and One-Stop Centers. These

on-going efforts will continue to support the productive dialogue that needs to take place among grantees and other resources in the community to develop and carry out meaningful and workable solutions that provide Hawaii's workforce and businesses with the skills needed for a healthy and growing economy.

(2) Workforce Development, Education and Training Activities Analysis

The Unified State Plan must include an analysis of the workforce development activities, including education and training in the state, to address the education and skills needs of the workforce and the employment needs of employers.

(A) The State's Workforce Development Activities –*analysis of the State's workforce development activities, including education and training activities of the core programs and one-stop delivery partners.*

(B) The Strengths and Weaknesses of the Workforce Development Activities –*activities described above.*

(C) State Workforce Development Capacity –*capacity to provide activities above.*

Workforce Development, Education and Training Activities Analysis		
Title I-B – Adult, Dislocated Worker, Youth Program		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> • Skills assessment • Labor market information • Access to eligible education and training programs • Work experience • Job search and placement assistance • Career counseling • Support services • Provide employers with qualified labor pool 	<ul style="list-style-type: none"> • Ability to partner and stretch funds by leveraging resources • Aware of local business needs • Locally-based • Building the middle class 	<ul style="list-style-type: none"> • Technology • Transportation • Social worker based v. business focused • Train and pray approach (shortage of jobs)
Capacity to Provide Services: <ul style="list-style-type: none"> • Limited resources • Lack of funds for full job spidering • Challenge is enough jobs appropriate for those they serve and accessing in-demand jobs • Training is not strategically focused. 		
Title II – Adult Education		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> • Adult basic education and literacy • Family literacy • English language acquisition • High-school equivalency preparation • Career Preparation and Job Training • Citizenship • Transition Services 	<ul style="list-style-type: none"> • Flexibility • Individualized learning • Small Class Size • Integrated education and job training • Accommodation of 	<ul style="list-style-type: none"> • Retention and persistence • Decrease in enrollment • Access, particularly on islands other than Oahu

<ul style="list-style-type: none"> • Employability & Life Skills • Correctional Education 	<ul style="list-style-type: none"> • varying learning styles • College and career readiness 	<ul style="list-style-type: none"> • Funding limitations, particularly for state leadership and critical support services
Capacity to Provide Services: <ul style="list-style-type: none"> • Limited resources to provide current education and career preparation services, particularly support services such as transitions • Will work on stronger and expanded relationships with local partners, particularly with employers and postsecondary institutions • Have become part of a statewide career pathways system that will enhance services and drive college and career readiness • Insufficient funds to provide necessary professional development for teacher quality 		
Title III – Wagner-Peyser Employment Services		
Activities <ul style="list-style-type: none"> • Assessment of experience, skills, and interests • Career guidance • Labor market information • Job search workshops • Referral to training & other services • Referral of job seekers to job openings, include matching job requirements with job seeker experience, skills and other attributes • Helping employers with special recruitment needs • Assisting employers analyze hard-to-fill job orders • Supporting and managing HireNet Hawaii, state-sponsored Job Board • Federal bonding for at-risk employers • Facilitating Federal Tax Credit for hiring offenders, persons with disabilities, other target groups • Counseling and job referrals for veterans with significant barriers • Promoting hiring of veterans • Helping employers and employees deal with layoffs 	Strengths <ul style="list-style-type: none"> • Long history of strong interagency partnerships • Relationships with business and industry • Responsiveness to business hiring needs • Statewide services • Use of technology such as self-service features in HireNet Hawaii • Resource Centers that provide public access to computers, internet, job search materials and job information • Access to other funding sources to assist jobseekers and business • Flexibility in serving business and jobseekers 	Weaknesses <ul style="list-style-type: none"> • Insufficient funds to conduct outreach to businesses • Insufficient staffing to provide individualized services to jobseekers
Capacity to Provide Services: <ul style="list-style-type: none"> • Capacity is enlarged because of braided resources with partners such as Adult Ed, VR, TANF, Community Colleges 		

<ul style="list-style-type: none"> • Inadequate funding to support direct staff assistance to public during all office hours • Insufficient funds for professional development 		
Title IV – Vocational Rehabilitation (VR)		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> • Disability awareness • Compliance with Americans with Disabilities (ADA) of 1990 and other employment related laws • Vocational Rehabilitation Services and availability of other related resources • Recruitment and hiring of persons with disabilities • Provide support for current employees with disabilities 	<ul style="list-style-type: none"> • Training and technical assistance are provided timely and customized to meet the needs of the employers 	<ul style="list-style-type: none"> • Insufficient staffing to do outreach to all of the employers on all of the islands.
Capacity to Provide Services: <ul style="list-style-type: none"> • Sufficient staffing to meet the needs of employers who call VR for training and technical assistance. • Limited staffing to do outreach to “other” employers. 		
Career Technical Education		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> • Serves youth and adults • Provides integrated education and vocational training • Fosters competency-based learning • Each student moves through a Program of Study • Focus on employability skills • Students get work experience • Earn industry-recognized credentials 	<ul style="list-style-type: none"> • Integrated education (k-12 and postsecondary) • Utilizes career pathways, career counseling and individual career plans • Multiple entry and exit options through the community college – industry-recognized credential, certificate, degree or transfer to baccalaureate degree program • Industry involvement in career pathway development and system vetted with employers • Clear sequence of 	<ul style="list-style-type: none"> • Once a state career pathway system is adopted, may require adjustments to transition clients from other partners. • Incoming clients may require remediation • Limited staffing and funding • Client access to the system may be a challenge because of cost and time

	coursework (non-duplicative, progressive, articulated) <ul style="list-style-type: none"> • Curricula and instructional strategies instill work readiness • Curricula competency-based rigorous and contextualized 	
Capacity to Provide Services: <ul style="list-style-type: none"> • Existing structures have capacity to provide services. • Financial and other support for clients to access the services are a challenge. 		
Community Services Block Grant Program		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> • Customized program to address effects of poverty • Community needs assessment • Child health services • Substance abuse services • Career planning • Worker training programs • Housing assistance • Employment search and placement assistance 		
Capacity to Provide Services:		
Indian and Native American Programs (CSP and SYSP)		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> • Training, career, and follow-up services for adults who need to enter, re-enter, retain, or upgrade their unsubsidized employment leading to self-sufficiency. • Supplemental youth services for ages 14-24 throughout the school year, during summer vacation, and/or during breaks during the school year; menu of services includes occupational skills training 	<ul style="list-style-type: none"> • Experience in operating statewide employment and training programs for Native Hawaiians, American Indians, and Alaska Natives since 1978 under CETA (Comprehensive Employment and Training Act); JTPA 	

which must include priority consideration for training programs that lead to recognized post-secondary credentials that are aligned with in-demand industry sectors of occupations or occupations in the local area; work experiences that have academic and occupational educational component; etc.	(Job Training Partnership Act); WIA (Workforce Investment Act); and presently under WIOA. <ul style="list-style-type: none"> • Experience in operating statewide employment and training programs for Native Hawaiians, American Indians, and Alaska Natives since 1978 under CETA (Comprehensive Employment and Training Act); JTPA (Job Training Partnership Act); WIA (Workforce Investment Act); and presently under WIOA. 	
Capacity to Provide Services: <ul style="list-style-type: none"> • Statewide program with offices and staff on the islands of Hawaii, Kauai (also serving Niihau), Maui, Molokai (also serving Lanai), and Oahu. • Statewide program with offices and staff on the islands of Hawaii, Kauai (also serving Niihau), Maui, Molokai (also serving Lanai), and Oahu. 		
Job Corps		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> • An academic and vocational skills training program for ages 16-24. • Residential program with free room and board. • A self-paced program that allows participants two years to complete the program. • Income eligibility is required. • 10 vocational options in addition to college and advanced training at another Job Corps Center. • Job Placement Services provided. 	<ul style="list-style-type: none"> • Utilizes career pathways. • Many opportunities to obtain industry recognized certification. • GED and C-Based diploma program • Recreational activities provided • Counseling services provided • Basic Medical , 	

	<ul style="list-style-type: none"> dental , mental health services • Open entry/open exit program • No cost to the participants. • Driver's education available. 	
Capacity to Provide Services: <ul style="list-style-type: none"> • Hawaii Job Corps has the capacity for 211 students on Oahu and 128 on Maui. 		
Local Veterans' Employment Representatives (LVER)		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> • Facilitates employment, training and placement services furnished to eligible veterans and spouses by the American Job Centers • An outreach strategy that effectively links clients to jobs with achievable placement potential • Employer seminars to promote the hiring of veterans • Job search workshops conducted in conjunction with employers • Engages veteran job search groups to facilitate access to employers • Educates partner staff on veteran program initiatives and changes 	<ul style="list-style-type: none"> • All LVER staff finished professional development training required by DOL • LVER are some of the most experienced staff in the agency • LVER keep partner and American Job Center staff vigilant on program standards with services and changes. 	<ul style="list-style-type: none"> • Existing unfulfilled potential in collaborating with employers to create robust job search workshops and job search groups • DOL has yet to establish uniform LVER performance standards for states
Capacity to Provide Services: <ul style="list-style-type: none"> • Given present funding levels and DOL priorities for LVER services, current LVER resources are generally in proportion and sufficient to serve needs of eligible veterans, spouses and the business community; however, the future announcement of the LVER performance standards can change the state's assessment on whether the current capacity can meet the demand for services, contingent on the DOL's new guidance for LVER. 		
Disabled Veterans Outreach Program (DVOP)		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> • Provides intensive employment services to a prioritized group of eligible veterans and spouses as directed by the Secretary of DOL • Facilitates placements with intensive service to 90% of all clients served 	<ul style="list-style-type: none"> • Hawaii DVOPs are on pace to achieve the DOL standard of 90% of clients served will receive intensive services 	<ul style="list-style-type: none"> • Working earnestly to master their craft to mitigate all shortcomings

<ul style="list-style-type: none"> • Conducts relationship building, outreach and recruitment activities with other service providers in the area, to enroll priority clients • Conducts targeted outreach to promote intensive employment services for priority clients • Provides dynamic labor market information on occupational wage trends, growth projections, etc., resulting in sensible informed vocational decisions • Assists clients with targeted cover letter and resume development 		
Capacity to Provide Services: <ul style="list-style-type: none"> • The state has assessed that there is a disproportionate number of DVOP and Wagner-Peyser staff providing the requisite intensive services to a growing transitioning wounded warrior population. • The state will request additional DOL funds to bolster DVOP staff resources from the current three full-time positions to four full-time positions for the current fiscal year. Approval of this will help, in part, to offset DOL reduction in Wagner-Peyser funds. 		
Senior Community Service Employment Program (SCSEP)		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> • Provides economically disadvantaged older persons, fifty-five years or older, an opportunity for employment • Fosters useful part-time opportunities in community service activities • Seniors earn income while developing employable skills • Yearly physical examinations • General and specialized training • Opportunity for unsubsidized employment 	<ul style="list-style-type: none"> • Individualized plan for employment • Meaningful activities outside the home environment, including the continuation of mental, physical and socialization activities • Referral to other supportive services • Workers' compensation coverage • Eligible for unemployment benefits • Earn social security credits 	<ul style="list-style-type: none"> • Limited number of slots available for program participation • Participants lack education and experience to apply for high paying jobs
Capacity to Provide Services:		

- Limited number of slots for program participants based on funding from USDOL
- Limited staffing to do employer outreach for unsubsidized employment placement
- Work with local partners to maximize resources for older workers, SCSEP grantees have established agreements with other service providers such as American Job Centers, the private sector, educational organizations and adult literacy agencies

Temporary Assistance for Needy Families

Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ Work Program for families that receive TANF benefits ▪ Case Management ▪ Assessments and Employment / Barrier Reduction Plan Development ▪ Job Placement Services (subsidized and unsubsidized) ▪ Job Search Assistance ▪ Job Readiness Training ▪ Work Experience ▪ Education assistance (ABE, VET, Post-Sec) ▪ Advocacy and supportive services for parents w/ DV-status, temp disabled (VR), substance abuse ▪ Extended services through POS contracts with CBOs to provide services that meet TANF Purposes 1 and 2 	<ul style="list-style-type: none"> ▪ Statewide work program ▪ Partnership w/ other state & county agencies to provide specific services ▪ Procure broad range of services under TANF Purposes 1 & 2 ▪ Individualized case management services ▪ Supp service payments, i.e. transportation, work-related exp, education, child care, limited rent assistance through work program ▪ Transitional supportive services for employed families who exit TANF ▪ Assist families w/no TANF months but temporarily disabled, DV-status or recovering from substance abuse 	<ul style="list-style-type: none"> ▪ Unable to assist families w/out children ▪ Must be TANF recipient to participate in work program and TANF-eligible to receive procured CBO services (TANF Purposes 1 & 2) ▪ Temp disabled, DV-status and recovering substance abuse parents are considered work eligible individuals (i.e. meet work activity requirements) ▪ Core educational activity limited to 12 months in lifetime ▪ Other educational activities are non-core (i.e. ABE, JSK, EDRE) ▪ Limited job search activities, 120 or 180 hours in 12-mos period ▪ Requirement to meet Work Participation Rates

Capacity to Provide Services:

- Design the work program to meet TANF families' needs, in accordance with federal regulations.
- Continue to develop partnerships with other workforce development agencies (public and

private) <ul style="list-style-type: none"> ▪ Continue to develop partnerships with UH/CC ▪ Better inform work program participants and case managers of available education and training opportunities and resources ▪ Connect work program participants, case managers, educational institutions and employers ▪ Able to service TANF recipient families statewide but limited/no resources to service 2nd parents of 2-Parent TANF families ▪ Limited to 60 TANF months in lifetime ▪ Incurred direct and indirect expenditures must be within TAMF federal regulations (i.e. benefits and services meet the 4 purposes, TANF recipients, youth and TANF-eligible individuals and families) 		
Trade Adjustment Assistance (TAA) Programs		
Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> • Reemployment and case management services • Training • Job search allowance • Relocation allowance • Additional unemployment insurance in the form of Trade Readjustment Allowances (TRA) • Health Coverage Tax Credit (HCTC) • A wage subsidy for re-employed workers aged 50 or older 	<ul style="list-style-type: none"> • Provides in-depth training and support for trade-affected workers for job training and/or job search • Offers older workers (50+ years old) a choice of training or income support if working part-time 	<ul style="list-style-type: none"> • Services available to limited population who are adversely affected by foreign trade as certified by USDOL • Petitioning process takes time, requires data about employer's business and reasons for layoffs
Capacity to Provide Services: <ul style="list-style-type: none"> • Extensive support for TAA participants • Allows requests for more funds, as needed for eligible participants 		

American Job Centers

Hawaii's four American Job Centers are dedicated to providing free services to job seekers and employers, including job search assistance, personal career planning services, training opportunities, HireNet Hawaii support and a library resource center.

Each American Job Center is a system of employment and training providers linked electronically and/or co-located at one site to provide better services to customers. The system enables partners to coordinate operations and services in a seamless, easy to access manner. Customers can select services best suited for them. They may do a self-help job search plan or ask staff for employment counseling, training information, or other resource help.

Job seekers can obtain a variety of job and training information and services by visiting American Job Centers. Employers have access to a wide pool of applicants. Job orders can be placed for local and/or national exposure. A wide scope of labor market information and data is easily available. Employers can contact an American Job Center directly or access information via the internet.

In addition, American Job Centers have Resource Rooms provided at no cost to job seekers to facilitate their job search. Customers may use laser printers, copiers, fax machines, and telephones. Labor market and occupational information and reports are also available.

Ex-Offenders

American Job Centers are available to respond to inquiries from offenders with general information on training and services and referrals to other agencies such as Salvation Army, Partners in Care, the Windward Homeless Coalition, Institute for Human Services, and the Department of Public Safety Laumaka Program. Information on the Work Opportunity Tax Credit and federal bonding are also provided as incentives to offer employers when ex-offenders conduct a job search.

A well-developed Going Home project in Hawaii County features strong collaborations among the State Judiciary, American Job Center, and service providers to facilitate inmates' transition from incarceration to civilian life. The City and County of Honolulu's Youth program, operated on the same premises as the American Job Center, uses a holistic approach in working with delinquent youth in coordination with Family Court, service providers, Department of Education, apprenticeship programs, and American Job Center services.

Currently, the State Department of Labor and Industrial Relations, Workforce Development Division has been contracted by the State Department of Public Safety to provide job search and job placement activities to offenders or parolees in the counties of Hawaii, Maui, and Kauai. These activities include conducting an assessment of their employability levels, job interest, academic levels and providing offenders and parolees with job and computer readiness skills.

Unemployment Insurance Claimants

All Unemployment Insurance (UI) claimants in Hawaii are required to register, enter essential background information, and post an on-line resume in HireNet Hawaii in order to receive UI benefits. These requirements assist claimants with their job search efforts and allow employers to search for potential employees.

Wagner-Peyser and other One-Stop Center staff provides intensive individual services to UI claimants identified as participants in the Worker Profiling and Re-employment Services ("WPRS") program. Case managers are assigned to assist each profiled claimant in identifying appropriate courses of action to facilitate his/her return to the workforce. Re-employment services provided include assessment, counseling, job referral and placement, testing, labor market information, job search workshops, and referral to job training. WDD monitors the claimant's progress and participation during the period covered by the Individual Service Plan ("ISP"). Any potential availability for work issue, such as failure to participate in an agreed upon activity, is reported to UI staff. If the claimant is found to be "not in compliance" with the requirements of the WPRS program, she/he will be denied benefits for that week.

DLIR WDD also continues to implement the Reemployment and Eligibility Assessment Initiative program in One-Stop Centers for the Unemployment Insurance Division. This program began in March 2005 when USDOL awarded grant funds to 21 states to pilot this new program. The purpose of the program is to shorten the duration of UI claims and expedite the claimants' return to work. The program mandates randomly selected claimants to participate as a condition of their eligibility for Unemployment Insurance benefits. Mandated activities include learning about the job market, creating a work-search plan, and a staff review of job search efforts. To date, Hawaii's REA has assisted over 36,000 UI claimants with their reemployment efforts.

University of Hawaii – Building Hawaii's Innovation Economy and Workforce

In October 2015, the University of Hawaii received a \$4.6M grant from U.S.A. Funds to develop a STEM Innovative Workforce Center. The center utilizes both structural and real-time LMI tools to identify employer skills within STEM occupations that work in priority fields of cybersecurity, biotechnology, engineering, astronomy and sustainability sciences – including energy.

The Chamber of Commerce of Hawaii in partnership with the University of Hawaii is developing a reporting template that can be adapted to all industries that reports on both real-time and forecast employment needs. These reports serve as the basis for discussion with industry partners identified and organized by the Chamber of Commerce of Hawaii. The industry groups will verify the findings of the labor reports as well as validate curriculum in current academic and training programs. The LMI reports will also serve as a means for discussion with business and industry leaders in Hawaii for new program initiatives.

Labor Mapping and Educational Pathway Project

The University of Hawaii Community Colleges is currently developing an interactive online application that will be available to the general public to view in-demand industries and occupations and the requisite education and/or training pathways associated with educational programs throughout the State of Hawaii. The education portion of the site has a hierarchical structure that is based on educational and training requirements ranging from high school diploma through post graduate and professional degrees.

The site is planned to have an Application Programming Interface (API) that will automate updates of in-demand occupations and education and training requirements as well as the required knowledge, skills and abilities based on various labor market data.

Supply-Demand Analysis

We will be partnering with the University of Hawaii to do a supply/demand analysis in order to develop a predictive model to improve our long term projections and better forecast the needs of employers and develop training curriculum and certification.

Achieving supply and demand equilibrium for Hawaii's workforce in today's dynamic, global economy requires a proactive and coordinated planning approach. As mentioned in section II of this report, to help Hawaii achieve workforce equilibrium, the state of Hawaii has integrated

workforce planning into the U.S. Department of Commerce, Economic Development Administrations CEDS process.

The following includes the supply demand analysis based on the pipeline of Hawaii's workers that is coordinated and cross pollinated to ensure a common methodology for engagement business and industry and uniformed approach to achieving workforce equilibrium.

HIDOE K-12 Career Readiness Initiative

HIDOE, both the state and local education agencies for the state, adopted a "college and career ready" agenda with its strategic plan update in 2012. Over the last four years, HIDOE has expanded its college readiness strategies and measures significantly. While college remains a major pathway to a many careers, many of Hawaii's graduates will become employed without a college degree but require education and training beyond high school.

HIDOE is a member of the Council of Chief State School Officers (CCSSO), a nonpartisan, nationwide, membership organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO launched its Career Readiness Task Force in the spring of 2014.¹⁹ Hawaii's Superintendent endorsed the findings of the Task Force and is participating in the current cohort of states engaged in CCSSO's Career Readiness Initiative in an effort to develop a more robust statewide framework and strategies for career readiness.

On September 30, 2015 to October 1, 2015, the State of Hawaii Department Education work team consisting of member of the State of Hawaii Workforce Development Council (including the WDC Chair), University of Hawaii, who also serve as members on the Hawaii CEDS Statewide Strategy Committee, attended the CCSSO Career Readiness Initiative planning meeting in Austin, TX. At this convening, the work team committed to the following three items:

Commitment #1 – Employer Engagement

Establish a structure, sustained process through which K-12 education and employer communities use real-time labor market data to set priorities to strengthen and scale career pathways and programs to prepare students for specific high-skill, high-demand employment opportunities.

Commitment #2 – Quality Career Pathways

Design and implement policies and related strategies to strengthen and scale career pathways that span secondary and postsecondary levels, embed rigorous core academic and career-technical content, include high quality work-based learning experiences, and culminate in credentials that open doors to high skill, high demand jobs.

Commitment #3 – Accountability

¹⁹ Council of Chief School Officers (CCSSO), Opportunities and Options: Making Career Preparation Work for Students, A Report of the CCSSO Task Force on Improving Career Readiness, November 2014.

Make career readiness a higher priority in state K-12 accountability systems by incorporating a more robust set of career-focused indicators that measure and value successful completion of meaningful pathways, work-based learning experiences and credentials.

These initiatives build upon current investments and innovations supported by Perkins funding, state funding, philanthropic grants and partnerships with employers. Hawaii's schools include career pathways, career academies, and programs which foster career readiness from K-12 (e.g., Project Lead the Way); schools are empowered to implement programs that meet their community's and students' needs, so the type of career readiness experiences that students have opportunities to engage in depends on their schools. However, students at every school need the opportunity for relevant, robust learning experiences that prepare them for college and/or a career and schools should have the mandate, incentives (e.g., school accountability) and supports (e.g., funding) to provide such programs.

To accomplish this, HIDOE is participating in the CCSSO initiative, updating and implementing the HIDOE strategic plan in 2016, and collaborating with partners on planning and implementation.

University of Hawaii – Higher Education Initiative

The University of Hawaii (UH) is working closely with the Economic Development Alliance of Hawaii on the requisite Labor Market Information (LMI) for the CEDS process and report. This ensures a unified understanding of economic and workforce priorities between Hawaii's economic development board and our public higher education system. To accomplish this, the UH is deploying both projected and real-time job needs of economic clusters that are comprised of industry sectors.

Although not a core partner to the Opportunity Act, the UH has also been engaged with labor market analysis with all core partners as well as a participant on the CCSSO Hawaii work team.

The joint activities between the CEDS and the Opportunity Act are critical to UH and its role in providing Hawaii's skilled labor force. In an effort to achieve workforce supply and demand equilibrium, UH is currently working on a systematic methodology for identifying immediate and projected workforce needs using both forecast/project analysis and real-time data analytics.

University of Hawaii Community Colleges – Trade Adjustment Assistance Community College and Career Training Grants

Funding provided by the U.S. Department of Labor Employment and Training Administration under the Trade Adjustment Assistance Community College and Career Training grant program (TAACCCT), has resulted in closer alignment between the seven campuses of the University of Hawaii Community Colleges and the State of Hawaii Department of Labor and Industrial Relations, Workforce Development Council and the American Job Centers providing one-stop assistance throughout the State of Hawaii.

TAACCCT funding allowed for greater synergy between the UH and Hawaii's public workforce system. These synergies include shared facility use to improve access to services for Hawaii's

dislocated workers and at-risk populations, shared and coordinate labor intelligence to reduce development and training time, and a coordinated industry convening to identify requisite skills and validate just-in-time training curricula in Hawaii's growing industry sectors. The experience gained through the TAACCCT program provided the foundation for the higher-level industry engagement such as the STEM focused USA Fund Building Hawaii's Innovation Economy and Workforce program describe in earlier sections of this report.

Apprenticeship

Apprenticeships are unique long-term training programs that allow job seekers to learn specialized skills for various trades. In Hawai'i, there are 32 apprenticeship programs available that represent a wide variety of occupations. After completing training, an apprentice becomes a journey worker. Journey workers can earn a substantially higher salary as well as pursue career goals of becoming an apprentice supervisor, contractor, or even set up your own business.

Dislocated Worker Eligible Training Provider

There are currently 1570 programs offered through 41 eligible education and training providers that can be funded, at least in part, through WIOA. These providers work in cooperation with the American Job Centers located through the state of Hawaii and offer both specialized training as well as credit and non-credit pathways to higher-level employment opportunities.

Vocational Rehabilitation

Vocational Rehabilitation is a state-federal program for individuals with disabilities who require assistance to prepare for, secure, retain or regain employment. The Hawaii Division of Vocational Rehabilitation (DVR) administers three programs that have separate but related functions to provide for the rehabilitation needs of persons with disabilities to secure employment and to lead full and productive lives. The underlying philosophy and goal of the DVR is that through employment, individuals with disabilities are empowered toward economic self-sufficiency, independence, and inclusion and integration into society.

Community School for Adults

The Adult Education Program includes a variety of courses for adult learners with integrated programs and services in the areas of basic education, English language acquisition, high-school equivalency diploma, family literacy, citizenship, workforce education, employability skills and life enhancement.

Trade Adjustment Assistance Program

The Trade Adjustment Assistance (TAA) program is integrated as part of the Rapid Response services. When companies notify the state of impending layoffs, a preliminary assessment will be made with the employer regarding the eligibility of affected workers for Trade Adjustment Act (TAA) benefits and staff will assist in filing a TAA petition. American Job Center staff knowledgeable about various federally funded programs and TAA programs will coordinate designing and implementation of services to ensure successful outcomes for individuals who are potentially trade-affected. These services include an assessment of the needs of the affected workers to identify the workers' skill levels, interests, and abilities and provision of basic reemployment services available at American Job Centers.

Before the TAA petition is certified, trade-impacted workers will receive services under the Dislocated Worker Program and provided with reemployment, training, and supportive services, as appropriate. If and when the TAA petition is certified, services generally will be supported by the TAA grant, in coordination with WIOA services, if necessary.

- **Employment and Unemployment:** According to the National Program Statistics for the Trade Adjustment Assistance Program, the average employment rate of TAA participants in Hawaii in 2013 was 54.55% in comparison to the nation which was 70.95%.²⁰
- **Education and Skill Levels of the Workforce:** For the period ended September 30, 2015, Hawaii's TAA participants show that 63% are male and 37% are female.²¹
- **Describe apparent 'skills gaps:'** TAA participants' are unemployed as a result of being adversely impacted by foreign trade. As supported in the FY 2014 Annual TAA Report by DOL, TAA participants will normally require training to improve their success in finding employment. "Nearly 77 percent of TAA participants found employment within 6 months of completing the program. TAA participants who receive training, those who complete training, and those who receive a degree or industry-recognized credential through the program have substantially better performance outcomes than those who do not."²²

Pre-Employment Transition Services (PETS)

The PETS program serves students receiving transition services pursuant to IDEA or a student who is an individual with a disability under Section 504 of the Rehabilitation Act ages 14 – 21, a youth with a disability ages 13 – 24 regardless if they are in school or not. Activities of the PETS program are:

- Job exploration and counseling
- Work-based learning experiences, which may include in-school or afterschool opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education
- Work place readiness training to develop social skills and independent living
- Instruction in self-advocacy, which may include peer mentoring

Although PETS are not mandatory for other populations, research shows that like students and youth, adults with disabilities who complete PETS-like activities greatly increases their chances for participating in postsecondary educational programs and lead to permanent employment and self-sufficiency.

²⁰ http://www.doleta.gov/tradeact/TAPR_2013.cfm

²¹ HireNet Hawaii data for period from October 1, 2011 to September 30, 2015

²² Trade Adjustment Assistance for Workers Program FY14 ETA Report to the Committee on Finance of the Senate and Committee on Ways and Means of the House of Representatives.

(b) State Strategic Vision and Goals

The Governor's vision for the State of Hawaii is to have a state government that is honest, transparent and responsive to its citizens. One of his key missions to achieve this vision is to promote economic diversification and policies that support economic growth. He believes plans for economic diversification and growth should center on innovation, as the innovation sector offers the best promise of high-quality living wage jobs and is well-suited to Hawaii's people, institutions and culture. In addition, he considers the greatest opportunities are in strategic growth industries, such as information technology, clean energy, health care, local agriculture and creative fields such as local fashions and locally-created digital media, film and game content designed for multiple platforms. A comprehensive view of the Governor's vision and priorities can be seen here: <http://governor.hawaii.gov/governor-david-iges-priorities-for-hawaii%CA%BBi/>.

To align with the Governor's vision and economic priorities, the Workforce Development Council along with Local Workforce Development Boards, core program representatives and other stakeholders, created a strategic vision and goals for an enhanced workforce development system for the State of Hawaii under the WIOA of 2014.

The WDC developed this vision and goals based on the following common understanding:

- WIOA is designed to help job seekers access employment, education, training and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.
- WIOA is an alignment of workforce programs.
- U.S. Department of Labor says the workforce system should strive toward three hallmarks of excellence:
 1. The needs of business and workers drive workforce solutions, and local boards are accountable to communities in which they are located.
 2. One-stop Centers (or American Job Centers) provide excellent customer service to jobseekers and employers, and focus on continuous improvement.
 3. The workforce system supports strong regional economies and plays an active role in community and workforce development.

(1) Vision

Hawaii's Strategic Workforce Vision:

VISION

All employers have competitively-skilled employees, and all residents have sustainable employment and self-sufficiency.

Strategic Vision Between Economic and Workforce Development – Comprehensive Economic Development Strategies (CEDS)

Hawaii is developing an innovative public workforce system predicated on the symbiotic relationship between economic and workforce development. The State's vision is to minimize

any slack in Hawaii's labor market, offering living wage employment opportunities for all Hawaii's residents. This includes incumbent workers, traditional pipeline students, adult learners, workers with disabilities and all classifications of dislocated workers.

This vision will be accomplished through an early alert process that works in cooperation with Hawaii's economic development planning process, the Hawaii's CEDS Process, supported by the Economic Development Administration of the U.S. Department of Commerce.

(2) Goals – *describe the goals for achieving the vision based on the analysis above of the State's economic conditions, workforce and workforce development activities. This must include:*

(A) *Goals for preparing an educated and skilled workforce, including individuals with barriers to employment, and*

(B) *Goals for meeting the skilled workforce needs of employers.*

The following goals were informed both by the spirit of WIOA and WDC's economic, workforce and workforce development analysis of Hawaii; and all five goals will prepare an educated and skilled workforce, as well as meet the skilled workforce needs of employers.

GOALS OF THE WORKFORCE DEVELOPMENT SYSTEM IN HAWAII	
1	To provide coordinated, aligned services.
2	To prioritize services to vulnerable populations with barriers to employment as described under WIOA, including homeless individuals and Native Hawaiians, which are currently of critical concern in the State.
3	To develop sector strategies and a career pathways system that will integrate education and training, and move skilled jobseekers into growth industries.
4	To augment a high employment rate.
5	To fully engage employers in the workforce development system to address the talent shortage.

(3) Performance Goals –*using Appendix 1, include the state's expected levels of performance relating to performance accountability measures (only applies to core programs).*

{See Appendix 1 – Performance Goals}

(4) Assessment –*describe how the state will assess the overall effectiveness of the workforce development system in the state in relation to the strategic vision and goals stated above, and how it will use the assessment results to make continuous or quality improvements.*

WDC will assess the overall effectiveness of the workforce development system in relation to the strategic vision and goals outlined in this USP through the following mechanisms:

- state and local level fiscal and programmatic monitoring;

- surveys of stakeholders;
- data validation; and
- analysis of data.

An emphasis will be on how well each core partner and the overall workforce system are performing relative to WIOA's common performance goals:

1. Sustaining Employment in 2nd and 4th Quarters After Exit
2. Skills Gains and Credential Attainment (which relates to postsecondary access and completion)
3. Effectiveness in Serving Employers (factors of which will be further defined in the near future by the USDOL)

WDC will work over the next year to develop a comprehensive assessment of each core partner and the system's overall effectiveness. WDC will issue a policy on system assessment and continuous quality improvements by July 1, 2017 to ensure that the process is transparent, is coordinated among the partners, and provides for action to be taken in a uniform way to improve the system.

(c) State Strategy – *include state's strategies to achieve its strategic vision and goals. These strategies must take into account the state's economic, workforce, and workforce development, education and training activities and analysis provided in (a) above, include discussion of specific strategies to address the needs of populations provided in (a) above.*

(1) *Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways.*

State Strategy to Achieve Vision and Goals

Core partners and other key service providers and stakeholders developed the following strategies to help Hawaii's workforce development system achieve its identified vision and goals (as described in the previous section).

1. To provide coordinated, aligned services.
 - WDC will review and oversee development and continuous improvement of a seamless, coordinated service delivery system that is described in the Unified State Plan and outlined in local plans and Memorandums of Agreement that describe in detail alignment of services, policies and procedures.
 - Core partners and other key service providers will design and utilize a common intake/referral application form in order to coordinate services, avoid duplication of services, reduce paperwork, and streamline administrative operations.
 - WDC will facilitate the development of and necessary staff training for a centralized data system that will populate from the common intake/referral application form and aggregate data pertinent to common performance measures.
 - WDC will meet with core partners and other key service providers on a semi-annual basis to discuss successes, challenges and solutions to achieving coordinated, aligned services.

2. To prioritize services to vulnerable populations with barriers to employment as described under WIOA, including homeless individuals and Native Hawaiians which are currently of concern in the State.
 - Each core partner will develop and implement policies and procedures that will ensure that vulnerable populations with barriers to employment that are described in the Unified State Plan receive priority for services.
 - WDC and core partners will engage employers to improve the labor market and skills outcomes for vulnerable populations, as well as increase access to employment opportunities for those populations.
 - WDC will conduct a needs assessment in FY17 of homeless individuals and Native Hawaiians to determine what specifically is needed to get these populations into sustainable employment and self-sufficiency, and will develop a statewide strategy to address the results of the needs assessment.
 - The core partners and other key service providers will establish a MOA that outlines each agency's roles and responsibilities in providing effective, high-quality, intensive, wrap-around services to vulnerable populations.
 - WDC will coordinate resources among core partners and other key service providers to provide adequate professional development to workforce staff so that the highest-quality and most effective, evidence-based services are provided to vulnerable populations in order that they achieve success.
3. To develop sector strategies and a career pathways system that will integrate education and training, and move skilled jobseekers into growth industries.
 - Use economic data, industry clusters and industry resources to determine growth industries and the skill needs of industries and employers.
 - Establish and maintain sector initiatives that facilitate ongoing dialogue between government, employers and other key stakeholders to increase understanding of growth industry needs, foster learning between related businesses and coordinate use of information and resources to formulate and implement effective workforce solutions that meet the skill, recruitment, and retention needs of employers and the training, employment, and career advancement needs of workers.
 - Align policies and funding streams across education, workforce, and economic development systems and all levels of government to focus public resources on the training that moves workers into industries with high-quality jobs that lead to better financial outcomes and longer job tenures for workers.
 - Take an active role in the development of the "common pathways" for both individuals who desire to pursue secondary education AND for individuals who do not desire to pursue secondary education but desire to learn employment skills through work experience and/or on-the-job training.
 - Coordinate a "common" work assessment process between core partners.

- Continue with implementation of the Employment First State Mentoring Program (EFSLMP) to train a cadre of trainers on Customized Employment, who in turn will train other staff.
 - Continue with the current iCAN bridging program at the Community Schools for Adults as a stepping stone to proceed into a career pathway leading to a work-readiness certificate and/or degree and economic success. Work closely with UH/CC to create possible dual enrollment and pre-apprenticeship classes for adult learners.
4. To augment a high employment rate.
- Build a better business climate for small enterprises that comprise over half of Hawaii's employers by supporting the reduction of tax and regulatory burdens as well as tax policies that make it easier to hire or train additional staff, particularly from those groups who struggle in the labor market.
 - Promote skills development through strategic leadership and long-term direction to fortify investments in training, enhance job readiness, industry specific and soft skills acquisition and institutionalize alternate learning methods in ways that help vulnerable populations.
 - For individuals with special needs that preclude full-time employment, encourage flexible work, e.g. job-sharing or part-time.
 - Coordinate core partner efforts to ensure that all of our students/clients are "registered" into HireNet and has access to the job seeker resources.
 - Develop the roles and responsibilities for each core partner staff (administrative, middle management, direct services staff) involved with the job seeker. The roles and responsibilities will include, but not limited to: (1) assessment for identifying a career pathway; (2) obtaining the skills for a job; (3) preparing for interviewing and getting the job; (4) maintaining the job; (5) and/or advancing in the job.
 - Meet monthly (later quarterly) to assess what is working and solutions to what is not working.
5. To fully engage employers in the workforce development system to address the talent shortage.
- Improve employer use of the Hirenet system by promoting the benefits of using Hirenet; overcoming employer reluctance by providing training; and by making system improvements so that the site is more user friendly.
 - Expand employer involvement with program design, implementation, and/or building worksite skills to improve access to jobs and heighten credibility with other employers, potential partners and program participants.
 - Focus on short-and long-term goals aligned with industry needs, created with industry input and sustained through industry oversight and participation.
 - Establish Core Partner teams. A team approach is not as easy as it sounds. By nature, it's competitive with a sense of ownership to the established employer account. The message from core partner management staff needs to be clear, "1 is a placement for all." Meaning that if Workforce Development (WDD) is able to place a jobseeker with a company; that can open the doors for all core partners to do so in the future.

- **NOTE:** USDOL is supposed to be issuing guidance on factors that can be measured to determine “Effectiveness in Serving Employers.” Once these factors are identified, WDC and core partners will determine other strategies to pursue in order to enhance employer engagement.

HAWAII CAREER PATHWAY SYSTEM

In order to increase access to opportunities for employment, education, and training, WDC will develop a career pathway system for the State of Hawaii’s workforce development system. This career pathways system will include the six key elements of a career pathway recommended by the U.S. Department of Labor.

WDC has appointed a Career Pathways Task Force that includes representatives from core partner programs, the American Job Centers, education and training agencies, required one-stop partners and employers. The Career Pathways Task Force is charged with developing a statewide career pathways system for workforce development that builds on and aligns with the career pathways system already in place in Career-Technical Education and the postsecondary system. The Career Pathways Task Force will continue to work on the development and implementation of this Career Pathways System for Hawaii.

Career Pathways Task Force Membership

- Workforce Development Council (State Board)
- Department of Labor and Industrial Relations (UI and WP)
- Department of Vocational Rehabilitation
- Department of Education: Adult Education and Career and Technical Education
- University of Hawaii, Director of Career and Technical Education (Perkins)
- University of Hawaii Community College Career and Technical Education
- University of Hawaii Maui Education Center
- Oahu Workforce Development Board
- Maui Workforce Development Board
- Hawaii Workforce Development Board
- Kauai Workforce Development Board

Hawaii Career Pathway System increases access to and opportunities for employment, education, training, and support services, particularly for individuals with the greatest barriers to employment. These individuals include displaced homemakers; low-income individuals; Native Hawaiians; individuals with disabilities, including youth who are disabled; adults; ex-offenders; homeless individuals, or homeless children and youth; youth who are in or have aged out of foster care; English language learners, individuals who have low levels of literacy, individuals facing substantial cultural barriers; Temporary Assistance for Needy Families program (TANF); single parents; veterans, and long-term unemployed individuals.

This System is designed to promote stronger alignment of workforce and education programs in order to improve the delivery of employment services, and education and training.

This approach encourages strong partnerships with WIOA core programs and other partners in the community, including local educational agencies and one-stop partners, and will promote alignment throughout the workforce system for better efficiency and effectiveness. It also ensures that programs and services are responsive to employers and job seekers. Hawaii's Career Pathways System will align services among all stakeholders in the education and training pipeline, including WIOA core workforce programs, the American Job Centers, Career and Technical Education (CTE) programs under the Carl Perkins Career and Technical Education Act, programs under Temporary Assistance for Needy Families (TANF), postsecondary institutions and others.

This System will address the U.S. Department of Labor's Six Key Elements of Career Pathways to ensure that these essential components are included:

- Building cross-agency partnerships and clarify roles;
- Identifying industry sectors and engage employers;
- Designing education and training programs;
- Identifying Funding Needs and Resources;
- Aligning policies and programs;
- Measuring system change and performances.

Hawaii's System will also:

- Align with skills needed by industries;
- Prepare individuals to succeed in a range of education options;
- Include counseling to support an individual in achieving education and career goals;
- Include, as appropriate, concurrent education and training opportunities for specific occupations;
- Organize education, training, and support services to meet individual needs and accelerate educational and career advancement;
- Enable individuals to attain a high school diploma or equivalent, and at least one postsecondary credential; and
- Help individuals enter or advance within an occupation.

To accomplish this, Hawaii will enhance its current Career Pathways System to integrate all partners. It will align the planning and implementation of policies, services, and programs and share common performance measures that inform data-driven decision-making. The State will meet WIOA's definition of a Career Pathway System.

This transformation of the workforce development system will take time and a considerable amount of effort by DLIR, HDOE, DHS/DVR. However, we are committed to realizing this shared vision for our clientele through ongoing collaboration and joint implementation of Hawaii's Unified State Plan.

The development of a unified state approach to career pathways requires aligning core programs with other WIOA partners to improve the workforce system. This alignment requires the collaboration of stakeholders that facilitates the design and development of the Hawaii Unified Plan.

The Hawaii Career Pathway System is a reflection of the ongoing collaboration by core partners and stakeholders to develop a unified state approach to career pathways. This system bridges Core Programs, WIOA partners, and the private sector in the development, implementation, and sustenance of promising practices from the workforce and education arenas at the Federal, State and local levels. The use of career pathways provide individuals, including low-skilled adults, youth, and individuals with barriers to employment (including individuals with disabilities) with workforce development training, education, and support services to enter or retain employment.

Hawaii Departments of Labor, Education, and Health and Human Services are committed to sharing career pathway strategies as an effective way of helping adults and youth in acquiring marketable skills and industry recognized credentials. The development of a common Career Pathways System fosters integrated service delivery and implementation of the required new WIOA law. As a prominent required function of the Core Programs and the local workforce development boards it is an important component of the State Unified Plan.

HAWAII STRATEGIC PARTNERS

Cross-agency collaboration and partnership building is a critical component in the development of Hawaii Career Pathways System. It provides for further training and education and provides jobseekers an opportunity to earn an industry-valued credential. This places a greater emphasis on work-based learning, including apprenticeships, on-the-job training and customized training for incumbent workers.

In the current system, both the HIDOE and UHCCs have created and utilized Program Advisory Councils composed of employers and program faculty and staff. These groups have played a significant role in the development of skill standards and assessments that have become the foundation for all the planning, development, implementation, and evaluation of CTE programs.

The Goals as reflected in the Hawaii WIOA Unified State Plan draft are:

- Education, service providers and employers will collaborate to serve and employ qualified adults and youth.
- Adults and youth will be made aware of the employment opportunities in the state.
- Strengthen connection between stakeholder agencies and use labor market information to identify employer needs and help drive/inform programs.
- Provide a wide scope of education and training services that are progressive and meets the needs of clients and employers.

- Build a supportive, educational system focused on increasing individuals' employability (ASK – Attitude, skills, knowledge).

The revised Career Pathway System will comply with WIOA requirements that there be employer-led committees based on the economic sectors identified by the state, and that there will be a greater emphasis on work-based learning, including apprenticeships, on-the-job training and customized training for incumbent workers. It is the intent of the state to develop a workforce education and training program that is aligned with Hawaii's economic development needs and plans, and gives jobseekers an opportunity to earn an industry-valued credential. Existing partners include:

- State Department of Labor and Industrial Relations Workforce Development Division
For more information: <http://labor.hawaii.gov/wdd/>
- State Department of Human Services (Division of Vocational Rehabilitation)
For more information: <http://humanservices.hawaii.gov/>
- Hawai'i Department of Education
www.mcsahawaii.org (McKinley Community School for Adults)
www.wscshawaii.org (Waipahu Community School for Adults)
<http://www.hawaiipublicschools.org>,
- State Department of Business, Economic Development and Tourism
For more information: <http://dbedt.hawaii.gov/>
- University of Hawaii Community Colleges, <http://uhcc.hawaii.edu>,
- UHCC's Workforce Development
For more information: http://uhcc.hawaii.edu/OVPCC/workforce_academic/
- Chamber of Commerce Hawai'i
For more information: <http://www.cochawaii.org/>
- Society for Human Resource Management Hawai'i Chapter
For more information: <http://www.shrmhawaii.org/>
- Enterprise Honolulu (Oahu Economic Development Board)
For more information: <http://www.enterprisehonolulu.com/>
- Maui Economic Development Board
For more information: <http://www.medb.org/>
- Kauai Economic Development Board
For more information: <http://www.kedb.com/>

- Hawai'i Island Economic Development Board
For more information: <http://www.hiedb.org/>
- Hawai'i's P-20 Partnerships for Education, <http://www.p20hawaii.org>
- America's Job Centers formerly known as One Stop Centers and Oahu WorkLinks
<http://www.honolulu.gov/dcs/workforce.html> and <http://labor.hawaii.gov/wdd/onestop>
- Career and Technical Education Coordinating Program
<http://www.hawaii.edu/offices/bor/sbcte/materials/201505210900/>
- Hawai'i Alliance for Community Based Economic Development
For more information: <http://www.hacbed.org/home>
- Kamehameha Schools (CTE Scholarship Program)
For more information: http://www.ksbe.edu/imua/digital_archived_article/kamehameha-schools-announces-career-and-technical-education-scholarship/

Alignment of Economic Data to Pathway Development

The UHCCS are required to use data to identify gaps and students' needs when developing their CTE programs. The campuses consult and collaborate with the Workforce Development Council, the State Department of Labor and Industrial Relations, labor boards, and business and government leaders to determine the education and training needs of the State and each community that the colleges serve. With this input, programs are developed or revised/updated to meet those needs. For example, the Community Colleges are in the process of developing programs in cybersecurity. Occupations in this field were identified by the economic system as an emerging need in Hawaii.

The colleges have also developed and implemented a program review model that ensures quality of curriculum, instruction, and student learning, and ensures the consistency of data elements and data definitions across the system. Under WIOA-directed revisions, the Pathways will be even more clearly driven by, linked to, and aligned with, the current economic needs of our State. The State economic development agencies will engage with employers to identify the sectors with the highest growth and greatest need. The educational institutions will design the instructional programs that lead to occupations in these sectors. These may be credit or noncredit, long-term or short-term training programs, but all will lead to a recognized credential, certificate and/or a degree.

As part of their individual plan, WIOA customers who enter the system would enroll in a particular education and training program based on their assessment results, their interests, aptitudes, and abilities.

Two examples of existing Career Pathways that align with identified economic needs of the State are Culinary and Health Care. Below is a list of occupations available in these fields in Hawaii and the education or training level required. The educational programs that support these occupations already exist and are part of the current Career Pathway system.

Culinary

Requiring less than an High School diploma; short-term OJT and/or a certificate:

Food Preparation and Serving Workers, Baker's helper, Prep cook, Pantry cook, Short-order cook, pastry cook, first-line supervisor

Requiring a postsecondary certificate but less than a degree:

Cooks (restaurant, institution, cafeteria, other), Patisserie

Requiring a postsecondary degree:

Chef, Baker, dining room supervisor, restaurant manager/supervisor

Health Care

Requiring less than an High School diploma, short-term OJT and/or a certificate or credential:

Home Health Aide, Personal Care Aide, Certified Nurses Aide, School Health Aide, Community Health Worker, Receptionists and Information Clerks

Requiring a postsecondary certificate but less than a degree:

Licensed Practical Nurse, Licensed Vocational Nurse, Community Health Worker, Physical Therapist Assistant, Occupational Therapy Assistant, Massage Therapist, Pharmacist Technician, Health Information/Medical Records Technician, Dental Assistant

Requiring a postsecondary degree:

Registered nurse, Radiology Technician, Medical Lab Technician, Respiratory Care Therapist, Occupational Therapist, EMT, Paramedics, Medical Assisting, Health Care Administrator, Dental Hygienist, Dental Laboratory Technician, Medical Sonographer, Exercise and Sports Medicine, Occupational Health and Safety Specialist

Evaluation and Accountability:

All Core and partner programs have some form of evaluation and accountability already in place based on the requirements of their funders. Through collaboration and negotiation the Core Programs and partners will come to consensus on common measures.

A key feature of the evaluation process in the revised system will be measuring the impact that completing the Pathway has on the customers. This will require tracking and data sets very different from simply counting those who receive a diploma, certificate, credential, or degree and those who are placed in employment. The State's Data Xchange Partnership is developing the capacity to collect, report, and analyze that kind of data. They may assist the agencies as appropriate.

5. *Describe the strategies the State will use to align the core programs, required one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified above.*

WDC's State Strategy for Achieving Strategic Vision and Goals

Sector Strategies

“Sector strategies” are policy initiatives designed to promote the economic growth and development of a state’s competitive industries using strategic workforce investments to boost labor productivity. The strategic focus is on prioritizing investments where overall economic returns are likely to be highest, specifically in those sectors that will generate significant gains in terms of jobs and income.

Targeting the right sectors is essential and requires that policy makers use economic and labor market data to determine which industry sectors are best positioned to make gains if investments in workforce development are made. Investment decisions are typically also contingent on the degree to which a sector faces critical workforce supply problems, for example, whether the industry faces a shortage of skilled workers in a particular occupation.

When done successfully, sector strategies can lead to mutually beneficial outcomes for business, labor, and the state by increasing competitiveness and growth, improving worker employability and income, and reducing the need for social services while also bolstering government revenues generated by both business and workers.

In order to ensure that policies help produce beneficial outcomes for workers as well as business, sector investments should take into consideration the quality of jobs for which training resources are made available. Ideally, training should result in livable wage jobs with benefits that provide access to career opportunities through job placement in an occupation that is part of a well-articulated career ladder.

A key element of sector strategies is the emphasis on industry and sector partnerships. These partnerships bring together multiple employers within a sector to find shared solutions to their common workforce problems.

Under sector partnerships, firms work with representatives of labor, as well as education and workforce professionals, to develop a concrete program to address that industry’s particular skills shortages. The development of shared solutions typically involves the convening of various stakeholders to develop a general understanding of the challenges the sector faces on an ongoing basis. For the process to be successful, partners need to regularly meet to develop a concrete plan to solve workforce problems by implementing agreed-upon remedies.

The collective focus on shared problem-solving sets sector strategies apart from more traditional training programs that focus on either individual workers or individual firms.

Problems are addressed systemically and collectively. Industry partners examine the interrelated workforce needs of the entire industry, diagnose problems, and align the monetary and institutional resources of not only industry but also labor, and the relevant workforce and educational systems as the chief means to plug relevant skills gaps.

Section III: Operational Planning Elements

(a) State Strategy Implementation

(1) State Board Functions - *describe operational structure and decision-making process to ensure functions are carried out.*

The Workforce Development Council is composed of representatives from:

- Cabinet level directors from the State agencies of labor, human services, economic development, education and the president of the University of Hawaii,
- Private sector representatives, including representatives from the four LWDBs,
- Community-based native Hawaiian organization,
- Labor,
- State House and Senate,
- County Mayors, and
- Governor

The WDC is the aligning entity of Hawaii's workforce development infrastructure. The majority of state and county agencies that directly control the state and federally funded workforce programs are all members of the WDC. Additionally, the WDC has the state mandated statutory responsibility to continuously identify workforce challenges and develop solutions to targeted industry workforce challenges.

Participation from employers, educational institutions, economic development organizations, labor organizations, and others ensure that a variety of stakeholder perspectives are represented.

(2) Implementation of State Strategy – *describe how the lead state agency with the responsibility for the administration of each core program will implement the state's strategies identified above, which includes a description of:*

(A) Core Program Activities to Implement the State's Strategy – *describe activities the entities carrying out the respective core programs will fund to implement the state's strategies, how the activities will be aligned across core programs, including co-enrollment and other strategies.*

In preparation for WIOA implementation, State-level Partners met regularly for about a year to learn about services provided by each Core Partner (and other Partners), convened joint meetings among Partner stakeholders, and determined how participant data would be shared and tracked through Core Programs. As much as possible during this preparation period, Core Partners were added as key agencies in programs such as DLIR's Disability Employment Initiative (Round VI),

DVR's Student Transition Employment Program, ODEP's Employment First State Leadership Mentoring Program (Round II) led by DVR, and the American Apprenticeship Initiative Grant led by DLIR.

For example, the DEI (Round VI) program recently awarded to DLIR includes as a goal increasing the number of Business Leadership Networks, which are business-driven groups of employers committed toward promoting the hiring of persons with disabilities. A major partner in DEI is DVR and their providers, and WIOA One-Stop Center staff members are the primary recipients of capacity building to serve persons with significant disabilities. Another DEI goal is developing an interagency group of providers with the One-Stop Centers for a more coordinated referral system among providers and for more integration of business engagement activities among providers. Adult Education will be part of this group with other partners. Approaching employers and Business Leadership Networks in a coordinated manner that represents all agencies is more professional, useful, and productive than each agency operating in its own silo with employers. A coordinated approach also enables providers to offer a fuller array of services as different options to meet different situations.

Although DEI focuses on a specific group of individuals, the successes of the coordinated service strategies is a model for a broader population. (DEI, Round II, was conducted only on the Counties of Hawaii and Maui, and the successful collaboration with employers and providers was the stepping stone for DEI Round VI statewide.) Experience showed that building trust among agencies took time and a disciplined commitment to regular meetings. It also required the lead agency and its contractor, University of Hawaii Center on Disability Studies, to develop meeting agenda, contact agencies for meetings, and include actions relevant to the providers. Similar factors were critical to sustain business interest in participating on the Business Leadership Networks.

Another DEI example is the goal of increasing participation in Ticket to Work, a federal program that provides cash incentives to providers who assist in placing SSI or SSDI beneficiaries in employment. DEI Training of One-Stop staff and its partners, Benefits Planning through University of Hawaii Center on Disability Studies, and close linkages with DVR and other partners, including Adult Education, will give staff the ability to provide the services needed for successful placement and retention of persons with disabilities.

Integration of resources will be accomplished through the regular sharing of information among the network of Core Partners and other providers. At the local level, State staff sponsored meetings with local area Core Partners, Community Colleges, and TANF front-line staff to discuss their resources, target groups, and services. These meetings usually resulted in attendees being pleasantly surprised at their common target groups and agreeing to communicate regularly (if they were not already doing so) to further achieve employment goals for their participants. Local areas intended to continue the discussions and build upon the relationships initiated.

Among Core Partners, a subgroup of data experts had been meeting for about a year to learn about data systems used by each Partner and reporting elements for each program. DLIR had been using and will continue to use HireNet Hawaii, an internet-based statewide data base for

its reporting system and case management recordkeeping system in WIOA Adult, Dislocated Worker, Youth, and National Emergency Grants; Wagner-Peyser; Veterans Programs; Trade Adjustment Act; and Disability Employment Initiative grant. It contains a data base for applicants, participants, and employers; services provided by funding sources; and data that meets all federal reporting requirements, including UI wage record matching with participants who complete or exit programs as defined by federal specifications.

Discussions about data systems were in-depth and extensive, including an in-person Hawaii presentation of HireNet Hawaii by DLIR's vendor, Geographic Solutions to Core Partners, and DVR's data specialist attending a conference by Geographic Solutions in California with the DLIR WIOA data specialist. Currently, the data systems used by DVR and Adult Education do not have UI wage record matching or an employer database. For these reasons, the Core Partners agreed to use HireNet Hawaii as their centralized data base to facilitate coordination of services to jobseekers and employers, track common participants through two or more programs, and provide UI wage matching and reporting of outcome measures as required by WIOA for all Core Programs.

While DVR and Adult Education will maintain their separate data bases to meet reporting requirements unique to their programs, DVR intends to upload a weekly extract of their participants into HireNet Hawaii that will populate the fields required for registration in HireNet Hawaii. DVR participants who use HireNet Hawaii will enter the system through a portal specific to DVR participants. Adult Education will explore a similar uploading of a file extract and/or will teach their students to register in HireNet Hawaii as part of their Adult Education classes. This will enable a common participant to be tracked through each program, avoid duplication of services, and assist staff in designing the optimum package of services for specific individuals.

All participants registered in HireNet Hawaii, whether in WIOA, DVR, or Adult Education, will be co-enrolled in Wagner-Peyser when the first service beyond registration and labor market information takes place. Including them in Wagner-Peyser will produce a more accurate count of total jobseekers in HireNet Hawaii. Often, the first service prompting registration in Wagner-Peyser is a search for jobs posted in HireNet Hawaii, or staff providing an orientation to services available. Co-enrollments in other programs will occur if each program provides a complementary service beneficial to the participant. The funding source for each service provided is recorded in HireNet Hawaii and staff will be able to view the information.

(B) Alignment of Activities Outside the Plan – *describe how activities identified above will be aligned with programs and activities required by the one-stop partners, as well as partners not covered by the Plan, such as CTE, apprenticeships, human services, which avoids duplication of services.*

The WDD serves on behalf of the DLIR as the State Apprenticeship Agency that is recognized by USDOL, Office of Apprenticeship. WDD reviews proposals for new apprenticeship programs and proposed modifications of existing apprenticeship programs, reports on all

apprenticeship programs, and monitors apprenticeship programs for compliance. It also supports the State Apprenticeship Council, an advisory body to the DLIR Director on apprenticeship.

On an on-going basis, recruitment notices of apprenticeship sponsors are posted on HireNet Hawaii for staff and jobseekers to review. These notices are also forwarded by WDD Administration to the AJCs on the Counties where recruitment will take place, and to Adult Education and VR State Offices. The minimum qualifications of the apprenticeship programs are posted on the WDD site with contact information for each apprenticeship program. After years of recession, construction has finally gained ground and more apprentices are being recruited to keep up with growing demand and to replace a significant number of journey workers who will be retiring within the next 10 years. Those interested in apprenticeships are advised by the AJCs to learn more, apply for openings, and prepare through training, if necessary. Many applicants fail to meet minimum levels of math required for the job and benefit from remedial education offered by WIOA under Title II.

DVR can assist a VR eligible individual with only those activities that are included in their Individualized Plan for Employment (IPE). All activities that are required for a VR eligible individual to prepare, obtain, maintain/regain employment (of their informed choice) will be listed on their IPE. If an activity that is required, is identified after the IPE is completed, then the VR eligible individual and the VR counselor, in agreement, can amend the IPE to include the activity and make any other changes as determined to be necessary to obtain employment. DVR and the Core partners are working on MOA's which details the responsibilities of each partner which will help in the management and avoid duplication among these activities. In so far as duplication of activities by other optional one-stop partners, VR would have minimal involvement as those services would not be listed on the IPE since those services would not be necessary for the VR eligible individual to obtain employment.

(C) Coordination, Alignment and Provision of Services to Individuals – *describe how the entities carrying out core programs (including required one-stop partners) will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services for individuals described in vulnerable populations identified above.*

Older Workers

Older Workers is defined as those over the age of 55 and according to the US Census Bureau, recent statistics about older workers in Hawaii show this group's proportion of the state's labor force has increased.

More than one in every four people residing in Hawaii is 55 years of age or older. Compared to national statistics, Hawaii's population aged 55-74 will increase more rapidly than the country as a whole. *(Source: The Center on aging and work State Perspectives at Boston College)* Demographically, the U.S. labor force is aging. Economically, more and more workers are reaching traditional retirement age only to find that they cannot afford to retire and must keep working to make ends meet.

Demographic projections show that over the coming decades, the U.S. population will consist of a much greater percentage of older adults than it does today. U.S. Census National Projections (2008) indicate that the population 65 and older will increase from about one in eight people to one in five people by 2030, so that older workers will likely compose an increasingly larger proportion of each state's workforce.

• Median age of the population	37.2 years
• % of population 55+	25.1%
• Median age of the workforce	40.9 years
• % of population ages 55-64 employed	64.2%
• % of workforce ages 55-64 self employed	27.2%
• Unemployment Rate of ages 55-64	2.8%
• Industry sectors with high percentages of workers 50-59 years old	Agriculture: 34.9% Professional & technical services: 22.5% Health care services: 21.2%
• Occupational groups with high percentages of workers 50-59 years old	Management: 29.7% Farming, fishing & forestry: 24.8% Arts, design, entertainment, sports & media: 24.5%
• Educational levels achieved by residents 55 years or older	28.4% bachelors degree or higher

Source: The Center on Aging & Work: State Perspectives at Boston College, February 2008

Employment and unemployment data and trends

Sixty-four percent of Hawaii's workforce is aged 55-64 years old. As they grow in numbers older workers are also particularly vulnerable to job dislocation, in part because rapid economic globalization has eliminated jobs in manufacturing and other traditional fields of employment.

Older workers are also becoming a growing share of the long-term and very long-term unemployed, a trend that started before the recession and has steadily advanced. The rate of unemployed workers in Hawaii between 55-64 years old has increased from 1.2% in 2006 to 4.2% in 2014. *(Source: Bureau of Labor Statistics)*

Confirming the poor outcomes for older job seekers, the Bureau of Labor Statistics, in its study of displaced workers from the 2007 to 2009 time period, found that in January 2010, the reemployment rate for older displaced workers ages 55 to 64 was only 39 percent, and that for those job seekers 65 and over, the rate was an even lower 22 percent. By contrast, the reemployment rates for younger workers were considerably higher: workers ages 20 to 24 had a reemployment rate of 55 percent, and workers age 25 to 54 had a reemployment rate of 53 percent. *(Source: Bureau of Labor Statistics, 2010)*

Employees aged 50-59 comprise 34.9% of the workforce in the agriculture industry in Hawaii, followed by professional and technical services 22.5% and Health care services 21.2%

Educational and skill levels of the workforce

Education and training continue to be the most effective path to sustained employment. The highest level of education attained by the majority of Hawaii residents of all age groups was high school graduate.

Education is a predictor of employment rate and income. Employers want to hire employees with relevant and current education and training. Compared with the nation as a whole, Hawaii residents aged 55 and older comprise a higher percentage of those with some college or a college or graduate degree with 28.4 percent of those 55 years or older reporting having a bachelor degree or higher.

Goals

Senior Community Service Employment Program (SCSEP)

The Senior Community Service Employment Program (SCSEP) provides subsidized minimum-wage, part-time community service assignments for low-income persons age 55 or older who would otherwise have poor employment prospects. Over its 46-year history, SCSEP has responded to the fact that older workers tend to have more difficulty than younger workers in finding new jobs when they become unemployed because of their greater likelihood as a group to have lower levels of formal education and obsolete skills, and because many employers hold negative stereotypes of older workers.

When they apply to the SCSEP program, older workers are in a financial need; they want assistance preparing for and finding employment. They usually are unaware of the types of jobs that may be available in their communities and have only limited experience with up-to-date job search techniques. Participants are an extremely diverse group in terms of education level, age, previous work history, specific employment barriers, and eligibility for retirement income, Social Security, or other public benefits. Moreover they vary in whether they want or need full-time or part-time employment.

Based on SCSEP Performance and Results Quarterly Progress Report System (SPARQ): In Program Year 2014, Hawaii SCSEP succeeded in its mission to serve low-income older adults. Ninety-one percent of participants were below the poverty level. The mean age of program participants was 64 years of age; the median was 62 years of age.

Many participants faced barriers to employment. Seven percent had a disability. Twenty-two percent were homeless or at risk of homelessness and twenty-eight percent had limited English proficiency. Additionally, thirty-eight percent resided in rural areas. A number of participants had more than one barrier to employment.

Additionally, data and site visits to program operators underscored that the recession has resulted in a changing participant population. Increasingly, project operators have been enrolling

individuals less than 65 years of age who turn to SCSEP as other efforts to find reemployment prove unsuccessful.

DVR can only coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services to individuals that have a permanent disability whose disability creates a barrier for them to prepare for, obtain, maintain/retain sustainable employment and self-sufficiency. Given VR's eligibility requirements and the fact that all of the individuals in the groups listed above may have a disability with barriers to employment; it is reasonable to assume that individuals within each group may be eligible for VR services.

Currently, VR does not have the staff capacity nor the funding to provide services to a substantial increase in the number of eligible clients; therefore, it is necessary for VR to continue planning on how (efficiently, timely, cost-effectively) to coordinate activities and resources with core partners.

(D) Coordination, Alignment and Provision of Services to Employers – *describe how entities carrying out core programs (including required one-stop partners) will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs.*

Employer Partners	
<ul style="list-style-type: none"> • Federal/State/County Governments • Department of Defense • Safeway • Longs/CVS • Society of Human Resource Managers • Hospitality and Tourism Industry • Starwood Hotels • Healthcare • Construction • Agriculture <p>Top 50 Employers: Y. Hata & Co. Limited Wyndham Worldwide Corporation WellCare Universal Protections Service UnitedHealth Group, Inc. UH-Windward CC UH-Kapiolani CC The Terminix International Company Target Corporation Starwood Hotels & Resorts Worldwide, Inc.</p>	Lithia Motors, Inc. Ke'aki Technologies, LLC. Kamehameha Schools JN Group, Inc. dba JN Automotive Host International, Inc. Hilton Worldwide, Inc. Hilton Grand Vacations Company, LLC HAWAII PACIFIC UNIVERSITY Goodwill Industries of Hawaii - Corporate Office General Dynamics Engility Corporation Disney Diamond Parking Services CVS Health Clinical Laboratories of Hawaii, LLP Central Pacific Bank Bridgestone Retail Operations Booz Allen Hamilton INC. Booz Allen Hamilton Inc Bloomingdale's, Inc. Bishop & Company, Inc. Bank of Hawaii

Starbucks Corporation Snelling Staffing, LLC Securitas Security Services USA, Inc. Sears Holdings Corporation Safeway Inc. Ross Stores, Inc Ross Dress For Less Research Corporation of the University of Hawaii Rehabilitation Hospital of the Pacific Office Depot, Inc. Nordstrom, Inc. Macy's, Inc. .	AT&T, Inc. Aston Hotels & Resorts Army National Guard Apex Systems, Inc American Savings Bank ABM Industries, Inc
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Services to employers provided by core partners will be tracked in HireNet Hawaii so that core partner staff can better coordinate services and avoid or reduce duplication. More emphasis will be placed in actively working with partner staff to develop collaborative outreach efforts for greater efficiency and impact.

The Disability Employment Initiative (DEI), Round VI, also will help facilitate a coordinated approach with employers among agencies serving persons with disabilities. This approach was very successful on Hawaii County where DEI Round II was carried out. Lessons learned from that experience, including the time it took to build trust and break barriers, helps inform DEI Round VI, which will be implemented Statewide.

Contributing to a more integrated service strategy is the partnership building created by the Employment First State Leadership Mentoring Program (EFSLMP), a technical assistance grant provided by DOL Office of Disability Employment Policy (ODEP) to increase employment of persons with disabilities. EFSLMP is truly a partnership effort currently led by Vocational Rehabilitation, with Department of Health, Developmental Disabilities Council, DLIR Workforce Development Division, Department of Human Services MedQuest Division, University of Hawaii Center on Disability Studies, and Department of Education. A Cooperative Agreement is being developed among partners to formalize cooperative working arrangements and a series of technical assistance and training have been provided to the partners and AJCs by subject matter experts.

DVR is the resource to WDD and Adult Education staff for the provision of services requested by employers regarding employment of individuals with disabilities. We will provide training and technical assistance to include, but not limited to (1) disability awareness; (2) compliance with the ADA; (3) available vocational rehabilitation services; (4) recruitment and hiring of persons with disabilities; and providing support for current employees with disabilities.

(E) Partner Engagement with Educational Institutions – *describe how the State's strategies will engage the State's community colleges and CTE schools as partners in*

the workforce development system to create a job-driven education and training system.

Education Partners
<ul style="list-style-type: none">• University of Hawaii Community Colleges• CTE-Post secondary and secondary• DOE K-12/Special Ed• Technical Schools• Chaminade University• Gallaudette• National Technical Institute for the Deaf (Rochester)• Hawaii Pacific University• (Expanded ETP List)

The Workforce Development Council (“WDC”) has worked closely with the following entities on a wide range of workforce development issues:

The University of Hawaii Community Colleges (“UHCC”): The WDC and the UHCC have extensively collaborated on a number of Industry Skills Panels that the WDC has held since October 2010. Representatives of the UHCC have been present and active participants at each of the sessions. Each of the sessions for healthcare, software and agriculture were designed to inform the educational component of the state (UHCC) of those issues that those industries have with the skill sets of graduates, and how to improve employment outcomes of recent graduates focused on those industries. This partnership extends through the state level to the local workforce board level as well as to the one-stop systems at the local levels.

The University of Hawaii is a permanent member of the Workforce Development Council, actively participating in decisions made on the direction of the Council in relation to the University.

The DLIR Director, along with the Superintendent of Education and the University of Hawaii President, is a voting member of the P-20 Statewide Longitudinal Data System (aka Data Exchange Partnership or DXP) Executive Committee. The Workforce Development Council Executive Director is an attending member of the Executive Committee. WDC staff are members of the DXP's Data Governance and Access Committee (formerly known as the Steering Committee) and the Research and Data Request Sub-Committee.

DVR already has a Special Education/Vocational Rehabilitation (SEVR) program. The primary purpose of the program is for students ages 14 – 21 who have been found eligible for VR services to participate gain work experience in an integrated setting, while still enrolled in school.

DVR is also working with Adult Literacy and the Community Colleges to develop career pathways which include pre-employment transition services (PETS) and work experience

opportunities for VR clients ages 14 and above. We are working with Adult Education to provide career pathways for VR clients which includes remedial reading and math classes; PETS and work experience for those clients who desire to enter directly into the labor force. We are working with the Community Colleges to provide career pathways for VR clients ages 14 and above who desire to enter secondary education prior to entering the workforce.

(F) Partner Engagement with Other Education and Training Providers – *describe how the State’s strategies will engage the State’s other education and training providers, including providers on the state’s eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.*

Other Education and Training Partners
<ul style="list-style-type: none"> • Community Based Organizations • Honolulu Community Action Program • Lanakila of the Pacific • Abilities Unlimited • Easter Seals • Goodwill • Paxen • Network Enterprises • Catholic Charities • Economic Development Boards • Chamber of Commerce

On October 1, 2012, the WDC and the University of Hawaii Community Colleges signed a two-year agreement in which the WDC will be responsible for implementing portions of a larger C3T grant that the University of Hawaii Community Colleges was awarded in late 2011. The WDC will take the experience it learned from the industry skill panel sessions and create a number of Policy Planning Work Groups (“PPWG”) in the areas of Agriculture, Healthcare and Energy. Each PPWG will consist of a mix of public and private industry-specific employers that will analyze predictive data, review training programs, curricula and provide feedback on UHCC programs with timely and critical information and guidance on industry employment needs.

Another part of the agreement has the Workforce system working directly to recruit 6,000 new participants for trainings that are being developed by UHCC. The WDC, along with the Local Workforce Development Boards and the Local One-Stop systems across the state, will coordinate statewide efforts between the State of Hawaii’s local Workforce Development Boards, One Stop Centers, other state and local agencies that operate job training programs, community based organizations, and other training and educational organizations for recruitment into the Project.

Community-Based Organizations

There are many community-based organizations throughout the state that provide education and training services. These agencies will be identified and included in the data sharing and analysis activities along with coordinating services with core partners to individuals and employers.

HEALTHCARE WORKFORCE SKILLS PANEL

The healthcare workforce in Hawaii has reached "critical condition." The State has major industry barriers, including: lack of local training available for specialized occupations, lack of specific labor market information, a high cost of living and transportation that inhibits training (especially on neighbor islands), and rural and isolated areas with limited access to healthcare and high health disparities among certain populations. When comparing to average US healthcare utilization rates, these and other barriers have led to an estimated 30% lack of primary care providers in the State, as well as shortages in many other healthcare occupations.

To address this gap in healthcare services and healthcare workforce opportunities for Hawaii residents, the Workforce Development Council formed industry-specific Skill Panels in Nursing, Long-Term Care, Primary Care and Technical Disciplines, where over 150 participants contributed their time and expertise. These groups have proven to be an ingenious promising practice in which a diverse group of stakeholders collaborate toward desired outcomes. Designed to be action-oriented, there have been a number of "quick wins" from the October and November 2010 sessions, including:

- Development of an innovative RN program for final year nursing students, aimed at reducing the bottleneck and allowing more new RNs to enter high needs fields;

- Deployment of a comprehensive survey to hospitals that will identify advanced practice RN needs based on specialty vacancies and anticipated retirement rates for the coming years;

- Formation of a new panel to address specific workforce readiness solutions for healthcare employers (created after the topic emerged as a major issue in the October Panel); and

- Development of a local training program by an employer-educator team, for a high needs specialty currently unavailable in the state.

Using best practice models and experiences, these Skill Panels have continued collaborating to improve Hawaii's healthcare labor pool by discussing current issues and planning innovative solutions.

SOFTWARE WORKFORCE SKILLS PANEL

The goals of this industry skill panel, held on March 3, 2012, with over 100 software industry leaders, were to promote the State of Hawaii as a center for software development; educate government and community leaders about the importance of the software industry to the local economy and the need for a quality workforce base; work with educational institutions to ensure the Hawaii-based software workforce is being prepared for the "jobs of tomorrow"; and offer solutions and assist with implementation of initiatives that grow Hawaii's software industry.

The issues that emerged from the panel showed the challenges in creating a software industry in Hawaii. Currently, there are about ten times the numbers of declared majors in software development to graduates in Hawaii universities. Upon completion, many who do graduate with a software-focused degree leave Hawaii for higher-paying jobs on the mainland or globally. In Hawaii, there is a lack of internships for software development students. Finally, as with the healthcare Skill Panels “workforce readiness” is a major issue with Hawaii-based software employers.

Following the ending of the meeting on March 31, the Software Industry in Hawaii has been active in putting into action the proposals made at the Skills Panel Meeting. Activities that were spurred by the meetings include the creation of a computer coders committee led by Henk Rogers to prioritize the challenges and solutions from the initial skills panel.

Based on a comment that there is not enough networking in the software industry in Hawaii, a monthly social networking event was created that draws in both seasoned software industry individuals and students aspiring to be professional software developers. Finally, a tech group, called “Tech Hui”, formed to widen participation beyond the initial skills panel attendees.

The State Plan will require as a condition of approving local area plans, that the local Workforce Development Boards explore partnerships with mandated and non-mandated one-stop partners to provide for an integrated service delivery model. For example, under the State Energy Sector Partnership and Job Training Grant, the WDC piloted two integrated models of service delivery which allowed different entities to provide case management and job training. In one example, a local non-profit recruited eligible participants and provided basic work readiness training under their own funding stream. The State then utilized the grant funds to provide the job training to the individuals and collectively the non-profit and the state staff worked to place the individuals with employment.

The State Plan will require the local areas to expand on current MOUs and explore and implement these types of partnerships with new partners which will ensure a model that does more than refer entities to other programs.

The Governor’s vision requires the workforce development system to invest resources to meet business and individual needs, so that individuals seeking jobs and workers will have the 21st century skills they need to be successful. Furthermore, the Governor has engaged the workforce development system to assist employers and potential employees in the development of specific industries targeted by the administration. To achieve this, the Department of Labor and Industrial Relations (DLIR) has been and continues to be charged with both applying specific federal resources and directing them toward those specific industries.

Toward that end, the DLIR has aggressively applied for and received a number of competitive federal labor grants since 2010. These grants have helped fund training and industry development in the areas of “green” construction and energy development, healthcare, and agricultural development. In total, these resources total \$8 million in direct federal funds from competitive grant awards, along with leveraging a portion of the yearly outlay of Workforce

Investment Act formula funds to the State of Hawaii. The DLIR actively manages these programs through the Workforce Development Division, WDC, and other DLIR divisions, as well as through the Local Workforce Development Boards (LWDBs) and their partners at the local areas.

This outreach and strengthening of existing partnerships will continue, and they form the backbone of some programs outlined in this five year plan.

Outside of the DLIR and funds from the US Department of Labor, solid partnerships also have been built with entities in specific industry and educational areas. For example, through a contract with the University of Hawaii Community Colleges, the DLIR is a recipient of funds from the Community College Career and Technical Training Grant (“C3T”) to help promote the development of college-track programs for those seeking to get into the healthcare, agriculture or green energy industries. Collaborations have been established for One-Stop Centers to recruit and refer eligible participants, to staff and support Industry Planning workgroups, to develop a C3T portal, and build a predictive model for projecting future staffing needs. These partnerships and resource sharing will contribute towards future C3T programs with the University of Hawaii Community Colleges.

Another partnership, started in late 2011, is with the State Department of Agriculture. Through highly successful Skill Panels that were held in 2011 and 2012 focused on agriculture, the partnership has provided benefits to both parties in the form of honing the focus on closing skill gaps and helping further develop the agriculture industry in Hawaii. This partnership continues as the DLIR continues to support meetings with the agricultural industry leaders using the SESP funds and other resources to further discuss how to help develop the agricultural worker in Hawaii. This is the same model that will be used to evaluate the State’s healthcare and green industries in the coming years.

An outgrowth of Agricultural Skill Panels convened on each County in 2011 and 2012 is an Agricultural Workforce Development Advisory Board that was established during the 2014 State legislative session. The purpose of the Advisory Board is to develop pilot projects that would increase the pipeline of workers in agriculture. It is chaired by the DLIR Director and members consist of representatives from Community College, University of Hawaii College of Tropical Agriculture and University of Hawaii at Hilo, State Department of Agriculture, State Department of Education, Farm Bureau, and a farmer. Because over 80% of Hawaii’s food is imported, self-sustainability of agriculture is a goal for Hawaii’s economy and population. It is estimated that about 60% of farmers will be retiring within the next 10 years, and the younger generation is not interested in continuing their family farms. The number of Hawaii students in FFA (formerly called Future Farmer of America) has been declining, unlike national statistics which show increasing enrollments in FFA chapters. Over the past year, using a small allotment of state funds for Board projects, the number of FFA Chapters increased from 12 to 17 chapters (an increase of 42%), and student enrollments in FFA increased from about a hundred students to about 125 students (an increase of 20%). Other projects included business training for adult farmers, summer student internships, teacher training in agriculture, and travel to national FFA conferences for students and teachers.

A Healthcare Workforce Development Advisory Board, established during the 2015 State legislative session, also was an outgrowth of the Healthcare Skill Panels sponsored by the Workforce Development Council and a State Innovation Model for Workforce Development in Healthcare led by the Governor's Office. This Healthcare Workforce Development Advisory Board, chaired by the DLIR Director, consists of members from the University of Hawaii, Nursing Center, and other health professionals. It has begun to meet and will be implementing small pilot projects that increase the pipeline for health occupations where shortages are projected.

A Robotics/Science and Technology workgroup also was formed this year to develop recommendations that will increase the number of schools and students that participate in science and technology courses and careers.

(G) Leveraging Resources to Increase Educational Access – *describe how the State's strategies will enable the State to leverage other federal, state and local investments that have enhanced access to workforce development programs at the above institutions.*

Recognizing the economic reality of dwindling federal and state resources for workforce development, the DLIR, WDC, the University of Hawaii Community College System and the local areas have undertaken a concerted effort to acquire discretionary grants. In general, these efforts have allowed the state to bring in additional resources. However, a positive side effect of this process is the partnership state and county entities (including community based organizations) to better align their workforce development activities. The process of acquiring these grants, as well as the Industry Skill Panels, has actually improved the alignment of "siloed" programs to identify and meet workforce needs.

The WDC has been the catalyst in aligning these programs and will continue to do so. Core Partners and One-Stop Partners will contact the appropriate agency or agencies to develop an integrated service strategy for specific individuals. Interagency teams will be developed and/or strengthened to develop a fuller menu of services for persons with disabilities. Regularly scheduled meetings among core and One-Stop partners at the local levels will continue to build relationships and keep staff members updated on services available in the community. Similar efforts are taking place now to serve non-disabled persons, but the teams will be expanded to include other providers to leverage more resources.

Many community-based organizations provide education and training services and are often supported by non-governmental funds. Continuing to partner with community-based organizations will help leverage limited resources for the workforce system.

DVR will fund the State's strategies by paying for Vocational Rehabilitation Services provided to all eligible VR clients (all of whom are individuals with disabilities). DVR is working with the core partners to create three points of entry (Adult Education, VR, and WDD) which an

individual can enter. Once entered, an individual will have access to all three programs without having to do another application.

DVR can pay for a VR eligible individual with only those activities that are included in their Individualized Plan for Employment (IPE). All activities that are required for a VR eligible individual to prepare, obtain, maintain/regain employment (of their informed choice) will be listed on their IPE. All required training costs can be paid with VR basic support grant funds. If a public entity (other than DVR) is obligated under Federal law (such as the American with Disabilities Act, Section 504 of the Act, or the Workforce and Innovation Opportunity Act) or State Law, or assigned responsibility under State policy or an interagency agreement established under this Section, to provide or pay for any services considered to be VR services (e.g., interpreter services), the public entity must fulfill that obligation or responsibility through: (1) the terms of the interagency agreement; (2) paying for the service directly or by contract or (3) other arrangement.

(H) Improving Access to Postsecondary Credentials –*describe how the State’s strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates, including industry-recognized certificates, licenses or certifications, and that are portable and stackable.*

DVR can assist a VR eligible individual with only those activities that are included in their Individualized Plan for Employment (IPE). All activities that are required for a VR eligible individual to prepare, obtain, maintain/regain employment (of their informed choice) will be listed on their IPE.

Vocational and other training services includes personal and vocational adjustment training, books, tools, and other training materials, except that no training or training services provided in an institution of higher education (universities, colleges, community or junior colleges, vocational schools, technical institutes, or hospital schools of nursing) may be paid for unless maximum efforts have been made by the division and the individual to secure grant assistance in whole or in part from other sources to pay for that training.

(I) Coordinating with Economic Development Strategies –*describe how the activities identified in (A) above will be coordinated with economic development entities, strategies, and activities in the State.*

Joint meetings are being held with the core partners, some mandated partners and the Department of Business, Economic Development and Tourism (DBEDT) and the Office of the Vice President for Community Colleges to discuss Hawaii’s current economic and workforce planning initiatives. The planning initiatives are based upon the national Comprehensive Economic Development Strategies (CEDS). By analyzing the concentration of jobs, we can see how Hawaii competes on the national and global level. The WIOA Labor Market Index (LMI) strategy: Target re-employment training for both short and long unemployed residents of Hawaii in high demand jobs that support Hawaii’s economy.

The Hawaii CEDS process will align the identified opportunities and threats with corresponding traded and/or local economic clusters identified in the U.S. Cluster Mapping Project. Over time, the process will identify projects undertaken locally and throughout the State that support industries, business activities, and occupations within the identified economic cluster(s). The Hawaii CEDS Process will further categorize these projects based on their contribution to Hawaii's economic pillars of infrastructure, financial capital and workforce (factors of production).

Results from this process will allow the Workforce Development Council and our local Workforce Development Boards to have a clear understanding of macro level economic priorities. Combined with the added clarity on projects that are strengthening Hawaii's economic pillars, Hawaii's workforce boards along with business engagement, will be armed with timely information on growing industry sectors and in-demand occupations to ultimately eliminate the revolving door of re-employment for Hawaii's vulnerable populations.

In addition, DBEDT releases a Targeted and Emerging Industries Report every year which is produced by their Research and Economic Analysis Department (READ), a report that will also be used to determine emerging industries to target and development of sector strategies: http://dbedt.hawaii.gov/economic/reports_studies/emerging-industries/.

Economic Planning Process – Hawaii CEDS Process

On Thursday, September 10, 2015, the Economic Development Alliance of Hawaii, an alliance comprised of the 4 county economic development boards convened the Hawaii Comprehensive Economic Development Strategies (CEDS) Statewide Strategy Committee. The Committee consists of leaders from the Hawaii Business Roundtable, members of Chamber of Commerce of Hawaii, leaders from not-for-profit organizations, civic leaders, elected officials and representatives from K-12 and higher education.

At this convening, the Committee conducted a SWOT analysis identifying both the internal strengths and weaknesses of our State, as well as the external opportunities and threats to Hawaii's economy.

Concurrently, each of the four counties in the State of Hawaii conducted local economic planning sessions. The results of the local planning sessions will be aggregated and integrated into the Statewide CEDS plan.

The individual county CEDS Committees and the Statewide Strategy Committee are responsible for two actions. First, the committees evaluate the current status of Hawaii's national and global competitive economic position. Second, the committees identify and examine both strategic opportunities for expansion and possible threats to be mitigated that may impact the county and State economy. These two actions provide the requisite planning for long-term economic sustainability.

To achieve the symbiotic relationship between economic and workforce development, representatives from Hawaii's public workforce system were invited and served on the initial

convening of the county and Statewide CEDS process. This inclusive approach provides Hawaii's public workforce system with leading indicators on growing industry sectors that create higher skill, higher wage employment opportunities.

This synergy will allow Hawaii to leverage federal funding the U.S. Department of Commerce Economic Development Administration's CEDS, the U.S. Department of Labor, ETA, Opportunity Act, and the U.S. Department of Education, to ensure maximum return on investment for all federal funding sources.

(b) State Operating Systems and Policies

(1) State Operating Systems

(A) State Operating Systems - *that support implementation of state strategies (i.e., labor market information systems, data systems, communication systems, case management systems, job banks, etc.)*

(B) Data-Collection and Reporting Processes – *for all programs and activities, including those in one-stop centers*

(2) State Policies – *co-enrollment, universal intake, one-stop centers (including benchmarks, guidance to assist local boards, chief-elected officials, funding infrastructure*

The WDC has and will continue to take a proactive role in ensuring that the local areas present plans and Memorandums of Agreement that specifically detail alignment of policies, operations, administrative systems, and other procedures to ensure coordination and reduce/remove duplication of workforce programs operated by the mandated One Stop Partners.

Through active review and active oversight, the State of Hawaii will continue to evaluate all programs for opportunities to streamline Intake and service delivery from customers across a variety of workforce programs, including WIOA, unemployment insurance and other short- and long-term programs. The review will help focus the workforce system toward a coordinated customer-centric focus with full-partner access to both local and statewide programs. Integrated service delivery continues to be a focus for the State of Hawaii as it works to improve both performance and accountability of the entire workforce system, which includes continual elimination of duplicative efforts between partners.

POLICIES SUPPORTING THE WORKFORCE DEVELOPMENT SYSTEM					
Administrative	Required/ Strategic	Program/ Fiscal	New/ Existing	Location	Note
Local Area Designation	Required	Program	New	WIOA Bltn 03-15	Completed
Designation of Regions	Required	Program	New		N/A
Local Board Certification	Required	Program	New	WIOA Bltn 04-15	Hawaii County is certified

Local Board Appointment Process	Required	Program	New	WIOA Bltn 04-15	Completed
Financial Reporting-Process and Time	Required	Fiscal			Will revise
Program Income	Required	Fiscal			In process
Conflict of Interest (including firewall)	Required	Program	Existing/ New	WIA Bltn. 5-00	Will issue
Oversight and Monitoring	Required	Both		WIA Bltn. 9-02, 6-00 & Chgs.	Will revise
Audit Requirements & Audit Resolution	Required	Fiscal	Existing		Will revise
Grievances/Complaint Procedures	Required	Program	Existing	WIA Bltn. 5-03 & Chgs.	Will revise
Non-Discrimination/Equal Employment Opportunity	Required	Program	Existing	WIA Bltn. 4-00 & Chgs.	Will revise
Procurement	Required	Fiscal			Will issue
Incident Reporting	Required	Program	Existing	WIA Bltn. 13-04	Will update
Salary/Bonus Limitation	Required	Fiscal			Contained as special conditions in contract language
Property Management	Required	Fiscal			Update to FMM
Allowable Costs/Cost limitations Tracking	Required	Fiscal			To Do
Cash Management	Required	Fiscal			To Do
Closeout	Required	Fiscal			To Do
Debt Collection	Required	Fiscal			To Do
Fixed Assets Inventory and Disposition	Required	Fiscal			To Do
Indirect Costs (Cost Allocation Plan)	Required	Fiscal			To Do
Petty Cash	Required	Fiscal			To Do
Records Retention/Access to Records	Required	Fiscal			Included in contract language
Intellectual Property (Creative Commons)	Required	Fiscal			Included in contract language
Personnel-Meals, Leave, Payroll/Time Distribution,	Required	Fiscal			Financial Management

Pension, Severance, Travel					Manual
Local/Regional Plans	Required	Program		Existing	WIA Bltn. 03-13-To Do
Transfer of Funds	Required	Program		New	To Do
Eligibility/Selective Service	Required	Program		Existing	WIA Bltn. 7-05 & Chgs. -will update
Priority of Service	Required	Program			Will issue
Data/Program Reporting/Data Validation	Required	Program		Existing	WIA Bltn. 7-05 & Chgs.-will update
Use of/Access to Governor's Dislocated Worker Discretionary & Adult Set-Aside Funds	Required	Program		New	To Do
Business Services Framework	Strategic	Program		New	
Sector/Career Pathways Approach	Strategic	Program		New	In process
Rapid Response	Strategic	Program		Existing	Job Service Bulletin-will update
Job-Seeker Services (Including Enrollment) Framework	Strategic	Program		Existing	Local-level
Skills Development Frameworks (On-the-Job Training, Cohort Contracts, Customized, Incumbent, wbl)	Both	Program		Existing	To Do & Local-level
Training (Individual Training Account, Refunds, Eligible Training Provider List)	Required	Program		Existing	To Do
Self-Employment	Strategic	Program		Existing/ New	
Supportive Services	Required	Program		Existing	To Do
Incentive to Participants (Stipends)	Required	Program		Existing	Local-level bulletin
Youth Investments	Strategic	Program		New	To Do
One-Stop Memorandum of Understanding /Infrastructure	Required	Program		Existing	Will update instruction on new MOU's
Pay-for-Performance Contracts	Required	Program		New	To Do
Coordination Points with other State/Federal Programs	Strategic	Program		New	

(3) State Board Overview

(A) State Agency Organization - *describe the organization and delivery systems at the state and local levels for the programs covered in the Plan, including the organizational structure (include an organizational chart).*

The Workforce Development Council (WDC) is the state board administratively attached to the Department of Labor and Industrial Relations (DLIR). As the Governor's designated WIOA Administrative Entity and Fiscal Agent, the WDC implements this program in Hawaii as the grant recipient with responsibility for managing the governance structure, grant oversight and reporting. Through its appointed Executive Director and staff, the WDC ensures optimum coordination and use of federal, state and workforce development resources by making informed, data-based policy decisions reflected in development and execution of a Unified State Plan, issuance of policy and procedural guidance, reinforced by fiscal and programmatic monitoring.

Upon receipt of the federal allotment, WDC support staff allocate funds by federal formula to the four (4) Local Areas (Counties) within the state. County agencies, designated by the Chief Local Elected Official (CLEO) or Mayor, as local WIOA administrative entities/fiscal agents receive and distribute these funds in accordance with federal and state directives and the policy framework established by Local Workforce Development Boards. Service providers for the WIOA Youth Programs are then competitively procured while Adult and Dislocated Worker Program service providers are either selected through government to government contracts or competitively procured.

In 2013, when the state set aside for the predecessor program, the Workforce Investment Act (WIA) dropped funding from 15% to 5% of Hawaii's total allotment, WDC support staff operations ceased and administrative oversight functions were transferred to the DLIR's Workforce Development Division (WDD). However, the passage of WIOA required creation of a firewall that would allow WDD to compete to continue Adult and Dislocated Worker service provider functions on the Neighbor Islands. Therefore, to eliminate conflict of interest, DLIR, with approval of the Governor removed administrative entity functions from the WDD and returned them to a reconstituted, administratively attached WDC.

Consistent with WIOA regulations on state boards and Hawaii Revised Statutes (HRS) Chapter 202 WDC hired an interim Executive Director in July 2015, reestablished WDC operations in August, and the Executive Director hired staff in September 2015. Written confirmation of the reassignment of WIOA administrative entity functions to the WDC was issued by the Governor on October 20, 2015.

A bill to amend HRS Chapter 202 was submitted as part of the Governor's 2016 administrative package to bring Hawaii's WDC into compliance with WIOA. The bill is now making its way through the Legislature. The new board structure increases the board composition from thirty-one (31) to forty-one (41) members, with the majority (50%+) from the private business sector.

The Workforce Development Council Organizational Chart

See appendix 2

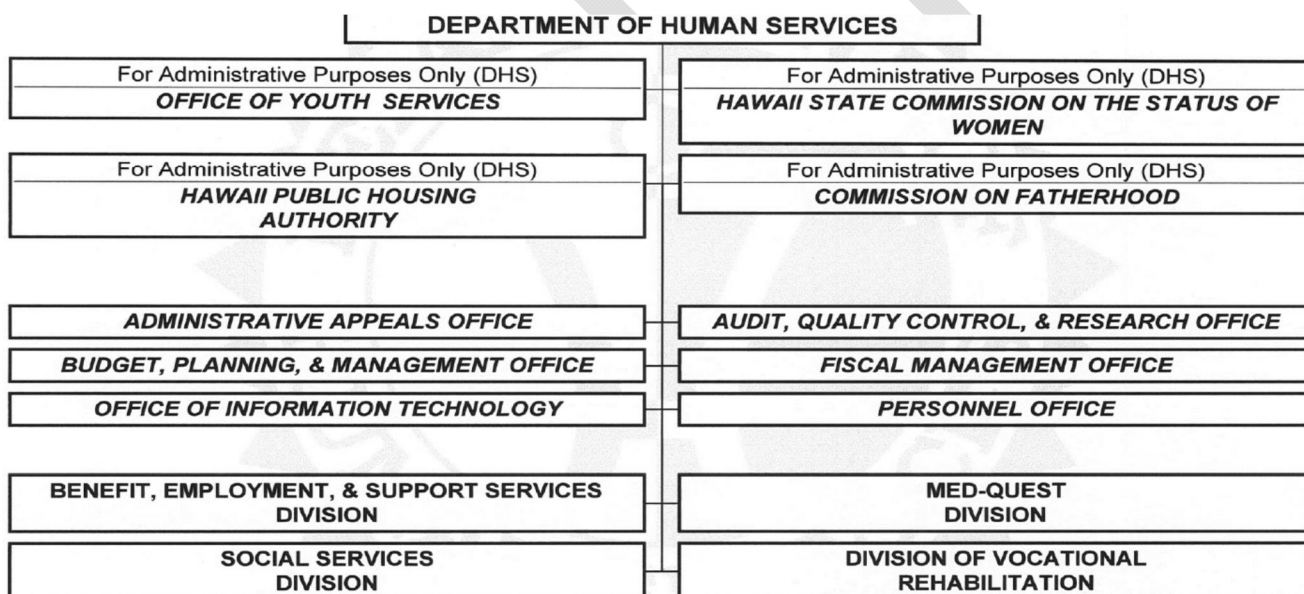
Department of Labor and Industrial Relations Organizational Chart

See appendix 3

Department of Education

Superintendent
Deputy Superintendent
Assistant Superintendent
Director
Program Administrator
Adult Basic Education Director/Educational Officer

Department of Human Services



(B) State Board

(i) Membership Roster

The Council consists of forty-one (41) members. A majority of twenty-one (21) board members represent the private sector organizations. Of these, four (4) represent their local workforce development boards. Eight members, or 20% of the board, represent labor or workforce development organizations, one of which is a Native Hawaiian organization that operates workforce development programs. Also represented are four (4) members of the Governor's

cabinet, all four (4) county Mayors, two (2) members of the Legislature, and the President of the University of Hawaii.

Members representing the private sector, labor, and workforce organizations are appointed by the Governor. Members representing their county (local) workforce development boards are appointed by the Mayors of their respective counties. The Mayors, the Governor's cabinet members and the President of the University of Hawaii are *ex-officio* voting members of the council.

WDC meets quarterly and at such other times as deemed necessary as the chairperson determines or as provided by the rules of the board. The Governor and the members of the cabinet may designate in writing another person to attend meetings and vote on their behalf. The Chair of the Council is appointed by the Governor in accordance with HRS Chapter 202 and is selected from private sector members. The Chair serves as the spokesperson for the Council.

HAWAII WORKFORCE DEVELOPMENT COUNCIL

WIOA COMPLIANT BOARD STRUCTURE

Private Sector Members (Majority of the Board)	Consists of Members:		21 Members
	Representing Private Sector Organizations	17	
	Representing Private Sector of Local Workforce Development Boards	4	
Labor and Workforce Members (20% of the Board)			8 Members
	Representing Labor, Workforce, or Apprenticeship Organizations (at least 2 from labor)	7	
	Representing a Native Hawaiian Organization	1	
Governor			1
Legislator from each chamber			2

Mayors of Hawaii's four counties (local areas)			4
Directors representing core government partners	Human Services, Economic Development and Tourism, Education, Labor, University of Hawaii		5
TOTAL			41

Roster of WDC Members:

Last Name	First Name	Title	Organization	WIOA Requirement
Ige	David	Governor	State of Hawaii	Governor
Keith-Agaran	Gilbert	Senator	Hawaii State Senate	State Senate
Nakashima	Mark	Representative	State House of Representatives	State House
Arakawa	Alan	Mayor	County of Maui	CLEO
Caldwell	Kirk	Mayor	City & County of Honolulu	CLEO
Kenoi	William	Mayor	Hawaii County	CLEO
Carvalho	Bernard	Mayor	County of Kauai	CLEO
Hinson	Carl	Director, Workforce Development	Hawaii Pacific Health	Private Sector
Savara	Arun	CEO	The Maids	Private Sector
Topping	Sunshine	VP Human Resources	Hawaiian Telcom	Private Sector
Tatsumura	Brian	Store Manager	Nordstrom	Private Sector
Hayashi	Alan	Director of Public Relations	BAE Systems Hawaii	Private Sector
Nojima	Sheryl	President	Gray, Hong, Nojima, and Associates	Private Sector

Kitajima	Ian	Director of Corporate Development	Oceanit	Private Sector
Knox	Sean	President	Hawaii Employment Services, Inc.	Private Sector
Whitehead	Beth	Exec. VP, Chief Administrative Officer	American Savings Bank	Private Sector
Taniguchi	Barry	Chairman and CFO	KTA Super Stores	Private Sector
Gutierrez	Luz	VP Human Resources	Kyo-Ya/Starwood Hotels	Private Sector
Moy	Alicia	President & CEO	Hawaii Gas	Private Sector
Vacant				Private Sector
Vacant				Private Sector
Vacant				Private Sector
Vacant				Private Sector
Vacant				Private Sector
Deluz, Jr.	David	Vice President	Big Island Toyota	Private Sector
Sanchez	Leialoha	Youth Service/Prevention Ed Coordinator	YWCA	Private Sector
Tollefson	James	Chair	Oahu Workforce Development Board	Private Sector
Wilkins	Leslie	Vice-President	Maui Economic Development Board	Private Sector
Tsuji	Marian	President & CEO	Lanakila Pacific	Workforce
Alcade	Glenn	Training Coordinator	Hawaii Carpenters Apprenticeship and Training Fund	Labor
Kealoha	Joanne	Social Services Coordinator	ILWU Local 142	Labor

Vieira	Richard	Director of Training	District Council 50 - International Union of Painters and Allied Trades	Labor
Shima	Charles "Chuck"	Assistant Training Coordinator	Plumbers Union Local 675	Labor
Marrone	Gladys	CEO	Building Industry Association of Hawaii	Workforce
Mitchell	Connie	Executive Director	The Institute for Human Services	Workforce
Whitman	Winona	Statewide Dept. Director, Employment & Training	Alu Like, Inc.	Native Hawaiian Organization
Chu Takayama	Linda	Director	Dept. of Labor and Industrial Relations	Wagner Peyser, Unemployment Insurance
Matayoshi	Kathryn	Superintendent	Department of Education (HIDOE)	Adult Education
Wong	Rachael	Director	Department of Human Services (DHS)	Vocational Rehabilitation/TANF
Salaveria	Luis	Director	Dept. Business, Economic Development and Tourism	Business Development
Lassner	David	President	University of Hawaii System	Career Pathways

(ii) Board Activities

WDC is working diligently to fill vacancies for existing board positions and to fill the newly created positions. Any positions not confirmed by the State Senate during the 2016 legislative session will be filled by interim appointment.

GUIDING PRINCIPLES OF THE WORKFORCE DEVELOPMENT COUNCIL

- **Economic Development:** recognizing the critical link between workforce development activities and the growth of the local economy.
- **Market-Driven Focus:** the system is driven to meet the demands of business and industry, based on the changing requirements of the workplace. Focusing on business needs creates a stronger, interactive role for employers, community stakeholders, and workforce developers.
- **One-Stop System:** streamlining the availability of services and information to the community through a One-Stop system (American Job Centers); where all available federal, state, and local workforce services can be integrated.
- **Flexibility:** providing increased state and local flexibility to implement innovative and comprehensive workforce systems. Changes are made regularly to respond quickly in a rapidly changing economic environment.
- **Universal Access:** ensuring universal access to basic workforce services.
- **Customer Choice:** working with employers to identify their workforce needs and empowering job seekers to move rapidly into employment by choosing services that best suit their needs. Customer satisfaction is a specific indicator of success, as measured by the quality, relevance, and responsiveness of services.
- **Accountability:** increasing the accountability of the state, local boards, and contractors for appropriate use of tax dollars toward achieving successful performance outcomes. The system is based on clear, measurable indicators of success. Training providers must meet or exceed state and local board performance standards and results are made public.
- **Customized Training:** training strategies tailored to meet the individual customer's needs. Workforce solutions tailored to meet a community's unique needs.

WDC WORKS TOWARD:

- **A market driven** system-because all workforce remediation occurs within the context of a regional economy, the system emphasizes a market-driven model for service delivery. It also underscores the fact that, regardless of where or how preparation takes place, all job seekers must compete within a global labor market for work and wages earned.

A market-driven system understands that meeting employer needs is essential to meeting the needs of job seekers. Services that address the changing needs of business and industry help increase a company's productivity and profitability. This includes layoff aversion initiatives, such as directing funds toward retraining current workers through customized training and skill upgrading. Collective efforts promote increased stability and sustainability within the local economy. This effort leads to greater worker self-sufficiency.

- **Building business relationships-achieving an employer-driven** workforce system depends on the local system's ability to establish ongoing relationships with area businesses and training institutions that foster and champion employers' needs for skilled workers and provide job seekers with access to quality education, skills training and jobs.

To build these "quality supplier/purchasing-agent" relationships, the local workforce system must understand the needs of business, work with employers to solve workforce

problems, and design solutions that positively affect the employer's "bottom line." The suitability and quality of these solutions will determine whether the relationships flourish.

- **Attracting and involving employers**—the board includes in its planning a process that local business and industry are an integral part of the workforce system. WDC will be successful only to the extent that it meets the workforce needs of employers. To serve job seekers successfully, the whole system must be fully responsive to employers' needs for skilled workers.

Increasing employer engagement will also be accomplished by:

- Building ongoing, personal relationships (created with an entrepreneurial spirit) with employers across the local economy in order to develop the capacity and legitimacy to help businesses achieve their goals.
- Connecting workforce with economic development efforts, and develop an efficient and effective process for employers to communicate their labor market needs and how those needs are changing.
- Encouraging employers to take a proactive role in defining training standards and shaping training curriculum and program design so program graduates will be more likely to succeed in the employer's workplace.
- Ensuring that all employers in the local workforce area are made aware of and have access to the workforce-related service available in the community.
- Using the language of business, not the language of bureaucracy.
- Focusing on solutions and results, not process and programs.
- Building a positive reputation in the community by operating strategically and making a commitment to ensuring quality services, building a good public image, asking employers in the area who have had a positive experience with the workforce system to spread the word, and by using a continuous improvement and evaluation system for the American Job Centers.
- **Targeting industry clusters**—to maximize workforce system resources, boards identify and focus attention on business and industry clusters in their local workforce areas that offer the best current and future employment opportunities. The key is creating a pipeline of qualified workers for existing needs that is able to adapt to the employer's future needs. Targeting and outreaching employers by industry cluster is an approach that engages employers not just on a one-on-one basis, but also by leveraging the combined resources of related business associations.

To strengthen competitiveness of key industry clusters, the WDC has engaged Industry Skill Panels. Industry Skill Panels are private/public partnerships that collaborate to ensure workers in key industries have the skills needed to meet the changing needs of organizations quickly and competently. These Panels harness the expertise of leaders in business, labor, education, economic development, and other sectors, to identify workforce development strategies that, among other goals, close critical skill gaps in a specific industry. Industries using Skill Panels in a number of states and regions have included healthcare, construction, agriculture and food

processing, information technology, electronics, energy, transportation, aerospace, and advanced manufacturing.

(4) Assessment and Evaluation of Programs and One-Stop Partners

(A) Assessment of Core Programs – *describe how core programs will be assessed each year based on state performance accountability measures (this assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider, and take into account local and regional planning goals).*

Core Programs will be assessed each year based on the performance reports generated for federal reporting purposes, broken out by local areas and providers. Data in HireNet Hawaii can be further broken out by quarters and offices to determine progress, identify deficiencies, and forecast results by end of the year. Additional reports also can be generated in HireNet Hawaii to help pinpoint causes of deficiencies and manage workload for better results.

Annual on-site monitoring will be conducted of each local area's programs to review administration and operations of programs for compliance and effectiveness. Depending on availability of funds, customer satisfaction surveys of employers and participants may be performed to supplement report data and on-site reviews.

(B) Assessment of One-Stop Program Partner Programs – *describe how other one-stop and other partner programs will be assessed, and take into account local and regional planning goals.*

One-stop partners will collaborate to develop uniform certification criteria that reflect the following principles:

- One-Stop Centers will provide excellent customer service to job seekers, workers, and business.
- One-Stop Centers will reflect innovative and effective service design.
- One-Stop Centers will operate with integrated management systems.
- One-Stop Centers will operate with high-quality staffing.
- One-Stop Centers will increase physical and programmatic access to workforce services for individuals with barriers to employment, including but not limited to individuals with disabilities and individuals with LEP.

One-stop partners will collaborate to develop policies, procedures, proven and promising practices, and templates to aid local boards in the One-Stop Certification process. Additional criteria will be developed by the core partners, customer representatives, additional partners and other key stakeholders, including job-seekers. Multiple avenues will be utilized to evaluate the effectiveness of One-Stop services including:

- Development of a shared One-Stop Operations Manual
- Monitoring checklist
- Development of self-evaluation training, toolkit and ongoing guidance
- A system for obtaining client feedback which is user-friendly, streamlined and accessible

- Surveys will be accessible in multiple formats, provided in a variety of ways, and can be submitted anonymously – at no cost or inconvenience to the client.
- Office Peer Review tool
- Timely survey evaluation and dissemination to local programs
- Dedicated Technical Assistance (TA) personnel available for on-site and remote TA.

A one-stop task force will develop a set of standards to be used with all core partners in the One-Stop system. The standards framework will be used by one-stop centers/staff to assess their own performance in providing quality services to participants and employers. Additionally, the standards provide one-stop partners with a framework for what programs should be able to demonstrate. By completing a self-assessment with the certification tool, one-stop centers can identify strengths as well as areas needing improvement. This is meant to furnish the data to make informed decisions in providing professional development activities and personal exploration. This process will help to ensure well-qualified staff who are capable of meeting the diverse needs of the center's participants. Characteristics identified in the vision statement of a high quality one-stop center have been categorized into three functional areas:

- One-Stop Centers provide excellent customer service to job seekers, workers and businesses
- One-Stop Centers reflect innovative and effective service design
- One-Stop Centers operate with integrated management systems and high quality staffing.

The characteristics identified above, consistent with the purpose and authorized scope of each of the programs, will be designed to reflect elements that the Departments believe contribute to a high-quality one-stop delivery system. They demonstrate the spirit and intent of WIOA, and the Departments believe they will strengthen the successful integration and implementation of partner programs in one-stop centers in Hawaii.

(C) Previous Assessment Results – *Provide the results of an assessment of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner program included in the plan during the preceding 2-year period. Describe how the State is adapting its strategies based on these assessments.*

Title I-B – Adult, Dislocated Worker, Youth

In the previous two years, Adult and DW participants who received Training Services had higher Average Earning rates than those who only received Core Services. In 2014 a comparison of Dislocated Worker Entered Employment Rates and Employment Retention Rates for participants who received training was higher than those who only received core and intensive services. Conversely, Adult Entered Employment Rates and Employment Retention Rates were higher for participants who only received core and intensive services.

In both years, Oahu and Maui met or exceeded goals for all measures. Hawaii Island met or exceeded Adult and DW measures; failed to meet all Youth measures in 2013, but improved performance in 2014 by meeting 2 of the 3 Youth measures. After failing 1 Adult and 1 Youth

measure in 2013, Kauai improved in 2014 by meeting or exceeded all DW and Youth measures as well as most Adult measures.

Title II- Adult Education

Collectively, the Community Schools for Adults (CSAs) improved in meeting the State Target Performance Levels for the Educational Functioning Levels (EFLs) and the Core Follow-Up Outcome Measures. In FY2013 - 2014, seven of the 15 performance targets were met (5 in the EFLs and 2 in the Outcome Measures). While the CSAs failed to meet each target set for PY 2013-14, data shows that the percentage of students completing a competency level amongst the students who completed the program year – students who attended at least 12 hours of instruction and were both pre- and post-tested – exceeded the State Target Performance Level for all EFLs. Thus, students made greater gains if they remained in their program throughout the program year. If the CSAs were able to better retain their students, they would have achieved higher success in meeting the State Target Performance Levels. To address this, greater efforts were made by the CSAs to retain their students by strengthening collaborative efforts with the secondary schools and community agencies to ensure a smoother transition from these organizations to the CSAs.

In FY2014 - 2015, the CSAs retained 7.4% more students than the previous program year. The Hawaii Department of Education (HIDOE) adult education program successfully met the targets for two of the four Core Follow-up Outcome Measures. The program continued a high percentage of students receiving their high school equivalency diploma and retaining their current employment. In FY 2014-15, the CSAs did not meet the Core Follow-Up Outcome Measure for "students entering employment" and continued to find meeting the target for "students entering post-secondary education" a challenge. This may be attributed to the current lack of employment opportunities and increases in the cost to attend educational or training programs. The CSAs have made a greater effort in monitoring their students and ensuring that students are achieving their program goals through better student-teacher relationships and counseling. The CSAs also established a stronger partnership with the University of Hawaii/Community Colleges (UH/CC) through the iCAN program in the hopes of providing more students with the means to attend the community colleges after completing their program.

Title III – Wagner-Peyser Employment Services

The Wagner-Peyser program met or exceeded performance goals for Program Years 13 and 14 and continues to be on track to achieve similar results in PY 15. Hawaii has experienced among the lowest unemployment rates of all states over the past few years, which has dramatically increased the number of job openings posted in HireNet Hawaii while the number of jobseekers has decreased. To meet the growing demand for qualified workers, more employer outreach and business engagement activities will be conducted with core partners and other agencies to gain a better understanding of business workforce needs, and, with employer input, develop a more effective menu of services that upgrades the skills of their workforce to more optimum levels. This would enable the business to reduce costs caused by staff turnover or unproductive workers and potentially increase the capacity of the business to hire more workers.

In addition, underserved populations such as persons with disabilities and offenders will be targeted to expand the jobseeker pool. Capacity building obtained through the Employment First State Leadership Mentoring Program and Disability Employment Initiative will enable more staff, in coordination with Division of Vocational Rehabilitation, Department of Health, and other partners, to assist employers in employing persons with disabilities. These services include customizing employment for individuals with significant barriers to employment. This employment option, combined with federal and state tax credits, will increase the incentives for employers, including federal contractors, to hire persons with disabilities. To assist offenders, the experience and skills obtained through staff's provision of services to inmates and parolees through a contract with State Department of Public Safety and the partnerships built for this effort will facilitate services to this group.

One area that has not met a new performance standard is the Entered Employment rate for veterans. The rate for the 4 quarters ending December 31, 2015 falls short of the Uniform National Threshold for Entered Employment Rate. The strategies listed above also apply to veterans, and a more focused and concentrated effort will be spent to raise the employment rates for veterans in Hawaii.

(D) Evaluation – *describe how the state will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, state and local boards and with State agencies responsible for the administration of all respective core programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.*

WDC will regularly conduct evaluations and research projects on WIOA core program activities. Such evaluations and projects will be coordinated and designed in conjunction with the state and local WDBs and the agencies responsible for the administration of the core programs. Projects will be coordinated with the evaluations provided for by the Secretaries of Labor and Industrial Relations and Education.

(5) Distribution of Funds for Core Programs – *describe the methods and factors the state will use in distributing funds under core programs in accordance with the provisions authorizing such distributions.*

(A) Title I – Adult, Youth and Dislocated Worker Program

(i) Youth

Under WIOA the State will continue to use the WIA methods and three factors for allocating funds for both the Youth and Adult Programs. To prevent wide fluctuations in annual funding amounts and disruption to services, the 90% “hold harmless” will also be continued so that each county is assured of receiving at least 90% of the average of the two previous years’ proportion of funds.

Youth Formula Factors

Allocation Factor	Weight Assigned In Formula
Areas of Substantial Unemployment	0.3333
Excess Number of Unemployed	0.3333
Economically Disadvantaged	0.3334
Total	1.0000

The State Plan does not amend the weight assigned to the formula, nor does it add additional factors.

(ii) Adult

Same explanation as the Youth Program.

Adult Formula Factors

Allocation Factor	Weight Assigned In Formula
Areas of Substantial Unemployment	0.3333
Excess Number of Unemployed	0.3333
Economically Disadvantaged	0.3334
Total	1.0000

The State Plan does not amend the weight assigned to the formula, nor does it add additional factors.

(iii) Dislocated Worker

The State will use five of the six factors specified in the Act (as shown in the following table) to allocate Dislocated Worker Program funds. For reasons that meet the conditions on page 9 of TEGL 3-15, Hawaii is requesting assignment of a zero weight to the Mass Lay-off and Plant Closing factor:

- (a) Inventory of Available Data Sources: There are no available, accurate sources of Mass Lay-off/Plant Closing data. At the national level, the Bureau of Labor Statistics no longer produces this data and Hawaii does not collect within-state administrative data for this factor.
- (b) Data Factor Weight: The State is unable to calculate a weight due to the absence of data for this factor.
- (c) Formula Distributes Funds Equitably Statewide: There were no other factors for which data was available that would add significant value to the DW formula carried over from WIA.

As required by statute, for the first time, beginning with program year 2016, the 90% “hold harmless,” of the average allocation percentage of the local area for the two preceding fiscal

years, will be applied to the DW formula. The factors and DW formula are presented in the table below:

Dislocated Worker Formula Factors	
Allocation Factor	Weight Assigned In Formula
Insured Unemployed	0.20
Total Unemployed	0.20
Plant Closing/Mass Layoff	0.00
Farmer/Rancher Data	0.20
Long-Term Unemployed	0.20
Declining Industries	0.20
Total	1.00

The State Plan amends the weights assigned to the formula, to compensate for the "0" weight assigned to the Plant Closing/Mass Layoff factor.

Based on anticipated workforce needs and lay-off aversion strategies, up to 25% will be set aside from the Dislocated Worker Program for Rapid Response activities.

Funding sources of Core Partners that can contribute toward a more integrated set of services depending on target groups and services include the following:

City and County of Honolulu, Hawaii County, Maui County, Kauai County

- Wagner-Peyser funds for *jobseekers* – outreach, intake, assessments, information about Core Programs and One-Stop partner programs, job fairs, job recruitments, job matching, providing labor market information, self-service through resource areas with computers and internet, electronic job bank (HireNet Hawaii), screening and referral of suitable candidates to job openings, services to seasonal farmworkers, federal bonding for offenders, providing work test for Unemployment Insurance claimants, and referring jobseekers to other appropriate resources and providers.
- Wagner-Peyser funds for *employer activities* – posting job orders, assisting with employer recruitments, supporting employer registration and employer job matching in HireNet Hawaii, referring suitable candidates (including veterans) to job openings, providing labor market information; coordinating resources for business services; and providing surety bonds for offenders who are working or being considered for hiring.
- USDOL, Veterans Employment Training Services -- supports WDD Disabled Veterans Outreach Program counselors for employment planning, job counseling, and case management to address employment issues of veterans with service-connected disabilities or other significant barriers to employment; and WDD Local Veteran

Employment Representatives to conduct continual outreach to businesses to promote hiring of veterans,

- and with human resource professionals, conduct job search workshops for veterans.
- USDOL, Senior Community Services Employment Program—supports providers serving low-income residents 55 years and older with employment planning and assessments, part-time community service jobs, and job placement assistance; providers include Hawaii County Office on Aging, Honolulu Community Action Program, DHS, Maui Economic Opportunity, and Kauai Branch of WDD.
- USDOL, Work Opportunity Tax Credit—supports processing employer requests for certifications of the Work Opportunity Tax Credit for certain eligible new hires (also funded by Wagner-Peyser)
- USDOL Foreign Labor Certifications—assists employers with housing inspections, job order recruitments, and labor certification applications to hire foreign workers for temporary agriculture labor (H-2A); and assists employers with job order recruitments and labor certification applications to hire foreign workers to perform temporary non-agriculture labor (H-2B).
- USDOL ODEP funds for Disability Employment Initiative, Round VI—provides One-Stop and partner staff training from University of Hawaii Center on Disability Studies to increase capability to serve persons with significant disabilities; help establish and maintain Business Leadership Networks and interagency provider collaborations; and increase number of SSI and SSDI beneficiaries getting employment and remaining employed.
- USDOL H-1B funds for American Apprenticeship Initiative Grant—to develop new apprenticeship programs in Information Technology with a core group of employers in conjunction with University of Hawaii Community Colleges and DevLeague, a “boot camp” style private IT training provider.
- WIOA Job-Driven National Emergency Grant --supports classroom training and work-based training in high-demand occupations on all counties, development of employer-based videos highlighting features of jobs in healthcare, construction, information technology, and shipyard repair, purchase of WorkKeys to assist with assessments of participants for work readiness, reading, and math, with curriculum to address areas of deficiency or for further advancement; and enhancement of WIOA Eligible Training Provider list including their performance reports required under WIOA.
- State funds for Apprenticeship Programs—supports DLIR WDD as the State Apprenticeship Agency to review, approve, monitor, and report on State apprentices and programs in Hawaii with the advice of its State Apprenticeship Council.
- State funds for Employment Training Fund—partially offsets training costs of short-term courses from pre-approved providers to upgrade the workforce skills of businesses in Hawaii; and assists in matching UI claimants and other jobseekers with private sector internship sites to expose jobseekers to different work environments and skills.
- State and federal funds from DHS—for job development, job readiness, and placement of TANF recipients and SNAP recipients into jobs.
- State and federal funds from State DHS, DVR —to implement a 2016 Summer Youth Employment program for youth with a disability on Counties of Oahu, Hawaii, and

Maui; also supports a year-round WDD staff on Big Island for business outreach and employment assistance for DVR clients.

- State funds from State Department of Public Safety—for WDD staff on Counties of Hawaii, Maui, and Kauai to provide assessments, employment planning, case management, and business outreach to help former inmates and parolees successfully reintegrate into the workforce and community.
- Federal UI funds for Reemployment Services Employment Assistance—gives UI claimants who are identified as most likely to exhaust UI- and recently separated veterans - a short series of group and individual sessions to develop an employment plan, explain work search requirements, give labor market information, review job searches conducted, and refer to at least one service at the One-Stop Center. Purpose is to shorten duration of UI benefits and help claimants secure jobs more quickly.
- Federal H1-B funds for IT Works: American Apprenticeship Grant—for DLIR to develop and implement apprenticeship programs for information technology (IT) occupations in Hawaii, beginning on Oahu, in collaboration with employers of different industries, AJCs, and Pacific Center for Advanced Technology and Training (PCATT) of the University of Hawaii Community Colleges, and DevLeague, a “boot-camp” style IT training provider.

(B) Title II – Adult Education and Family Literacy Program

- (i) *Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the state, including how the eligible providers are of demonstrated effectiveness*
- (ii) *Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds*

Under WIOA, the Adult Education and Family Literacy Act subsection “requires a description of how the eligible state agency will fund local activities in accordance with the consideration described in the law.” (NOTE: This refers to the list of 13 funding priorities as described in the Evaluation section of this plan.)

The HIDOE will make available no less than 82.5 % of the federal grant award to eligible providers in the form of allocation notices or contracts. Additionally, up to 20% will be extended for adult education services to correctional facilities. The HIDOE and each grant recipient will be limited to a maximum of 5% of their total award for administrative costs.

The HIDOE will review eligible provider requests for an increase in local administrative costs above the 5% limitation on an individual basis. A determination will be made on the prevailing circumstances unique to each local provider’s situation.

Eligible Providers

Eligible providers for a grant award under the WIOA Title II include:

- 1) A local education agency
- 2) A community-based organization of demonstrated effectiveness
- 3) An institution of higher education
- 4) A public housing authority
- 5) A faith-based organization of demonstrated effectiveness
- 6) A library
- 7) A consortium of agencies
- 8) For- and non- profit agencies of demonstrated effectiveness who are able to provided adult education services

Application Process

The HDOE will adhere to the regulations in the Hawaii Administrative Rules on Procurement. The following suggested timeline will be utilized in the application process of Request for Proposals (RFPs).

EVENT	Timeframe
Funding Availability Notification (RFP)	March
Formation of Screening Committee	April
Application Deadline	May
Review and Rating of Grant Applications	June
Acceptance/Rejection Notification	July
Final Notification of Grant Awards	August
Program Year Begins	September

Funding Availability Notification

The HDOE, in collaboration with WIOA core partners, will develop the Request for Proposals and announce the availability of grant funds under the auspices of WIOA Title II. The following communication mechanisms will be used to publicize the information:

- The announcement will be sent to the USP partners and other agencies involved in the workforce development system.
- The announcement will be disseminated through online statewide news and information websites, specifically on the Hawaii Community Education and State Procurement websites.

The RFP will contain information pertaining to:

- 1) Type of grant
- 2) Contact person to obtain RFP guidelines
- 3) Grant application due date
- 4) Other pertinent information

Review and Selection Committee

The RFP review and selection committee will be comprised of the USP partners and other relevant stakeholders as deemed appropriate by the core partners. The committee will evaluate and rate each proposal based on the screening criteria. Once the committee has made recommendations to the Department of Education regarding tentative acceptance/rejection of proposals, the providers are notified.

Application Submittal

Eligible providers will be required to submit their completed RFP by the specified deadline to:

- Hawaii Department of Education
Community Education Section
475 22nd Avenue, Room 202
Honolulu, HI 96816

The HIDOE will screen submitted RFPs for completeness and date stamp them upon receipt to ensure only those received by the deadline are considered for acceptance.

Selection Process

Applications to provide adult education services as described and authorized under WIOA Title II will be reviewed by the Selection Committee based on the following criteria:

Criteria	Point Value
Measurable Goals	10
Past Effectiveness	5
Serving Most in Need	10
Intensity of Services	10
Effective Practices	5
Technology	5
Contextualization/Career Pathways	10
Staffing	5
Coordination and Collaboration	10
Flexibility and Support	10
Data Management	5
Budget	10
English Language Proficiency and Civics Education	5
Total	100

Family Literacy

Eligible providers (as described above in this section) with programs that offer a comprehensive family literacy component will be evaluated according to the same criteria outlined above as well as the following additional criteria:

Criteria	Point Value
Interactive Parent/Child Activities	10
Parent Education	10
Adult Education	10
Child Education	10
Total	40

The HDOE ensures that all eligible providers have direct and equitable access to apply for grants and contracts, and the same grant or contract process is used for all eligible providers.

The Procurement and Distribution Office will announce the availability of grant funds under the auspices of WIOA Title II. The following channels of communication will be utilized to publicize the information and ensure direct and equitable access. (This is described in the “Eligible Providers” section.)

(C) Title IV – Vocational Rehabilitation Services

- Vocational Rehabilitation Basic Support Grant. The purpose of this grant is to assist Hawaii in operating statewide comprehensive, coordinated, effective, efficient, and accountable programs of vocational rehabilitation, which is an integral part of a statewide workforce investment system designed to assess, plan, develop, and provide vocational rehabilitation services for individuals with disabilities to prepare for and engage in gainful employment.
- Hawaii DVR is a combined agency which means that we receive one Basic Support Grant which funds the General and Blind agency.
- DVR is contracting with WDD (Oahu, Hawaii, Maui) and the counties on Oahu and Kauai to implement a 2016 Summer Youth Employment program; and adults with disabilities on Oahu.
- DVR supports Workforce Development Division staff on Hawaii and City and County staff on Oahu for business outreach and employment assistance for DVR clients. Along with DVR staff, employers will be provided training and technical assistance to include, but not limited to (1) disability awareness; (2) compliance with the Americans with Disabilities Act (ADA); (3) VR services; (4) recruitment and hiring of persons with disabilities and (5) support for current employees with disabilities.
- DVR executed a State Educational Agency (SEA) Agreement with the DOE. Consultation and technical assistance will be provided to DOE personnel in planning for the transition of students with disabilities from school to post-school VR services.
- Upon exit from the DOE/Special Education Program, DVR’s clients attend DOE/Adult Education classes. DVR and Adult Education management staff have been meeting to significantly increase the number of DVR clients attending Adult Education classes in 2016.
- In partnership with DOH, DOE, DOL, DVR is the lead agency in the Office of Disability Employment Policy (OPED) Employment first State Mentoring Program (EFSLMP) grant. The grant coordinates more in-depth training by their Subject Matter

Experts (SMEs) on Customized, Supported and Self Employment “train the trainers” training.

(6) Program Data

(A) Data Alignment and Integration – *describe the plans of the lead state agencies with administration of the core programs, along with the state board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs and education through postsecondary education (the description should include plans for integration and progress to date).*

- (i)** *Describe state’s plan to make management information system interoperable to maximize efficient exchange of data elements to support assessment and evaluation.*
- (ii)** *Describe the state’s plan to integrate data systems to facilitate streamlined intake and service delivery to track participation across programs.*
- (iii)** *Explain how the state board will assist the Governor in aligning technology and data systems across required one-stop partner programs (including common intake and data collection), and how such alignment will improve service delivery to unemployed individuals.*
- (iv)** *Describe the state’s plans to develop and produce the reports required under WIOA.*

Core Partners and One-Stop partners will be intake points where Partners may refer individuals to its own programs or programs of other agencies as most appropriate for each person. This system requires that all Partner agencies have sufficient current information about the services and target groups of Partner programs for an effective universal intake with no wrong door for a jobseeker or employer. This would include, but not be limited to, target populations such as offenders, persons with disabilities, veterans, unemployed persons, TANF recipients, SNAP recipients, and low-income persons. Regular meetings at the State and local levels among Partners and joint activities conducted among Partners will help develop and maintain the necessary relationships for a true collaboration. The leads at the local level to support these local meetings are the Counties, Local Workforce Boards, and/or One-Stop Centers.

A centralized data base in HireNet Hawaii will serve as a common intake document to help streamline and integrate service delivery among core partners. Although each Core Partner and One-Stop Partner will have its own intake document to meet specific program requirements, the data stored in HireNet Hawaii will consist of elements common to all programs. For example, the extensive medical information about disabilities collected by DVR will not be stored in HireNet Hawaii, but work history, educational history, and employment goals of DVR clients will be entered into HireNet Hawaii. Assessment results of educational functioning levels, and if available, job readiness levels, also will be recorded by Core Partners in HireNet Hawaii. Currently, DVR, WIOA, and Adult Education use CASAS and TABE for educational functioning levels, and DLIR additionally uses WorkKeys for their assessments of educational levels and job readiness.

Services provided by Core Partners to participants and businesses will be tracked in HireNet Hawaii to avoid duplication and help build a more expansive array of service options. Each Partner will be responsible to obtain their participants' consent to release information to Core Partners before entering data into HireNet Hawaii. A consistent consent form among Core Partners will be developed to assure it meets requirements for all Core Partners.

Core Partner staff also will have access to employer and job order information in HireNet Hawaii so they can analyze business services being performed by their providers and offices and improve coordination and management of employer engagement activities.

Whether the centralized intake will apply to educational institutions and other One-Stop partners will need to be further discussed because of challenges raised by FERPA and privacy issues for a wider population. For example, data from the State's Longitudinal Data Study of students in State Department of Education and University of Hawaii could not be shared with State Department of Labor's Workforce Data Quality Initiative because of restrictions in FERPA that prohibited sharing of student information. Therefore, at this time, it may be that only Core Partners and their providers will have access to the shared data in HireNet Hawaii. However, with a participant's consent, joint assessments and/or sharing of information about assessments and services can be shared with specific partners on a case-by-case basis. This sharing will be facilitated by the relationships built among One-Stop partners and Core Partners, and the regular sharing of information at the State and local levels.

The general public, including participants in Core Programs and One-Stop Partner programs, will be able to use the job bank in HireNet Hawaii as well as links to self-assessment tools, labor market information, and contacts for One-Stop Centers and Core Partners.

DVR is currently in the process of getting internal approvals for contracting Geographic Solutions and targets having an executed contract in place by July 1, 2016. Adult Education similarly plans to finalize their plans and have any necessary contract in place with Geographic Solutions by July 1, 2016 or shortly thereafter. These contracts will enable the importation of data from DVR and Adult Education file extracts and the development and maintenance of separate portals for DVR and Adult Education participants into HireNet Hawaii. For WIOA, Wagner-Peyser, Veteran, and Trade Adjustment Act reports, Geographic Solutions has been preparing updates to HireNet Hawaii specifications based on federal draft reporting instructions. The vendor will update the specifications based on changes made in the final instructions on a timely basis.

The State and local areas are jointly responsible for ensuring the implementation of an effective common data system and reporting process. HireNet Hawaii provides a common database, case management, labor exchange, and participant reporting system for WIOA, Wagner Peyser, Trade Adjustment Act (TAA), and Veteran Programs.

Additionally, extensive discussions with the Data Team of Core Partners in WIOA resulted in a consensus that HireNet Hawaii will be used as the reporting system for common measures for Vocational Rehabilitation and Adult Education because of its ability to interface with UI wage

records for employment data and to ensure a common tracking system among Core Partner programs. Its value as a common data base for employer contacts among Core Partners also will help coordinate employer services. Having the common data base will facilitate coordination and tracking of services among Core Partner programs, TAA, and veteran programs. It should also provide performance data that will assist in evaluating services and activities across Core Partner programs. Data elements of Vocational Rehabilitation participants required for Wagner-Peyser registration will be regularly uploaded into HireNet Hawaii. Adult Education may pursue this method or include registration in HireNet Hawaii as one of their standard elements in their curriculum so that students can become familiar with HireNet Hawaii and register as part of their course.

In addition, Vocational Rehabilitation and Adult Education will continue to maintain their own reporting systems for program-specific data beyond common measures that are required by their funding agencies. This was a decision made based on the extensive sets of personal and performance data required by Vocational Rehabilitation that are not necessary for coordination of services among agencies.

HireNet Hawaii is a virtual One-Stop, developed and maintained by a contracted vendor, Geographic Solutions. A statewide MIS workgroup, composed of representatives and managers from each local area is responsible for reporting issues or questions regarding HireNet Hawaii to DLIR, and for providing input on desired enhancements or changes to HireNet Hawaii. Vocational Rehabilitation and Adult Education will be added to the MIS Workgroup. The MIS workgroup also communicates updates or changes to the system to other staff. The DLIR Administrative staff tracks each concern and inquiry, and ensures that all issues are addressed and resolved either by the vendor, DLIR, local area, Core Partner, or any combination of these entities. Recommendations for policies and procedures regarding data entry, data revision, reports, assistance to public users, or other facets of data collection and use of data are solicited from and provided by the MIS workgroup or other users and finalized by DLIR. Training for all staff users is provided by the vendor whenever a new version of the software is installed.

Participant performance in all Core Programs (WIOA Adult, Dislocated Worker, and Youth Programs; Wagner-Peyser programs, Adult Education, Vocational Rehabilitation), Disabled Veterans Outreach Program, Local Veterans Employment Representative, and Trade Adjustment Act will be measured through data stored in HireNet Hawaii. All staff users and their providers are responsible to accurately enter data into HireNet Hawaii in a timely manner.

All quarterly and annual reports required by the federal government are generated from HireNet Hawaii data and electronically transmitted to the USDOL. DLIR extracts information on employment status and average earnings for all exiters from UI wage records. Local area staff and Core Partner staff also may enter supplementary information on jobs obtained by participants. At the end of each quarter and year, DLIR will transmit to each county and Core Partner their performance reports in the same format as the federal statewide report. Counties, Local Boards, and Core Partners will review their performance at least on a quarterly basis and take any necessary corrective actions to resolve deficiencies. Staff users can produce HireNet Hawaii reports to assess and correct performance on an on-going basis. These reports, filtered

by different criteria, dates, and target groups, enable staff to review different aspects of performance prior to or after outcomes are reported with the goal of continually improving performance. The new federal reporting system that will use demographics of participants exiting to determine the applicable performance goals should clarify the impact of different demographics of participants and make it easier to predict future performance without being penalized for serving persons with greater barriers to employment.

(B) Assessment of Participants Post-Program Success –*describe how the lead state agencies will assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment.*

WDC will carefully monitor state and local performance on WIOA performance measures through quarterly reporting, and will identify and address any areas where performance is not meeting expectations. Centralized data collection will be well-suited to track past and present core program participant progress in continuing education or in obtaining and remaining in employment. In addition, reports will be developed to track key measures and to use this insight to drive policy decisions. The implementation of a common intake/assessment application process, coordinated case management and job matching, will serve to provide even cleaner more standardized data to ensure effective analysis, and will inform future decisions about progress, persistence, program completion and employment success.

(C) Use of Unemployment Insurance (UI) Wage Record Data –*Explain how the state will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for labor market information.*

As described in item 6(A) above, DLIR will extract quarterly UI wage record data and match them to exiting participants to determine employment outcomes and average wages for the reporting quarters after exit. The same basic process was used for WIA. For WIOA reporting, different quarters will be used in accordance with reporting requirements for each core program. Also, as described in item 6(A), the employment data can be filtered by area and provider so that each area and the State can monitor and manage performance.

Evaluations will be based on performance reports that include outcomes using UI Quarterly Wage Records. DLIR Research and Statistics Office generates reports of UI claimants by industry and geographical area, which provides a basis to identify a potential supply of workers with certain skill sets. This data is useful in matching a potential supply with high demand. However, with Hawaii's low unemployment rate, the number of unemployed workers has dwindled to where most jobseekers are able to secure jobs and business demand for workers remains high.

(D) Privacy Safeguards –*describe the privacy safeguards incorporated in the state's workforce development system, including safeguards required by the General Education Provisions Act and other applicable laws.*

The State is aware that a key element of success to utilizing data across agencies for either improved customer service or improved measurement and tracking of outcomes is ensuring the integrity of all data and ensuring confidential data is treated as such. This is accomplished with various technical safeguards and ensuring personnel handling this data are properly trained in all relevant regulations and the fundamentals of handling personal and confidential data. Technical safeguards may include:

- Approved processes that limit access to the data to only those personnel who require access to carry out their daily job functions;
- Network security, monitoring, firewalls, etc. to prevent unauthorized access to data from entities outside of State government;
- Encryption technology; and
- Secure data transport mechanisms.

All State personnel undergo annual training on the proper handling of confidential data. This training is updated to reflect the most current statutes and interpretations. Those specifically involved in reporting are trained on the various de-identification and aggregation rules that apply.

All core partners that will provide and/or share data in order to execute federal program requirements will do so under a signed MOU to ensure the security of sensitive information. All core partners will agree to follow all applicable federal, state, and local laws pertaining to confidential information. Each partner will ensure that the collection and use of any information that contains personally identifiable information will be limited to purposes that support the programs and activities described by the relevant MOU's.

The State has a records privacy law in statute: HRS Chapter 92F-14 which protects records in which the individual has a significant privacy interest; which includes medical, psychiatric or psychological history, diagnosis, condition, treatment or evaluation and information relating to eligibility for social services or welfare benefits or to the determination of benefits levels.

(7) Priority of Service for Veterans –*describe how the state will implement and monitor priority service provisions for veterans, including the referral process for veterans determined to have significant barriers to employment.*

The State shall ensure priority of service to veterans and eligible spouses in its program delivery and services that are directly funded in whole or part, by the Department of Labor, in accordance with all federal guidance letters and notices, including 20 CRF Part 1010, Employment and Training Administration's Training and Employment Guidance Letter No. 10-09, and Training and Employment Notice 15-10. This applies to all services in the American Job Centers (AJCs). Procedures are in place in each AJC office for staff to identify veterans and eligible spouses at every point of entry in the service delivery system. Staff at all levels of WDD operations and in AJCs have been trained in priority of service requirements.

AJC Managers, in coordination with WDD Managers, shall periodically review their operations to ensure that State policy and guidance are being followed to properly implement the priority of

service provision for veterans and eligible spouses, including those outlined in Job Service Bulletin No. 14-12, Change 3, and its updates. These requirements include identifying veterans and eligible spouses, informing them of their entitlement to priority of service, and providing information on service and programs. Staff training will be arranged by the AJC Managers as needed.

(The referral process for veterans determined to have significant barriers to employment.)

Staff shall refer individuals identified as *veterans and eligible spouses with significant barriers to employment* to the Disabled Veterans Outreach Program (DVOP) specialist for intensive service. If a DVOP specialist is not available, the client shall be referred to the AJC staff assigned to provide intensive service. In circumstances when it is not practical to refer a client to a DVOP for intensive service and to a Local Veterans Employment Representative (LVER) for job development service, the local office/AJC manager shall designate appropriate staff to assist the client. Services received by the client shall be the same service he or she would receive if a DVOP and LVER were available.

AJC Managers and WDD Managers shall periodically review the State policies and guidance for identifying and serving veterans with significant barriers to employment to ensure that staff continues to be aware of and continues implementing correct procedures for serving veterans with significant disabilities. State policies include Job Service Bulletin No. 01-15, Change 1, and its updates.

(8) Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities – *describe how the one-stop delivery system will comply with the Americans with Disabilities Act of 1990 with regard to physical and programmatic accessibility of facilities, programs, services, technology and materials for individuals with disabilities, including staff training and accessibility criteria.*

The Americans with Disabilities Act (ADA) defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity. Nearly 1 in 5 people have a disability in the U.S. About 56.7 million people — 19 percent of the population — with more than half of them reporting the disability was severe, according to the U.S. Census Bureau, 2010.

	Adults with Disabilities	Adults without Disabilities
• Income <\$15,000	23.4%	7.4%
• Income \$50,000+	33.9%	51.8%
• Graduated High School	69.1%	63%
• Graduated College	18.1%	27.9%
• Employed	40.0%	64.9%
• Unemployed	12.9%	6.4%

Source: Centers for Disease Control and Prevention, Disability and Health Data Systems, 2012

Employment and unemployment data and trends

In 2012, according to the Centers for Disease Control and Prevention, Disability and Health Data Systems, 17.7 percent of adults in Hawaii reported having a disability. The report shows that 40 percent of those age 21 to 64 with any disability were employed, compared with 65 percent of those with no disability. The percentage of adults with disabilities who had an annual household income of <\$15,000 was 23.4 percent compared to 7.4 percent of those without a disability. Along with the lower likelihood of having a job came the higher likelihood of experiencing persistent poverty; Nationally, among people age 15 to 64 with severe disabilities, 10.8 percent experienced persistent poverty; the same was true for 4.9 percent of those with a non-severe disability and 3.8 percent of those with no disability. Adults age 21 to 64 with disabilities had median monthly earnings of \$1,961 compared with \$2,724 for those with no disability. (Source: U.S. Census Bureau, “Americans with disabilities” report, 2010)

Educational and skill levels of the workforce

Education and training continue to be the most effective path to sustained employment. Education is a predictor of employment rate and income. Employers want to hire employees with relevant and current education and training. The highest level of education attained by the majority of Hawaii residents was high school graduate. Sixty-nine percent of adults with disabilities reported graduating from high school and the percentage of adults without disabilities who graduated from high school was 63 percent. Eighteen percent of adults with disabilities graduated college, whereas 27.9 percent of adults without disabilities have a college degree.

Goals

The WDD recognizes the importance of positive employment outcomes for people with disabilities.

Through grants from USDOLs Office of Disability Employment Policy (ODEP) WDD is committed to improving the educational and employment outcomes of persons with disabilities.

Disability Employment Initiative (DEI) VI

The goal of Round VI of DEI is to strengthen the success and progress made during DEI Round II. By increasing the number of individuals with significant disabilities accessing the American Job Centers (AJCs); providing more and diversified job-driven training opportunities through the career pathways systems; incorporating flexible approaches such as customized employment; building effective community partnerships and collaborations across multiple service delivery systems; DEI will improve the educational and employment outcomes of persons with significant disabilities.

Employment First State Leadership Mentoring Program (EFSLMP)

WDD is an EFSLMP core partner along with Department of Health, Developmental Disability Division, Adult Mental Health Division; DHS, Division of Vocational Rehabilitation, MedQuest Division and Department of Education, Special Education, Adult Basic Education.

In Fiscal Year 2014, Hawaii received funding for intensive on-site and virtual technical assistance from ODEPs Subject Matter Experts (SMEs) in the areas of: (1) capacity building for

a more coordinated interagency approach toward employing individuals with disabilities and (2) development of a Cooperative Agreement between the EFSLMP partners for a cross-system policy, process and procedure which will result in increased collaboration, partnership and integration of services.

ODEP recently announced their selection of Hawaii as one of the core states for Fiscal Year 2016 and WDD will continue to benefit from the technical assistance provided under this grant.

(9) Addressing the Accessibility of the One-Stop Delivery System for Individuals who are English Language Learners – *describe how the one-stop delivery system will meet the needs of English language learners, such as through procedures, staff training, resources and materials.*

As described in item (6)(A) above, HireNet Hawaii is the State's internet based, self-service and staff service data base for core programs. To serve customers with limited English proficiency (LEP), HireNet Hawaii's home page provides a link to 10 different languages that advise the individual to seek assistance by telephone or in person. These languages are the most commonly encountered in Hawaii. An updated LEP Plan containing LEP policies and procedures is posted on the DLIR website, and training on these policies and procedures was provided and continues to be provided to DLIR staff, including those in AJCs. The policies and procedures were developed by DLIR Administrators, in consultation with the State Judiciary, which had an extensive LEP process in place, and with input from representatives of the LEP community. Periodic staff training is part of the LEP process, including use of translation services (mainly by, but not limited to, telephone services.)

Section IV: Coordination with Combined State Plan Programs – *describe the methods used for joint planning and coordination among core programs, and with the required one-stop partner programs and any other program included in the Unified State Plan.*

The State Workforce Development Council (WDC), which is also the State Workforce Development Board, acts as the aligning entity between state and county agencies, as well as private industry and non-profit sectors.

Core partners of Adult Education, Vocational Rehabilitation, and DLIR first began to meet in late summer of 2014 to prepare for the transition into WIOA. Information about partner programs and reporting systems were shared during regular meetings, which included Adult Education Vice-Principals across the State and their Principals, VR Administrator and Assistant Administrator, and Workforce Development Division Administrator, who also served as the Interim Executive Director of WDC at the time. To encourage and initiate local area planning among the same core partner agencies, the State-level heads of these agencies planned and implemented a series of local meetings called *Partners on the Move*. These meetings were held on each neighbor island county among the local core partner staff, with staff from the County, Community Colleges, and other agencies. Information about their services was shared, and ways of collaborating began to be discussed.

A data team also was formed among the core partners to discuss how key data elements would be shared to track a participant through two (2) or more core programs, share the same exit date, and report on performance using UI wage record data. The results are discussed in item (6)(A).

In October of 2015, core partners and other stakeholders first convened to discuss WIOA requirements and a process for development of the Unified State Plan. This stakeholder group has continued to grow to over 150 members and includes representatives across the state from core partner lead agencies, state and local workforce boards, local and community agencies, the state legislature, the Governor's office and other partners. The WIOA stakeholder group has convened regularly via webinar and face-to-face meetings to develop the Unified State Plan. In addition, the Workforce Development Council has facilitated an online community of practice to post resources and drafts of the Plan so that stakeholders can continue to review and provide input into the Unified State Plan. The Workforce Development Council posted the Unified State Plan for public comment March 7-21, 2016. The state will continue to enhance the Unified State Plan as it is an evolving document that will shape Hawaii's workforce development system and will need to reflect ongoing updates and continuous improvement.

Section V: Common Assurances (for all core programs)

Unified State Plan assures that:	
1	The state has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts.
Documentation/Comments: Guidance is provided by the State Ethics Law; HRS 84-14 (a) which includes board members	
2	The state has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes.
Documentation/Comments: Guidance is provided by the State's Sunshine Law: http://oip.hawaii.gov/wp-content/uploads/2013/04/June-2015-Sunshine-GUIDE-pdf.pdf	
3	The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified State Plan, and approved the elements as serving the needs of the populations served by such programs.
Documentation/Comments: A meeting was held on March 2, 2016 which included representatives of all the core programs to review the plan, receive feedback, revise as necessary and gain approval to move forward with the plan.	
4	(a) The state obtained input into the development of the Unified State Plan and provided an opportunity to comment on the Plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs, required one-stop partners and other partners and stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified State Plan is available and accessible to the general public.

	(b) The state provided an opportunity for review and comment on the Plan by the State Board, including state agency officials for the Unemployment Insurance Agency, if such officials are members of the State Board.
Documentation/Comments: The plan was published on the WDC website for two weeks to solicit public comments. All core partners, WDC board members, local board representatives, and members of the Hawaii Unified Plan team, received an email with a link to the plan asking them to forward the plan to their constituents and encouraging everyone to send in comments through the website.	
5	The state has established, in accordance with WIOA section 116(i), fiscal protocol and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the state through allotments made for the core programs to carry out workforce development activities.
Documentation/Comments: The State complies	
6	The state has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the state will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3).
Documentation/Comments: The State complies	
7	The state has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable.
Documentation/Comments: The State complies	
8	The federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program.
Documentation/Comments: In process	
9	The state will pay an appropriate share (as defined by the State Board) of the costs of carrying out section 116, from funds made available through each of the core programs.
Documentation/Comments: In process	
10	The state has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA).
Documentation/Comments: In process	
11	Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate.
Documentation/Comments: See section 7	
12	Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.
Documentation/Comments: See section 7	

Section VI: Program-Specific State Plan Requirements for Core Programs

• Title I-B –Adult, Dislocated Worker & Youth Program Activities & Assurances

The Unified State Plan must include the following with respect to activities carried out under subtitle B—

(a) General Requirements

(1) Regions and Local Workforce Development Areas.

(A) Identify the regions and the local workforce development areas designated in the State.

The State of Hawaii consists of four local workforce development areas that follow the separation of the four county designations in the State. They are:

1. The City and County of Honolulu (Oahu)
2. The County of Maui (includes the islands of Molokai and Lanai)
3. The County of Hawaii (Hawaii Island)
4. The County of Kauai

As there are no contiguous states to Hawaii; and the workforce development areas are designated by counties, there are no designated regions in the State.

(B) Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for “performed successfully” and “sustained fiscal integrity” in accordance with 106(b)(2) and

In January of 1999, the WDC designated these areas utilizing the following criteria:

1. The smallest are for federal Labor Market Information (“LMI”) data is the county level. State LMI data is collected for the islands and the counties, but is not available for sub-areas.
2. On the neighbor islands, the State's community college system conforms with county jurisdictions. Oahu has four community colleges, with each campus assigned as the lead for subject areas, such that cumulatively, they serve the entire county.
3. The State's public school districts are county-wide on the neighbor islands. Oahu has four Department of Education districts.
4. An area with too small a population would have difficulty filling and financially supporting the large local boards mandated by the applicable federal legislation. It would also likely receive insufficient funds to run programs. Correspondingly, combining counties or parts of counties would mean additional coordination between Mayors.
5. Hawaii County, which has the largest geographical area and different demographics between east-and west-sides, has government agencies and services in both East and West Hawaii which serve the single count.
6. The counties are well-established political divisions of Hawaii. The WDC consulted with the Mayors of the respective counties at that time and it was agreed that the counties were the most appropriate designations. Further, the City and County of Honolulu meets the criteria for automatic designation, because of its population size. In March 1999 the Governor designated the four counties as workforce investment areas and those areas will continue to be designated under WIOA.

WDC issued WIOA Bulletin No. 03-15 Initial Local Area Designation Under the Workforce Innovation and Opportunity Act (<http://labor.hawaii.gov/wdc/files/2013/01/SN-03-WIOA-03-15-w-Attmts-Initial-Designation.pdf>)

“Performed Successfully” – means the Local Area met or exceeded the negotiated levels of performance for the core indicators in Program Year (PY) 2012 (July 1, 2012 – June 30, 2013) described in WIA § 136(b)(2)(A), or the Common Measures in PY 2013 (July 1, 2013 – June 30, 2014), and the local area has not failed any individual measure for the last two (2) consecutive Program Years before WIOA enactment, or if the local area is operating under a Performance Improvement Plan approved by DLIR. It should be noted that the move to Common Measures eliminated the “Employment and Credential Rate” measure for Adults and Dislocated Workers and changed all Youth measures in PY13. For youth programs, successful performance is defined as meeting 5 of 7 measures in PY 2012 and 2 of 3 measures in PY 2013. “Met” is performance that is equal to 80% or more of negotiated levels.

“Sustained Fiscal Integrity” – with respect to a Local Area, means that the Secretary, or the State in place of the Secretary, has not made a formal determination, during either of the last 2 consecutive years preceding the determination regarding such integrity, that either the subgrantee or the administrative entity of the area misspent funds provided under subtitle B (or, if applicable, title I of the Workforce Investment Act of 1998 as in effect prior to the effective date of such subtitle B) due to willful disregard of the requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration. This is accurate and matches WIOA Bulletin 03-15. Linda

Also included in the bulletin was a Summary of Performance for PY 2012 and PY 2013. Successful Performance was achieved by Oahu and Maui; Hawaii and Kauai required a Performance Improvement Plan approved by DLIR.

(C) Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions.

The State did not identify regions or planning regions.

(D) Provide the appeals process referred to in section 106(b)(5) of WIOA relating to designation of local areas.

The appeals process is described in WIOA Bulletin 03-15. An appeal must be in writing and filed with the WDC within fourteen (14) days after notification of the decision. The appeal must contain a specific statement of the grounds upon which the appeal is sought. The WDC will refer the appeal to the DLIR Employment Security Appeals Referees’ Office, that office will have 90 days to review the appeal and make a recommendation to the Governor. The final decision rests with the Governor or designee. If the appeal does not result in designation, the entity may request review by the Secretary of Labor. The second level of appeal must be sent within 14 days.

(E) Provide the appeals process referred to in section 121(h)(2)(E) of WIOA relating to determinations for infrastructure funding.

WDC will issue a bulletin for determinations for infrastructure appeals process.

(2) Statewide Activities.

(A) Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities.

Hawaii's One-Stop Centers (American Job Centers) provide seamless service delivery to employers and participants. The system is dependent on all partners agreeing to shared goals, information-sharing, cost-sharing, and committing to a coordinate effort to achieving them.

The following guidelines and goals have been established:

- Services are delivered “seamlessly” so that participants are unaware that the services provided at the One-Stop are being delivered by multiple agencies and through multiple funding streams.
- Comprehensive One-Stop Centers will provide the full range of services available through designated One-Stop partner programs.
- Comprehensive One-Stop Centers will serve as a primary location for employers and job seekers where they receive service provided in a seamless, integrated and efficient manner.
- One Stop Centers are capable of connecting job seekers to the services they need to address their skills gaps: All work-related programs and services are either offered on-site or services are easily accessible through the One-Stop Centers.
- Local employers and employer organizations are active partners in the improvement of the local One-Stops.
- Local area plans will also indicate how the One Stops will serve employment, re-employment, and training needs of unemployment compensation claimants; the long-term unemployed; the under-employed; dislocated workers (including trade-impacted dislocated workers and displaced homemakers); low-income individuals (including recipients of public assistance); migrant and seasonal farmworkers; veterans; individuals with limited English proficiency; homeless individuals; ex-offenders; older workers; individuals training for nontraditional employment; and individuals with multiple challenges to employment.
- To achieve this, local One-Stop Centers are required to move to a fully integrated platform and encouraged to leverage additional local resources as well. This includes exploring centralizing services through single locations so overhead costs are reduced. It will also include moving the provision of services through local centers toward functional integration, wherein customers from multiple programs are served together in common and fundamental processes such as workshops, assessment and career planning, job search/development and case management activities, allowing WIOA Title IB programs to be just one of several sources supporting these critical activities.

Hawaii's One-Stop Job Centers and Youth Programs use HireNet Hawaii for common intake, case management, statewide labor exchange, and reporting for different programs. HireNet Hawaii includes web-based self-service features that facilitate job searches, career exploration, job matching, job postings, and skills assessment for employers and job applicants. Case managers also have access to these tools, and they have the added capability of viewing services provided to an individual within their local area. This reduces duplication and allows for more effective coordination of services among providers. Self-service resource rooms available in each One-Stop local office include computers with internet access and shortcuts to other web-based job search and recruitment tools, labor market information, and career exploration. The State and all the counties have separate fiscal management systems.

(B) Describe how the State intends to use Governor's set aside funding. Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at risk companies and workers

(C) In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities.

Statewide activities funds will be limited to 15% of the combined funding streams for the adult, youth, and dislocated worker programs. Of the 15% allocation, state level administration funds will be limited to 5% and utilized for costs of administrative functions for WDC and its support staff. The remaining 10% of the statewide activities allocation will be utilized for costs related to state-level program management, evaluation and improvement including maintenance costs of the participant information management system, ETPL system, and state evaluations.

The DLIR is the State Dislocated Worker unit (DWU), with the WDD as the lead agency for the DWU and Rapid Response. Beginning PY 16, WDC will be the lead agency for DWU and for statewide Rapid Response activities. A partially-funded Statewide Rapid Response Coordinator position will be established. Based on anticipated workforce needs and lay-off aversion strategies, 20% will be set aside from the Dislocated Worker Program for Rapid Response activities. Of the 20%, one-half will be provided at the beginning of the program year to local areas for employer engagement and layoff aversion activities. The other half will be available for the local areas to apply for as lay off, plant closures, and other events occur in their area. Should funds be available in April of the program year, the balance will be distributed to the local areas using the original allotment formula.

On-Site Services

Each county has a Rapid Response Team which is deployed as necessary to respond to the emergency situation. Honolulu's Rapid Response Team is available to be deployed to supplement the county team if necessary. When layoff events impact sufficient numbers (amounts vary from one local area to another) of employees, the locally assembled Rapid

Response Teams provide on-site employee meetings that provide workers with information and access to unemployment compensation benefits, comprehensive One-Stop Career Center system services, and employment and training activities including information on the Trade Adjustment Assistance program (TAA) and National Dislocated Worker Grants (NDWG).

When appropriate, the Rapid Response Team will provide additional services on-site to employees, which may include:

- Group or Individual Registration
- Job Search Workshops
- Individual Assessment/Counseling
- Job Search Strategies and Techniques
- Resume Writing
- Interviewing
- TAA Orientations
- Job fairs/Company matching
- Other services as necessary

Layoff Aversion

To the extent that resources allow, One-Stop staff have developed and maintained collaborative partnerships through year around employer engagement efforts that can help identify and possibly diminish the impact of potential layoffs. The majority of downsizing events involve small to medium-size food service and retail establishments where there has been little the state can do to avert layoffs. With large downsizing events, One-Stop staff may organize job fairs and/or on site job matching and job readiness workshops to assist affected employees with the transition to a new job with a different employer or on occasion, a different job with the same employer, thus reducing periods of unemployment.

A layoff aversion strategy is to develop and improve employer relationships so that employers work with WDC in advance of layoff and closure events. The following activities are considered as appropriate employer outreach/contact: participating in job forums; joining industry associations; presentation to industry associations; creating in-branch coffee hours for employers; promoting the State's workforce development services to employers currently utilizing just some of the programs; participating in conferences, canvassing of new business cluster; developing and building further relations with employers while at job fairs; developing special programs to connect employers/employer groups with various workforce system programs; and other activities which build relationships. Service providers will be required to set Employer Outreach contact goals and report on planned activities for Plant Closures and Employer Outreach. Monthly reports to report outcomes of employer contacts and planned next steps for each employer will be required.

(D) Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected workers in the groups

identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the trade-affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement). Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.

Local area MOUs that are submitted with their Local Area Plans will include an identification of the local area Rapid Response Coordinator, and a description of Rapid Response responsibilities for that area to ensure coordination of services during Rapid Response.

Employers will send notices of closings and layoffs under the federal WARN Act and a state plant closing law to the DLIR Director. Upon receipt, the Director's Office will forward them to WDD, DLIR Unemployment Insurance Division, and DLIR Research and Statistics Office. Companies also will transmit a notice required under WARN to the Mayor of the county in which a closing will occur.

WDD will immediately initiate contact with the affected employer to obtain details about the impending event and share information about One-Stop Center services for affected workers. If a union represents affected workers, a labor-management committee will be formed, if feasible, to jointly assess needs and implement Rapid Response services, with the understanding that services will not be a forum for any collective bargaining issues. Information about Trade Adjustment Act (TAA) benefits and qualifying conditions will be provided to the employer/Labor-Management Committee, and the employer or union will be encouraged to file a TAA petition for employees who may be eligible for TAA. If they do not file a petition, the One-Stop Center or WDD will submit one to ensure that eligible workers receive TAA benefits.

Rapid Response Team:

If the number of workers to be laid off is significant, WDD will mobilize a Rapid Response Team for deployment at the employer's site or another site that is convenient for affected workers. Core members will consist of the following:

- DLIR Unemployment Insurance Division
- One-Stop Center Operator
- Workforce Development Division

Depending on needs of the workers, other Rapid Response Team members will include, but not be limited to, the following:

- State Department of Human Services
- Training Providers
- Banks/Credit Unions
- Consumer Credit Counseling Center
- Community Based Organizations
- State Department of Health

Group orientations on One-Stop Center services will be planned and scheduled with the employer or Labor-Management Committee, during or around work hours and prior to layoffs, to the extent possible.

Topics to be covered during Rapid Response group sessions will be customized for each layoff and generally will include the topics below. Approaches will depend on type of employer and educational and skill levels of employees.

- Unemployment Insurance benefits and eligibility requirements;
- Work registration requirements and jobs listed in HireNet Hawaii;
- Labor market information and trends;
- Job counseling and job training programs, including remedial/literacy education;
- Priority of services and additional services for veterans;
- TAA benefits (if eligible);
- Financial assistance such as welfare, Supplemental Nutrition Assistance Program (formerly called Food Stamps), child care subsidies, and subsidized health insurance; and
- Survey of training needs. (This survey will be used to determine the kinds of services needed and projected costs, which will help plan training and other services and assist in determining whether formula funds are sufficient or WIOA National Emergency Grant funds should be requested.)

Other Rapid Response topics, such as the following, will be included for group sessions, as appropriate:

- COBRA;
- Credit counseling and loan assistance;
- Grief/trauma counseling, or other mental health services;
- Housing assistance, and/or
- Social services provided by Community Based Organizations.

Because of the breadth of topics covered during Rapid Response sessions, only those staff members who are experienced and knowledgeable will participate as presenters.

Services for individuals, such as filing for UI (after layoff), registration in HireNet Hawaii, and applying for financial assistance may be provided immediately following group sessions, if workers need assistance for these services. Job fairs also will be scheduled, as appropriate, specifically for the laid-off workers in conjunction with, or shortly after Rapid Response sessions. In addition, job search workshops and literacy or skills training may be provided for the workers to prepare them for the job market prior to or shortly after layoff.

In addition to reacting to layoff notices, Rapid Response will include business service teams to expand the rapid response infrastructure in each local area so that Rapid Response becomes proactive and on-going to serve businesses and their workers more effectively. Prior to layoffs occurring, during which businesses are in crisis management mode, closer working relationships with local businesses will be developed to support workforce needs of employers in a more consistent and comprehensive manner through their cycles of growth and decline. More services and tools of the One-Stop system will be made available to businesses on a continuing basis

through an aggressive outreach effort, and businesses will make better use of these services to improve the capacity of their workforce. These strategies give businesses more opportunities to avert layoffs by sustaining a resilient and competitive workforce. One-Stop staff will be trained to detect early warning signs of possible financial difficulties of businesses and provide advance assistance and information to ease any difficulties should a plant closure occur. The improved collaborations with businesses will enable One-Stop staff to quickly recognize re-employment opportunities for laid off workers. In addition, stronger collaborations with more partners will be developed to expand and better coordinate the network of resources for more assistance toward employers and workers.

In the instances of natural disasters, the Governor, the Mayors of the four counties, the State's Department of Emergency Management (DEM), (formerly known as Civil Defense) and the counties' Emergency Management Departments assess damages, coordinate and deploy local and state services, including as necessary, the Hawaii National Guard, DLIR, DHS, DOH, local emergency responders, and also coordinate with non-governmental agencies and service providers such as the American Red Cross, local community groups, and churches. The Red Cross determines with DEM needed shelters and their locations and necessary staffing. The Federal Emergency Management Agency (FEMA) sends staff to those locations along with participating state and local agencies to provide services.

(b) Adult and Dislocated Worker Program Requirements

(1) Work-Based Training Models If the State is utilizing work-based training models (e.g. on-the-job training, incumbent worker training, transitional jobs, and customized training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

Described in other sections of this plan.

(2) Registered Apprenticeship. Describe how the State will incorporate Registered Apprenticeship into its strategy and services.

WDC members include those conducting workforce training and apprenticeship programs within their organizations. Efforts to increase employer engagement will encourage employers to take a proactive role in defining training standards and shaping training curriculum and program design so program graduates will be more likely to succeed in the employer's workplace.

With regard to apprenticeship programs, the DLIR is the State Apprenticeship Agency to administer apprenticeship programs in the State of Hawaii. This facilitates the sharing of apprenticeship information across programs. As the lead for carrying out State Apprenticeship program responsibilities, the WDD registers apprenticeship programs and apprentices, reports to the USDOL, monitors programs, and provides staff support to the State Apprenticeship Council, which is an advisory body to the DLIR Director regarding apprenticeship programs.

Notices of recruitments for apprentices are shared with One-Stop Centers so they can refer suitable individuals to apprenticeship sponsors; lists of active apprenticeship programs and their minimum requirements are maintained on the DLIR WDD website; and coordination between One-Stop Center services and apprenticeship programs are supported to the extent possible. All One-Stop Centers are familiar with the major apprenticeship sponsors, and the sponsors have regularly participated in local Job Fairs or Construction Expos. The ARRA SESP grant also encouraged additional linkages between One-Stop Centers and apprenticeship programs by fostering referrals from One-Stop referrals to specific apprenticeship programs that became Eligible Training Providers (ETP) for the adult and dislocated worker programs .

(3) Training Provider Eligibility Procedure. Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

WDC will issue criteria and requirements for Eligible Training Providers to include the Registered Apprenticeship Programs

(4) Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funded by the Adult Formula program.

The State has determined that unless the funds allocated to a local area for WIOA Adult employment and training activities are sufficient to provide adequate services to at least 25% of that area's adult poverty population, the funds will be considered limited . Currently, the funds are considered limited in all the local areas, therefore, priority of service will be given to recipients of public assistance and those meeting the definition of low-income

They are identified when accessing One-Stop core services as well as through referrals from agencies serving this target population. Public assistance recipients are identified through coordination with the Department of Human Services (DHS), which administers the Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP) and other federal and state-funded assistance programs. The Work Opportunity Tax Credit is also available to employers as an inducement to hire this target group.

In addition to training, supportive services such as work clothes, transportation assistance, housing and child care may be provided. Where possible, alternate funding is sought to provide other services.

(5) Describe the State's criteria regarding local area transfer of funds between the adult and dislocated worker programs.

WDC will update its WIA requirements.

(c) Youth Program Requirements. With respect to youth workforce investment activities authorized in section 129 of WIOA—

(1) Identify the State-developed criteria to be used by local boards in awarding grants for youth workforce investment activities and describe how the local boards will take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of WIOA in awarding such grants.

WDC will issue the criteria for grant awards.

(2) Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available.

Hawaii supports the federal vision focusing efforts on out-of-school-you and those with the most difficult barriers to their becoming contributing members of society. The State's strategy for providing comprehensive, integrated services to eligible youth is to ask that LWDB's, as part of their local planning process, to prepare a comprehensive youth plan that (a) identifies the percentage of youth funds allocated for older youth, (b) concentrates on the neediest youth described at the end of this section, and (c) formalizes coordination of local agencies, which could include:

- Adult Education and Family Literacy,
- Vocational Rehabilitation,
- Department of Education, Special Education Services Branch,
- Community Services Block Grant recipients,
- Housing & Urban Development employment and training programs,
- Job Corps,
- State Office of Youth Services,
- Family Court,
- Department of Human Services -Foster Care,
- TANF (Temporary Assistance for Needy Families),
- ALU LIKE, Inc.,
- faith-based organizations and community-based organizations,
- University of Hawaii Community College System, and
- State of Hawaii, Department of Defense (Youth Challenge and About Face).

Items covered in an interagency agreement will include a description of each agency's role in achieving the following for youth with disabilities, Youth in and Aging out of Foster Care, Youth Offenders, Children of Incarcerated Parents, Homeless Youth, Pregnant and Parenting Teens:

1. Partners' recruitment of out-of-school youth from housing projects, welfare families, entry level jobs, and malls,
2. Delivery of appropriate services to ameliorate risks,
3. GED test preparation,
4. Employment preparation,
5. Post-secondary education preparation,
6. Access to financial resources and support services to assist transition into post-secondary education, and
7. Follow up with mentoring and course correction.

(3) Describe how the state will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented.

WDC will issue programmatic requirements.

(4) Provide the language contained in the State policy for “requiring additional assistance to enter or complete an educational program, or to secure and hold employment” criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for “requiring additional assistance to complete an education program, or to secure and hold employment” criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII).

(5) Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If State law does not define “not attending school” or “attending school,” indicate that is the case.

§302A-1132 Attendance compulsory; exceptions.

(a) Unless excluded from school or excepted from attendance, all children who will have arrived at the age of at least five years on or before July 31 of the school year, and who will not have arrived at the age of eighteen years, by January 1 of any school year, shall attend either a public or private school for, and during, the school year, and any parent, guardian, or other person having the responsibility for, or care of, a child whose attendance at school is obligatory shall send the child to either a public or private school. Attendance at a public or private school shall not be compulsory in the following cases:

1. Where the child is physically or mentally unable to attend school (deafness and blindness excepted), of which fact the certificate of a duly licensed physician shall be sufficient evidence;
2. Where the child, who has reached the fifteenth anniversary of birth, is suitably employed and has been excused from school attendance by the superintendent or the superintendent's authorized representative, or by a family court judge;
3. Where, upon investigation by the family court, it has been shown that for any other reason the child may properly remain away from school;
4. Where the child has graduated from high school;

5. Where the child is enrolled in an appropriate alternative educational program as approved by the superintendent or the superintendent's authorized representative in accordance with the plans and policies of the department, or notification of intent to home school has been submitted to the principal of the public school that the child would otherwise be required to attend in accordance with department rules adopted to achieve this result; or
6. Where:
 - (A) The child has attained the age of sixteen years;
 - (B) The principal has determined that:
 - (i) The child has engaged in behavior which is disruptive to other students, teachers, or staff; or
 - (ii) The child's non-attendance is chronic and has become a significant factor that hinders the child's learning; and
 - (C) The principal of the child's school, and the child's teacher or counselor, in consultation with the child and the child's parent, guardian, or other adult having legal responsibility for or care of the child, develops an alternative educational plan for the child. The alternative educational plan shall include a process that shall permit the child to resume school.

The principal of the child's school shall file the plan made pursuant to subparagraph (C) with the child's school record. If the adult having legal responsibility for or care of the child disagrees with the plan, then the adult shall be responsible for obtaining appropriate educational services for the child.

- (b) Any employer who employs a child who is excused from school attendance in accordance with subsection (a)(2) shall notify the child's school within three days upon termination of the child's employment.
- (c) Beginning with the 2016-2017 school year, any parent, guardian, or other person having the responsibility for, or care of, a child who will be at least five years of age on or before July 31 of the school year shall enroll the child in a public school kindergarten unless the child is enrolled at a private school or the child's attendance is otherwise exempt under this section. [L 1996, c 89, pt of §2 and am c 162, §2; am L 2014, c 76, §3]

In addition to the State statute, WDC uses the following criteria for out-of-school youth: Out-of School youth means an individual who is: not attending any school (as defined under State law); not younger than age 16 or older than age 24; and one or more of the following: a school dropout; a youth who is within the age of compulsory school attendance but has not attended school for at least the most recent complete school year calendar quarter; a recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner; an individual who is subject to the juvenile or adult justice system; a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994); a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act, or in an out-of-home placement; an individual who is pregnant or parenting; a youth who is an

individual with a disability; a low-income individual who requires additional assistance to enter or complete an education program or to secure or hold employment.

(6) If not using the basic skills deficient definition contained in WIOA Section 3(5)(B), include the State definition.

The State will use the WIOA definition

(d) Single-area State requirements. In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must also include—

- (1) Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).)*
- (2) The entity responsible for the disbursement of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).)*
- (3) The type and availability of WIOA title I Youth activities, including an identification of successful providers of such activities. (WIOA section 108(b)(9).)*

Not Applicable.

(e) Waiver Requests (optional). States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

- (1) Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;*
- (2) Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;*
- (3) Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;*
- (4) Describes how the waiver will align with the Department's policy priorities, such as:*
 - (A) Supporting employer engagement;*
 - (B) Connecting education and training strategies;*
 - (C) Supporting work-based learning;*
 - (D) Improving job and career results, and*
 - (E) Other guidance issued by the Department.*
- (5) Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and*
- (6) Describes the processes used to:*
 - (A) Monitor the progress in implementing the waiver;*
 - (B) Provide notice to any local board affected by the waiver;*

- (C) *Provide any local board affected by the waiver an opportunity to comment on the request;*
 - (D) *Ensure meaningful public comment, including comment by business and organized labor, on the waiver.*
 - (E) *Collect and report information about waiver outcomes in the State's WIOA Annual Report.*
- (7) *The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.*

Title I-B Assurances	
1	The state has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient.
Documentation/Comments:	
2	The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist.
Documentation/Comments:	
3	The State has established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local Workforce Development Board members.
Documentation/Comments:	
4	The State established written policy and procedures to ensure local Workforce Development Boards are certified by the Governor every two years in accordance with WIOA section 107(c)(2).
Documentation/Comments:	
5	Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership.
Documentation/Comments:	
6	The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions.
Documentation/Comments:	
7	The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7).
Documentation/Comments:	
8	The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan.
Documentation/Comments:	
9	If a State Workforce Development Board, department, or agency administers State laws for

	vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I.
Documentation/Comments:	
10	The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.
Documentation/Comments:	
11	The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3).
Documentation/Comments:	

• **Title II –Adult Education & Family Literacy Program Activities & Assurances**

(a) **Aligning of Content Standards** –*describe how eligible agency will, by July 1, 2016, align its content standards for adult education with state-adopted content standards*

The Hawaii Department of Education (HIDOE) has adopted the Common Core State Standards for competency-based instruction in the K-12 system. HIDOE's adult education program will use the College and Career Readiness Standards (CCRS), a subset of the Common Core State Standards, for competency-based instruction in adult education. Through FY16, HIDOE's adult education program staff are receiving professional development on understanding and implementing the CCRS. Currently, the program is aligning existing curriculum to the CCRS and identifying gaps in their curriculum with the CCRS standards. Next, the program will be creating CCRS-aligned curriculum to fill those gaps. By July 1, 2016, the adult education program will begin implementing a comprehensive CCRS-aligned curriculum into instructional services for all students, and will continue until fully implemented. Because it is a lengthy process to align current curriculum to standards and then develop new curriculum to fill in identified gaps, it is projected that HIDOE's adult education program will have a fully implemented CCRS-aligned curriculum by the end of FY 2017.

(b) **Local Activities** – *describe how the state, using the priority funding considerations, fund each eligible provider that provide allowable activities.*

Under WIOA, the Adult Education and Family Literacy Act (AEFLA) subsection requires “a description of how the eligible agency will develop program strategies for populations that include, at a minimum, low income students, individuals with disabilities, single parents, displaced homemakers and individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency.”

The Department of Education identifies the following characteristics of those most in need of adult education services:

- Adults who lack a high school diploma.

- Disadvantaged and low-skills adults with multiple barriers to educational attainment, employment and economic self-sufficiency.
- Adults who are or have been low income, incarcerated, single parents and displaced homemakers.
- Adults with limited English proficiency.
- Adults with disabilities.

Under WIOA, the AEFLA subsection requires “a description of adult education and literacy activities that will be carried out with any funds received under this section.”

- **WIOA establishes workforce preparation activities, which “are those services that are designed to help an individual acquire the combination of basic academic skills, critical thinking, digital literacy, job training and self-management skills. While adult education has traditionally supported the development of basic academic skills, workforce preparation will now be required under WIOA...workforce preparation includes developing competencies and obtaining skills necessary to successfully transition to and complete postsecondary education, advanced job training and employment. These competencies are commonly incorporated into definitions of employability skills.”**

Allowable Activities

Adult Basic Education and English Literacy programs, activities, and services will provide Hawaii’s adult learners with the skills to become successful workers, citizens, and family members. Working cooperatively with other state agencies, HIDOE’s integrated education and training initiatives will be implemented to ensure success for Hawaii’s adult population. AEFLA funding will be utilized to develop and implement new opportunities in integrated education and training and workplace literacy.

HIDOE’s adult education program will plan an alignment to the strategies identified in the U.S. Department of Education report entitled “*Making Skills Everyone’s Business: A Call to Transform Adult Learning in the United States.*” Application of these strategies will help to establish workplace skills, effective relationships, and applied knowledge for Hawaii’s low-skilled adults and disconnected youth.

MAKING SKILLS EVERYONE’S BUSINESS	
Strategy 1	Act Collectively to Raise Awareness and Take Joint Ownership of Solutions
	Build partnerships with public and/or private agencies to engage in a call-to-action plan and assist targeted populations with learning opportunities.
Strategy 2	Transform Opportunities for Youth and Adults to Assess, Improve, and Use Foundation Skills
	Bridge the digital literacy divide by examining traditional instructional practices that can be enhanced by digital tools to improve instructional practices and enrich learning.
Strategy 3	Make Career Pathways Opportunities Available and Accessible statewide

	Design and implement a statewide career pathway system model with core program areas in FY2016 as required by WIOA.
Strategy 4	Ensure that All Students have Access to Highly Effective Teachers, Leaders, and Programs
	Pool State Leadership funds with LEA funding to coordinate delivery of high-quality professional development opportunities that support Hawaii's adult education teachers.
Strategy 5	Create a "No Wrong Door" Approach for Youth and Adult Services
	Sustain efforts to bridge literacy education and employability skills with local workforce boards and the State Workforce Development Board to build a solid foundation of academic skills and a strong and viable work environment.
Strategy 6	Engage Employers to Support Upskilling More Front-Line Workers
	Work with state and local providers to increase coordination of education and training programs to better service individuals with low skills, with limited English abilities, and/or with disabilities, and to improve employment outcomes. Develop job-shadowing opportunities and internships with local business agencies.
Strategy 7	Commit to Closing the Equity Gap for Vulnerable Subpopulations
	Enhance work-based learning and community engagement to assist adults to become economically self-sufficient and to help businesses improve productivity.

Adult Education

HIDOE's adult education program will give priority to the most in need and hardest to serve populations as described in the Needs Assessment. Hawaii Adult Education will work with its WIOA core and other state and local stakeholders to identify and provide access to adults in need of basic education and training services.

HIDOE's adult education program objectives will be:

- To provide eligible adults with basic academic and social capital skills that will help them become more productive members of the workforce and community.
- To help eligible adults meet personal and life goals, such as developing academic, employability and job training skills, in order that they may move along career pathways toward finding employment, advancing on the job, and support themselves and their families.
- To provide eligible adults with the necessary college and career readiness skills.
- To provide eligible adults with a safe environment so that they are able to meet their education and career goals.

Students enrolled in the **Competency-Based Community School Diploma Program (C-Based)**, a high school equivalency program unique to Hawaii, account for approximately 40% or more of all AEFLA-funded students served in the state each year. The C-Based program primarily appeals to youth who struggled in high school and who want a practical education focused on how to balance work and home life. The program is open to youth 16 years of age and older who have officially withdrawn from high school, and adults who do not possess a high

school diploma or equivalent. C-Based participants typically do not test high enough on either the CASAS or TABE to begin a GED or HiSET course of study. In general, the must score in the low to high intermediate range on the CASAS in order to be enrolled in C-Base programming.

This program is different from the GED in that, at the present time, it features the study of **five** areas of *life competency* rather than a one-time test of reading and math ability.

Over **eight months**, students must complete the **Academic Phase** of the program which consists of five six-week units: Health, Government and Law, Community Resources, Occupational Knowledge and Consumer Economics. In addition to attendance requirements, submission of a portfolio of assignments, and individual unit tests, students are required to pass a Mastery Test based on the content of all five units.

Students must also complete a **Career Options Phase**. Each student must decide before the end of the first unit which of the career choices he/she intends to pursue.

1. **Advanced Academic:** The student must be enrolled in an accredited post-secondary school.
2. **Occupational/Vocational:**
 - **Employment:** The student must be gainfully employed on a regular basis for not less than 100 hours over a period of at least three months. A letter verifying employment must be submitted to the school.
 - **Obtain or possess a marketable skill:** The student must submit a state license, certificate of completion or other official document indicating that he/she has a marketable skill or is enrolled in an acceptable training program.
3. **Home Management:** After passing the Mastery Test, the student must demonstrate to a Board of Examiners, by means of an oral examination, whether he/she has acquired the skills necessary to manage a household effectively (including nutrition, first aid, personal hygiene and good health practices, family care, household legal issues, etc.).
4. **Life Management:** Upon passing the Mastery test, the student must pass an oral interview administered by a panel of examiners demonstrating that he/she possesses the ability and skills to effectively manage his/ her life (including issues involving, health, consumer economics, time management, anger management, goal setting, etc.).

The C-Based curriculum was created many years ago, prior to the state's adoption of the College and Career Readiness Standards. Revisions and updates have been made over the years, however a complete, systematic alignment of the course content to the CCR standards has yet to be done. The SEA will hire a consultant to advise on and initiate this process, and will pull together a working group comprised of C-Based teachers and administrators funded by the LEAs to conduct the steps necessary to overhaul the curriculum, including establishing statewide, clearly defined entrance and graduation requirements. Thus, the process will involve commitment of time and resources from both the state office and the LEAs. In addition, the state office will seek

input from its WIOA community partners and a panel of employers to ensure the content of the C-Based program is relevant in the context of the workplace today. It is expected that a gap analysis of the curriculum will be complete by December, 2016, whereupon the work of building revised, relevant, rigorous CCRS-aligned content, unit by unit, can begin. The state expects to complete revisions for all 5 units and to develop training for C-Based teachers on teaching to the CCR standards by the end of FY 2017.

Family Literacy

HIDOE's adult education program will provide family literacy services so that eligible adults who want to enhance their own educational skills are able to do so simultaneously with their children. Family literacy programs will be structured around families that have at least one parent who is eligible to receive adult education services and at least one young child. These programs:

- Promote positive interactive literacy activities between the parent and child.
- Provide educational services to the parent so they become partners in the education of their children.
- Contribute to building and maintaining strong family systems, which promote growth and development.

Workplace Adult Education and Literacy Activities

Programs aimed at transitioning students to workplace and/or post-secondary education and training, such as Hawaii's Individualized Career Achievement Network (iCAN) will be sustained and expanded to other local sites. iCAN is a statewide partnership addressing Adult Basic Education and improving work and college readiness. It provides a statewide solution in preparing adult learners with basic skills necessary to enter into the University of Hawaii/Community Colleges system or enter into Hawaii's workforce. Presently, there are iCAN programs at six local adult education sites which are previously fueled in part by funding through the Trade Adjustment Assistance Community College and Career Training (TAACCCT) round 1 grant. Their purpose is to increase the number of low skilled adult learners successfully completing entry and mid-level certificate programs in three fast growing sectors: Energy, Agriculture, and Healthcare. Wrap-around services exist and include academic counseling, career exploration, Department of Labor support services, and tutoring and learning labs.

A bridging program, such as iCAN, will be implemented in all local agencies by Fall 2016. Sustainability and funding efforts will be a joint venture of the WIOA core programs and possibly Perkins funding. In FY2015 - 2016, a career pathways system will be designed and implemented to emphasize a transition to postsecondary education, apprenticeships, other career training for employability, and to strengthen the alignment with the One-Stop delivery system.

HIDOE's adult education program will continue to offer programs and services to increase the present workforce activities in the hotel industry, other businesses, and the military. Workplace literacy classes play an important role in the community. The HIDOE provides classes for adult literacy and basic skills; secondary education services that may lead to a Hawaii Adult Community School Diploma (HACSD); the update/upgrade of skills for workers; and,

improved competency of adult workers in speaking, listening, writing, reasoning and problem solving.

Workplace literacy programs focus on the literacy and basic skill education workers need to gain new employment, retain present jobs, increase productivity, and advance in their careers. The focus of these programs includes life skills training and employability skills, such as adult basic education, English Literacy, civics and training in job readiness.

Highly effective statewide professional development for instructors and school-level staff will be initiated to ensure that College and Career (CCR) standards-based instructional materials and methods are geared to individual learning styles and educational needs. Through quality instruction and digital literacy, adult learners will receive direct instruction. With additional support and oversight, recruitment and retention rates should increase.

In addition, the CSAs are currently licensed to administer the National Workplace Readiness Certificate. An adult learner from any program must pass the four tests after each workbook. The goal is to offer the test to any public or private agency with preparation classes at a CSA campus. During FY 2016, MCSA - Moanalua Campus - is piloting this project.

Career Pathways –Integrated Education and Training

A career pathway is a series of connected education, employability, job training and support services that enable individuals to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment in that sector.

Adult Education Career Pathways Service Delivery Model		
	Component	Strategies
1	Partnerships	<ul style="list-style-type: none">• Formal partnerships with WIOA core partners and other key stakeholders at the local level that support education and workforce development.• Partners include education and training systems, business and industry, workforce and economic development, and community based organizations.
2	Alignment	<ul style="list-style-type: none">• Services align to other education and training systems, such as postsecondary education, so that students are able to transition into entry-level employment and postsecondary programming without the need for remediation.
3	Culture	<ul style="list-style-type: none">• College and career readiness will be the focus of adult education programs to create an environment that supports college and career success.
4	Intake/Orientation	<ul style="list-style-type: none">• Intake and orientation activities will incorporate career assessment, exploration and goal-setting along with approved standardized academic assessments for appropriate placement for services.• WIOA partners will explore a centralized referral, intake,

		orientation and assessment process to ensure efficient service delivery within the workforce development system.
5	Education, Career and Life Planning	<ul style="list-style-type: none"> • All students will have an Education, Career and Life Plan that includes short- and long- term education, career and life goals and planning. • Services will be guided by individual Plans and students are involved throughout the process.
6	Ongoing Assessment and Learning	<ul style="list-style-type: none"> • Ongoing formal and informal assessment of students is conducted to monitor progress, ensure focus and direct services toward achievement of academic and career success.
7	Career Advising	<ul style="list-style-type: none"> • Students will have the opportunity to receive ongoing academic and career advising services as needed, to keep them progressing through their Education, Career and Life Plans and to assist them with post-program transitions. • Adult education programs will hire full-time counselors who will provide advising services to those receiving workforce development services and needing guidance for transition into employment, postsecondary programs, advanced job training and needed support services.
8	Contextualized Services Along Pathways	<ul style="list-style-type: none"> • Articulated statewide career pathways are developed and utilized among WIOA partners for service delivery that support local labor market demands and workforce development client needs. • Contextualized academic and career-related services will be provided that are aligned to the College and Career Readiness Standards. • Employers and workforce development partners are involved in the development and implementation of career-related services. • Programs utilize qualified staff and evidence-based services. • Instructional practices incorporate focus, knowledge, coherence, evidence, complexity and rigor. • Services are flexible and are of sufficient intensity and duration in order that students efficiently meet academic and career goals. • Participatory learning strategies are utilized so that students are in control of their own learning and progress.
9	Support Services	<ul style="list-style-type: none"> • Job exposure opportunities for students such as internships, job shadowing and apprenticeships will be offered. • Study skills and college support activities are provided to ensure postsecondary transition success. • Referral to other necessary support services are provided, such as transportation and childcare, to ensure access and persistence in education and training.

10	Data Management	<ul style="list-style-type: none"> State-required data is collected through an information management system to ensure compliance and effectiveness.
11	Evaluation/Continuous Improvement	<ul style="list-style-type: none"> Performance outcomes are monitored on an annual basis for continuous improvement purposes.
12	Professional Development	<ul style="list-style-type: none"> Ongoing professional development opportunities are provided for continuous improvement and increased effectiveness, particularly in the areas of College and Career Readiness Standards, Effectiveness Instruction Practices and Career Pathways.

The use of rigorous and challenging academic standards and career pathways that contextualize learning are recognized strategies to promote readiness for postsecondary education and work; therefore, integrated academic and career services will play a key role in adult education under WIOA.

HIDOE's adult education students will have the opportunity to receive both adult basic education and career-related services, in collaboration with core partners and other relevant stakeholders (such as employers). Our goal is to prepare students to transition as seamlessly as possible to the career pathways opportunities, i.e. certificate and credential programs offered (primarily) by the University of Hawaii/Community College system, labor unions and others, so that all eligible adults will ultimately have what they need to transition into sustainable employment.

HIDOE will continue to provide adult literacy and basic education services, English language proficiency and high-school equivalency preparation, as it has traditionally; however, under WIOA, in collaboration with core partners and other key stakeholders, these services will be integrated with a focus on career services so that adults gain, retain and/or advance in employment.

In addition, adult education will emphasize employability skills defined as the non-technical skills, knowledge and understandings that are necessary to gain employment and participate effectively in the workplace. Often referred to as soft skills, they include skills such as:

Skill	Definition
Verbal and Written Communication	Able to express ideas clearly in speech and in writing.
Teamwork	Work confidently within a group.
Initiative/Self-Motivation	Able to act on initiative, identify opportunities and be proactive in putting forward ideas and solutions.
Planning and Organizing	Able to plan activities & carry them through effectively.
Flexibility	Adapt successfully to changing situations and environments.
Time Management	Manage time effectively, prioritizing tasks and able to work to deadlines.
Self-awareness	Awareness of achievements, abilities, values and

	weaknesses and what you want out of life.
Confidence	Presents a strong, professional, positive image to others which inspires confidence and commands respect.
Integrity	Adheres to standards and procedures, maintains confidentiality and questions inappropriate behavior.
Tolerance	Maintains effective performance under pressure.
Independence	Accepts responsibility for views and actions and able to work under their own direction and initiative.
Professionalism	Pays care and attention to quality in all their work. Supports and empowers others.
Interpersonal Sensitivity	Recognizes and respects different perspectives. Open to the ideas and views of others.

It is imperative that workers today engage in effective teamwork and problem-solving strategies, use technology, adapt to a changing work environment, communicate effectively, respect different people and perspectives, take responsibility for the quality of their work and learn new skills. It is the goal of HIDOE's adult education program to ensure adults being served through the adult education program will acquire the knowledge and skills in order to be successful in today's workforce.

English Language Proficiency and Civics Education

English Language Proficiency in HIDOE's adult education program serves adults whose native language is other than English. Since Hawaii has a significant and growing immigrant population, English language services are a large part of the enrollment being served in adult education. Currently, these services are designed to help adults learn English so they can meet their personal, academic, employment and citizenship goals as well as for acculturation. However, a new emphasis on serving English language learners will be the integration of employability and job training skills.

Under WIOA, the new program retains the focus on English language proficiency and civics education instruction, but there are new requirements to support stronger ties to employment and the workforce system.

In order to receive Section 431 funds, HIDOE's adult education program will offer workforce training related to in-demand occupations. Since tourism is an economic growth area, partnerships will be established with the hotel and travel industry to offer on-the-job training and instruction of employability skills.

English Literacy

Literacy is the ability to understand and employ printed information in daily activities at home, at work and in the community. The English literacy focus is on teaching adults whose native language is other than English. English literacy programs are designed to help adults learn to communicate in English so they can meet their personal, academic, employment and community goals.

Programs utilize competency-based instruction, whole language, language experience, learner-generated curriculum and participatory approaches, as well as work/textbook, video, online, and other commercially prepared adult English Literacy materials. Additionally, a statewide curriculum for the Integrated English literacy and civics education (IELCE) program will be utilized to achieve competence in academic skills that will lead to the attainment of employment and/or a postsecondary education and training. This may also increase the Educational Functioning Levels (EFLs) of the English Language Learners (ELL).

Effective community members must learn English to make informed decisions and to take sound actions that make a positive difference in their lives, their communities and the world. They do this by integrating some of the following:

- Communicate so that others understand
- Read, view and think critically
- Convey ideas effectively in writing
- Value the uniqueness of all

Content areas in English literacy might include:

- Listening, speaking, reading and writing in areas of interest and relevance
- Reading comprehension strategies
- Social and interpersonal skill development
- Appreciation of own and others' cultures and values
- Conversation strategies in real-life settings

Specifically, adult learners will be instructed contextually in vital life-navigating skills, ranging from community expectations, fiscal management, personal development and employability, through such subjects as:

- Citizenship, civic responsibilities and government institutions, including background in history, laws and local customs
- Financial institutions, personal budget and fiscal management
- Health institutions, proper health, nutrition and lifestyles
- Educational institutions and opportunities
- Conflict resolution strategies and how to cope with change and new work experiences
- Awareness of work benefits, rights, laws and procedures

By applying this concept of practical learning, HDOE hopes to develop new or expanded acculturation and citizenship courses. They would specifically offer instruction in (a) community expectations, such as civic duty and awareness; (b) fiscal management skills, such as personal banking and budget planning; and (c) proper health, nutrition and living. As part of the planning and collaborative process, partnerships will be established between Adult Basic Education (ABE), English Literacy (EL) and Adult Secondary English (ASE) educators and other appropriate authorities in order to incorporate relevant content of these additional life skills.

Special Rule:

The Special Rule directs HIDOE, when awarding a grant or contract under this section, not to use any funds made available for the purpose of supporting or providing programs, services or activities for individuals who have not attained 16 years of age or who are not enrolled or required to be enrolled in secondary programs under state law, except if such programs, services or activities are related to family literacy services.

Any provider who conducts a family literacy program under the auspices of the Act must report progress according to core indicators established under the family literacy definition of activities:

- Interactive literacy activities between parents and their children,
- Training for parents to be primary teachers and full partners in the education of their children,
- Parent literacy training that leads to economic self-sufficiency,
- Age-appropriate education to prepare children for success in school and life.

Under WIOA, HIDOE will emphasize a systemic, collaborative interagency approach to adult education and will establish more links to and partnerships with job training programs. Since 2014, HIDOE has been collaborating with core partners and other key stakeholders in order to strategize the foundations for a comprehensive career pathways service delivery system. This group is comprised of professionals in labor, education, business and industry, social services, health and policy makers. The stakeholder group will:

- Assist adult education with developing and implementing a comprehensive career pathways service delivery model, including seamless transitions to established career pathways
- Integrate adult education services with other key support services, particularly those of mandated core partners under WIOA, through the development of the WIOA Unified State Plan and other interagency agreements and memoranda of understanding,
- Forge additional partners with other key state and local stakeholders involved with workforce and economic development,
- Continued collaboration with business and industry to establish articulated career pathways, workplace literacy, job exposure opportunities such as internships and apprenticeships and other resources.

WIOA demands strong collaboration among core partners and other state and local agencies in order to provide integrated, aligned and streamlined services to low-skilled adults. The following agencies/stakeholders are part of this collaborative:

- Hawaii Community Schools for Adults
- Hawaii Department of Education
- Hawaii Department of Labor and Industrial Relations, Employment Services
- Hawaii Department of Public Safety, Division of Corrections
- University of Hawaii, Community Colleges

- Job Corps
- Hawaii Department of Immigration Services
- Hawaii Department of Human Services, Division of Vocational Rehabilitation
- Workforce Investment Board, One-Stop System
- Career and Technical Education
- Hawaii State Legislators
- U.S. Armed Forces
- Business and Industry
- Governor's Office
- Workforce Development Council

HIDOE's adult education program will continue to report performance measures through the National Reporting System as required under WIOA. The National Reporting System is an accountability system for reporting core indicators of performance for federally funded adult education programs (as required under WIOA, AEFLA subsection). This reporting system includes a set of student measures to assess the impact of adult education services and for continuous improvement.

HIDOE's adult education program will use two student assessment systems: the Test of Adult Basic Education (TABE) for English speaking students, and the Comprehensive Adult Student Assessment System (CASAS) for non-English speaking students. These assessments deliver comprehensive diagnostic and prescriptive information, establish measurable learner goals, document learner outcomes and report program effectiveness to students, staff, administrators, policy makers, and funders. Hawaii continues to integrate academic competencies with instructional strategies to evaluate, in part, the effectiveness of the adult education system. Both CASAS and TABE are approved standardized assessments by the U.S. Department of Education.

The State of Hawaii will continue to use TOPSpro Enterprise, a computerized database management system offered as part of CASAS, to track student information and performance. TOPSpro Enterprise is designed to automate CASAS scoring, generate reports for staff, track student progress, provide individual and class profile data, report individual and program results and serve as a source of data for state and federal accountability.

(c) Corrections Education

Under WIOA, the Adult Education and Family Literacy Act subsection requires that "each eligible agency will carry out adult education for incarcerated adults, and allows 20% of the 82.5% of the direct-service funding to support the cost of this program and that priority be given to those individuals who are within five years of release from incarceration."

The following services are provided in Hawaii's correctional facilities: adult education and literacy services, English language and civics education services, integrated education and job training, college and career readiness services, and high school equivalency preparation.

The HIDOE and the Department of Public Safety work in coordination to provide jointly-funded basic skills education programs and services to Hawaii's eligible incarcerated population. Program offerings for the institutionalized are basically the same as those for the eligible target populations. Special education programs are offered by the HIDOE's Special Education Section to meet unique needs of the institution's eligible population.

HIDOE will give priority to programs serving individuals who are likely to leave incarceration and transition back into society with five years of participation in adult education.

Adult education services are offered in the following types of correctional facilities:

- Prisons
- Jails
- Reformatories
- Work Farms
- Detention Centers
- Halfway Houses
- Community-based Rehabilitation Centers

(d) Integrated English Literacy and Civics Education

These services are described above under *English Language Proficiency and Civics Education* and *English Literacy* and will be integrated throughout the ELL program under WIOA. Priority of services will be given to students who need to acquire English language skills and job training as they work toward citizenship and employment.

(e) State Leadership

Advisory Council

The Adult Education Advisory Council was established by Section 301 of the Hawaii Revised Statutes. The Council members are Board-appointed volunteers from businesses, postsecondary education, and agencies such as Job Corps. The primary responsibilities are to provide community input and advisory service to State Board of Education regarding the programs and needs for adult education in the State of Hawaii.

Under WIOA, the Adult Education and Family Literacy Act subsection requires "each eligible agency to use up to 12.5% of eligible funds on one or more state leadership activities."

HIDOE's adult education program will use 12.5% of its funding for state leadership activities, primarily in the form of professional development for state and local program staff.

Based on a program needs assessment conducted in FY16, the Department of Education will emphasize the following professional development for adult education state in FY17:

- College and Career Readiness Standards

- Developing and Implementing Career Pathways
- Providing Contextualized Instruction

HIDOE's adult education program will look at program data and the results of a needs assessment, along with funding availability, to determine professional development that will be offered each year to improve teacher quality and program effectiveness. The LEAs will be responsible for budgeting adequate funds to compensate instructors and other staff members for their required participation in professional development.

(f) Assessing Quality

The focus of evaluation will be the effectiveness of state and local providers in attaining core indicators of performance that are negotiated with the U.S. Department of Education, as well as the efficiency and effectiveness measures among core partners of the Unified State Plan.

HIDOE's adult education program will continue to monitor strategies and processes in attaining performance measures, and will track student performance, persistence, goal achievement and transition outcomes.

A comprehensive evaluation of the federally-funded adult education program will be conducted annually and will address the extent to which local providers are meeting the priorities for AEFLA funding:

- 1) Measurable Goals – degree to which the eligible provider will establish measurable goals for participant outcomes that are aligned to federal core indicators of performance.
- 2) Past Effectiveness – the past effectiveness in improving the educational functioning level of students and in achieving academic and career goals, including transition into postsecondary and/or employment. After the state has negotiated performance measures, the state must take into account how well the provider met or exceeded such measures, especially with respect to those adults who are hardest to serve and most in need.
- 3) Serving the Most in Need – the commitment of the eligible provider to serve individuals in the community most in need of adult education services, including individuals with low income or who have the lowest skill levels.
- 4) Intensity of Services – whether the program is of sufficient intensity and duration for participants to achieve substantial learning gains and achieve education and career goals; and uses evidence-based instructional practices that are aligned to the College and Career Readiness Standards.
- 5) Effective Practices – whether the academic and career services being provided are evidence-based.
- 6) Technology – whether the services effectively integrate current technology, both as a tool for learning and the use of computers.
- 7) Contextualization/Career Pathways – whether adult education services are provided in a contextualized manner so that students are able to apply their learning to the real world, particularly in the context of job and career.

- 8) Staffing – whether local providers have well-qualified and experienced teachers and program staff providing adult education services.
- 9) Coordination and Collaboration – whether local providers are coordinating adult education services with services of other local providers through well-defined, formal partnership agreements.
- 10) Flexibility and Support – whether adult education providers accommodate flexible schedules and offer support services for access and persistence.
- 11) Data Management – whether local providers manage a comprehensive and secure information management system in order to report state and federal outcomes, as well as monitor performance for continuous improvement.
- 12) Budget – whether the proposed budget and detailed budget narrative logically supports the services being provided as well as the outcomes that are intended.
- 13) English Language Proficiency and Civics Education - whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

Each local provider must report on the following student performance measure:

- 1) Educational Gain – standardized assessment gains in the lowest skill area upon placement in reading/writing, math, or English language proficiency.
- 2) Transition – placement and retention in postsecondary education, advanced job training, unsubsidized employment or career advancement.
- 3) High School Equivalency – receipt of a high school equivalency diploma.
- 4) Student Goals – attainment of learner-identified goals.
- 5) Family Literacy – same as above for adults/parents, but including age-appropriate performance measures for participating children.

Monitoring and Technical Assistance

HIDOE's adult education program will conduct annual site visits to monitor performance and to provide technical assistance to local providers for the purpose of evaluation and continuous improvement. They will monitor the following areas:

- 1) Extent to which adult education services are being provided to the “most in need”.
- 2) Whether evidence-based education and training services are being provided.
- 3) Whether services are being provided along articulated career pathways, in a contextualized manner and aligned to the College and Career Readiness Standards.
- 4) Whether providers are collaborating with core partners and other stakeholders locally to ensure streamlined, efficient education and training services; seamless employment and postsecondary transition; and critical support services are being provided.
- 5) Whether local programs are offering flexible schedules to ensure access.
- 6) Whether the program is offering English Language Proficiency and Civics Education.
- 7) Whether the program is using high-qualified teachers and program staff.
- 8) Whether the program is using an effective data management system and conducting appropriate follow-up of academic and transition goals.

All local providers will be required to submit mid and annual reports that reflect participation and performance measures. In order to ensure funds are being distributed and used appropriately, funds will be disbursed on a reimbursement-only basis, and monitored based on the numbers served and reallocated where appropriate.

Adult Education and Family Literacy Program Certifications	
1	The plan is submitted by the State agency that is eligible to submit the plan.
Documentation/Comments:	
2	The State agency has authority under State law to perform the functions of the State under the program.
Documentation/Comments:	
3	The State legally may carry out each provision of the plan.
Documentation/Comments:	
4	All provisions of the plan are consistent with State law.
Documentation/Comments:	
5	A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
Documentation/Comments:	
6	The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan.
Documentation/Comments:	
7	The agency that is submitting the plan has adopted or otherwise formally approved the plan.
Documentation/Comments:	
8	The plan is the basis for State operation and administration of the program.
Documentation/Comments:	

Adult Education and Family Literacy Program Assurances	
1	The eligible agency will expend funds appropriated to carry out WIOA Title II only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions).
Documentation/Comments:	
2	The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA.
Documentation/Comments:	
3	The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA.
Documentation/Comments:	
4	The Integrated English Literacy and Civics Education program under section 243(a) of

	WIOA will be delivered in combination with integrated education and training activities.
Documentation/Comments:	
5	The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.
Documentation/Comments:	
6	Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.
Documentation/Comments:	

• **Title III –Wagner-Peyser Act Program and Agricultural Outreach Plan (AOP)**

- (a) Employment Service Professional Staff Development
 (1) *Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers.*

Wagner-Peyser and leveraged funds will be used for staff training that will increase their capability to deliver high-quality services to both employers and jobseekers. For example, Career and Technical Education resources were recently accessed to train AJC staff on all counties in the areas of business services and conflict resolution; and Work Keys assessment tools and training were purchased from different funding sources to increase assessment and training capabilities with corresponding staff training.

As a Core Partner, there are more opportunities to leverage resources for common goals among agencies. The Employment First Leadership Mentoring Program (EFLMP) is an example of inter-agency cooperation among Core Programs and other agencies by its provision of technical assistance and training to staff of AJCs and other agencies serving persons with disabilities. This also dovetails with training to be provided to AJCs and its partners to increase the numbers of persons with significant disabilities being served in the Disability Employment Initiative (DEI) grant. In addition, the DEI plans to build more business-led Business Leadership Networks to promote and champion the hiring of persons with disabilities. With the increased emphasis on Career Pathways, more AJC staff will be participating in on-going forums to help define or refine existing pathways and learn more about the pathways developed.

The training and partnership building provided through these grants build capacity for all AJC staff, including those funded by Wagner-Peyser, and the skills acquired are transferable to other populations served.

- (2) *Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance program and the training provided for*

Employment Services and WIOA staff on identification of Unemployment Insurance (UI) eligibility issues.

UI staff will provide training to core program staff, including Employment Services and WIOA staff, about UI eligibility issues so that One-Stop staff will have basic knowledge about key eligibility items such as being able and available for work. As changes occur, UI will provide update training to staff. Regular communications will take place among core partners and UI contacts, as needed.

- (b) *Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through one-stop centers, as required by WIOA as a career service.*

The Unemployment Insurance Division (UID) will provide training to One-Stop Center staff so that they can assist UI claimants file their claims online, as required in Hawaii. Issues specific to individuals that are more technical in nature will be referred to the UI Division for assistance.

- (c) *Describe the State's strategy for providing reemployment assistance to UI claimants and other unemployed individuals.*

Since September 2008, the staff of the DLIR, Workforce Development Division (WDD), had been conducting Reemployment and Eligibility Assessment (REA) services in coordination with the UI Division to facilitate the transition of initial UI claimants to employment. Because the REA program had a control group, a comparison could be made between the UI claimants who were in REA versus those who were not. Results have consistently shown a one week shorter duration of UI for those who participated in REA, with a net saving to the UI Trust Fund. For UI claimants in REA during FY 13, the latest period for which data is available, net savings were over \$3.8 million.

Effective January 2016, the Reemployment Services and Eligibility Assistance (RESEA) program superseded REA. The initial UI claimants selected for the program are separating military veterans and those claimants most likely to exhaust UI benefits. The selection of those most likely to exhaust is automated, based on an analysis of characteristics associated with exhaustion in consultation with US DOL. The required components of RESEA are similar to REA, with an increased emphasis on more in-depth and individualized services to a population that has traditionally experienced higher unemployment rates than the general population.

In addition to RESEA services, which are funded by UI Division, Wagner-Peyser staff provides on-going assistance to UI claimants and other unemployed jobseekers through HireNet Hawaii, the electronic job board managed by DLIR; Job Fairs; special recruitment services, and job search workshops.

Most UI claimants are required to register in the Wagner-Peyser program and have at least one online resume posted in HireNet Hawaii, the State's electronic job bank, to qualify for UI benefits. Thus, UI claimants are currently part of the workforce system in the State, and UI

claimants will have access to other workforce programs operated by WDD offices and other agencies that are part of the WIOA system.

(d) Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate including the following:

(1) Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act.

WDD will continue to utilize Wagner-Peyser funds to provide labor exchange services to UI claimants and other individuals interested in seeking employment. The Resource Rooms in One-Stop Centers and HireNet Hawaii, the state's electronic job board and data base for Wagner-Peyser and other federal programs, are partially supported by Wagner-Peyser funds. The Resource Rooms provide computers with internet access, copy machines, and fax machines to assist jobseekers in their job search. HireNet Hawaii and the Resource Rooms have resume-preparation services or assistance, job listings, and labor market information. HireNet Hawaii also offers an individual a self-assessment of skills and interests and their application to jobs in demand, links to federal websites for more assessments and job search features, and self-referral to jobs matching the individual's skills and experience.

WDD will continue to use an inter-agency communication system with UID to relay information to UID regarding UI claimants enrolled in training or placed in a job. The same communication system also enables WDD to inform UID about restrictions on a claimant's availability for work.

(2) Registration of UI claimants with the State's employment service if required by State law;

UI claimants are required to register for work and post an online resume in HireNet Hawaii within seven (7) days of filing their initial claim for benefits.

(3) Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and

As explained in (2) above, UI claimants are required to register and post a resume in HireNet Hawaii to be eligible for UI benefits. In addition to RESEA services described in c. above, Wagner-Peyser funded staff assists UI claimants by assisting them in becoming familiar with the job search and other features in HireNet Hawaii through the RESEA program, and as services are needed. To the extent possible, Wagner-Peyser funded staff also refers UI claimants to jobs, training, and other resources that would enhance their employability and improve their opportunities for work. Any issues identified regarding the claimant's eligibility for UI benefits are reported to the UID through the UI-ES 1 form.

Whether a claimant has fulfilled the resume and work registration requirement in HireNet Hawaii is electronically determined and UID is made aware of any non-compliant claimants.

(4) Provision of referrals to and application assistance for training and education programs and resources.

UI claimants and other jobseekers are provided information about training and resources available to improve their skills and become more acquainted with other careers. Claimants served through the RESEA program receive a comprehensive orientation to services available and are referred to at least one service offered in the One-Stop Center. Potential claimants addressed through Rapid Response sessions are also notified of education and training opportunities in WIOA, Adult Education, DVR, and community colleges. UI claims check stubs mailed to all new claimants contain a letter advising them of Pell grants at post-secondary educational institutions. Claimants are also encouraged to participate in the state's Volunteer Internship Program (VIP) gain exposure to different work environments and careers. Those who need assistance in registering for courses are assisted or referred to more appropriate in-depth services, as needed.

Wagner-Peyser Assurances	
1	The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3)).
Documentation/Comments:	
2	The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers.
Documentation/Comments:	
3	If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I.
Documentation/Comments:	
4	State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations.
Documentation/Comments:	

• **Title IV-Vocational Rehabilitation Program Activities and Assurances**

(a) Input of State Rehabilitation Council.

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

- (1) Input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer*

satisfaction, and other council reports that may have been developed as part of the council's functions;

The State Rehabilitation Council (SRC) has the following seven (7) recommendations in FY2016 to complement DVR's goals and priorities:

1. DVR should include more details regarding the specific percentage and numerical goals they hope to achieve. If the specific numerical or percentage increases are dictated by the Common Goals they should be expressly included in the DVR priorities. If the specific numerical or percentage increases are not dictated by the Common Goals DVR should state in its priorities a reasonable numerical or percentage goal for itself.
2. DVR's goals do not indicate how its Priority 1 and Priority 2 goals will be implemented or coordinated with the State Department of Education, particularly in regards to participants who are not in Adult Education. The only mention of a partnership with the State Department of Education is "Project Search" which is only a one year program and perhaps the "EFSLMP" program. DVR should include as a priority establishing and/or expanding a working relationship with the State Department of Education beyond these two limited programs (see comment #7 below).
3. While the SRC recognizes DVR's efforts in increasing employer engagement and the utilization of the BLN model as well as working with the Chamber of Commerce and SHRM, more specific strategies need to be articulated how working the BLN model or with other organizations will be accomplished. In addition, the SRC has a concern that while the BLN model might assist in greater employer participation, how clients are served through either the existing DVR counselors or through interaction with the Counties' WIB one stops need to be addressed. This is especially true as to how Priority 3 will relate to Priorities 1 and 2 (See also comment #6 below).
4. Priority 4 should provide some kind of time line for accomplishing the stated goals.
5. DVR needs to train DOL personnel in disability awareness regarding workforce development, e.g., sensitivity training.
6. SRC appreciates the implementation of business leadership, but how DVR's client's needs are going to be addressed through this model needs to be specifically articulated.
7. DVR needs to enter into a MOA with both DOE-Special Education and DOH-Developmental Disabilities Division for identification, training and placement of 504 and IEP eligible students who have developmental disabilities.

*(2) the Designated State Units response to the Council's input and recommendations;
and*

- DVR will establish the specific percentage and numerical goals with timelines once guidance is received from the Rehabilitation Services Administration (RSA).
- DVR will prioritize the establishment and expansion of a working relationship with the State Department of Education. We are currently working with DOE, Adult Basic Education to identify Career Pathways that are relevant to each county. We are initiating the move from career pathways as special programs to career pathways as the workforce development system's new way of doing business. Hawaii has six (6) pathways: Arts and

Communication; Business; Health Services; Industrial and Engineering Technology; Natural Resources; Public and Human Resources.

- Kauai DVR started Hookipa Workforce Academy at Waimea High in August 2015. This is a great example of our collaborative effort between DOE and DVR where participants are not in Adult Education.
- DVR is currently working with the DOL/Workforce Development Division, DOE/ Adult Basic Education and the US Business Leadership Network (BLN) to learn, network and build local business relationships with key leaders of companies and employers in the private sector that have demonstrated leadership and commitment to disability inclusion. USBLN is a national non-profit, non-partisan business-to-business network promoting workplaces, supply chains and marketplaces where people with disabilities are included. We are working with the Disability Employment Initiative (DEI) grant staff to promote development of BLN Affiliates on Oahu, Kauai and Maui.
- DVR participated in Partnerships on the Move (POM) during 2015 to increase our interaction with the Counties' WIB one stops. POM included DOE/DOL/DHS – DVR and WIB staff to learn about each partners' roles and responsibilities for training and job placement of persons' with disabilities. Our goal is to create a smooth transition of services with a unified entry point.
- The Hawaii County WIB disbanded in August 2015 and the new WIOA board is being established. The Hawaii Mayor's office is working to have a board set by the end of October 2015.
- DVR has a Memorandum of Agreement (MOA) with the DOE, the DOH/Developmental Disabilities Division, and the State Council on Developmental Disabilities. The purpose of the MOA is to establish a collaborative system to create and change system policies and practices. The desired outcome will be to promote competitive, integrated employment of individuals with intellectual and developmental disabilities (I/DD). The collaborative efforts shall include, but not limited to: 1) Planning meeting, 2) Training/Implementation of policies that effectively prepare and transition youth and young adults with I/DD from secondary to post-secondary education to competitive employment within integrated settings. The MOA was signed by all stakeholders, effective July 2012. Currently DVR, DD and Medquest are working towards completion of a Cooperative Agreement amongst the agencies.

(3) the designated State unit's explanations for rejecting any of the Council's input or recommendations.

DVR continues to have a good working relationship with the SRC and does not reject any of the Council's input or recommendations.

(b) Request for Waiver of Statewideness.

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

- (1) a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;*

- (2) the designated State unit will approve each proposed service before it is put into effect; and*
- (3) requirements of the VR services portion of the Unified State Plan will apply to the services approved under the waiver.*

DVR has not requested a waiver of statewideness.

(c) Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System.

Describe interagency cooperation with and utilization of services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

- (1) Federal, State, and local agencies and programs;*

DVR has a Memorandum of Agreement (MOA) with the University of Hawaii (UH) system. The UH system includes all the public institutions (University and community colleges) statewide. Because the agreement is the the system and not the individual institutions, only one MOA is needed. The agreement includes the roles and financial and programmatic responsibilities of both DVR and UH, to include basics of common understandings. It was signed in April 2008 by the UH President and DHS Director (Interagency Agreement 3-7-08)

DVR has a Memorandum of Agreement (MOA) with the DOE, DHS/DVR and the DOH/ Developmental Disabilities Division and the State Council on Developmental Disabilities for the purpose of collaborating to create and change system policies and practices to promote competitive, integrated employment of individuals with intellectual and developmental disabilities (I/DD). The collaborative efforts shall include but are not limited to planning meetings, policy writing, development of procedures and best practice, and training/implementation of policies that effectively prepare and transition youth and young adults with I/DD from secondary or post-secondary education to competitive employment in integrated settings. The MOA was signed by all parties in July 2012. DVR continues to be an active participant in the collaboration.

(2) State programs carried out under section 4 of the Assistive Technology Act of 1998;
None

(3) Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture;
None

(4) Non-educational agencies serving out-of-school youth;
None

(5) State use contracting programs.
None

(d) Coordination with Education Officials.

Describe:

(1) The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disability from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

Hawaii's DSU is the Division of Vocational Rehabilitation (DVR). DVR executed a State Educational Agency (SEA) Agreement with the Department of Education (DOE) on May 5, 2014. The Agreement contains plans and procedures for the coordination of transition services for students with disability from school to the receipt of VR services.

(2) Information on the formal interagency agreement with the State educational agency with respect to:

(A) consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

The current SEA interagency agreement was executed May 5, 2014. Consultation and technical assistance will be provided to DOE personnel in planning for the transition of students with disabilities from school to post-school activities, including vocational rehabilitation services by the administrative, supervisory, and direct service delivery levels of DVR, formally and informally throughout the school year.

(B) transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

DVR and DOE agree to work collaboratively to assist transition aged youth (TAY) in development and completion of their individualized education program (IEP). Transition planning includes, but is not limited to: DVR Vocational Rehabilitation Specialist (VRS) invitation to participate in DOE's IEP meeting for shared TAYs, DVR VRS collaboration with and assistance to DOE teachers in transition planning for TAY, introduction and guidance of TAY to post-school alternatives by DOE transition coordinator and DVR VRS. Planning also includes coordination of experiences for TAY in work-based settings to improve employment outcomes.

DVR will provide transition planning which facilitates the development and completion of an Individualized Education Plan (IEP) under the Individuals with Disabilities Education Act (IDEA) and will develop an Individualized Plan for Employment (IPE) for students eligible for services (grades 9-12 or until exit), prior to graduation or exit from High School.

DOE facilitates annual IEP meetings for every student receiving Special Education services. Should the IEP team agree to submit a referral to DVR; the DOE Transition teacher will be responsible for submitting a referral for VR Services at the conclusion of the IEP meeting.

IEP meetings are facilitated by DOE. At IEP meetings, the VR Counselor provides an overview of the agency's goal/mission, eligibility criteria, scope of services, rights/remedies, and other information specific to the student's IPE. Once a student is found eligible for VR Services, the VR Counselor will attend annual IEP meetings at the request of the DOE, when possible. If the VR Counselor is unable to attend this meeting, information will be provided to the family.

The VR Counselor reviews the student's IPE and allows for amendments at the request of the IEP team. DVR is represented on a variety of committees (Special Education Advisory Council, Developmental Disabilities Council) which enable parents and members of the community to gather information and provide input to DVR.

(C) roles and responsibilities, including financial responsibilities, of each agency, including provision for determining State lead agencies and qualified personnel responsible for transition services;

DVR assists students with employment planning, and in cooperation with DOE will assist students in the development of their Individualized Plan for Employment (IPE). The plan outlines services, service providers, financial responsibilities, roles and responsibilities of each agency. The partnering agencies are responsible for providing qualified personnel to provide transition services.

Roles and Responsibilities: DVR coordinator plans for statewide implementation of transition services and assists staff. DOE district and DVR branch staff assist their respective school/section. If roles/responsibilities are unclear, DVR coordinator will work with appropriate DOE staff to clarify roles/responsibilities of each entity.

DOE is responsible for providing and paying for DOE services identified in the IEP, including transition services for eligible TAY under IDEA. DVR is responsible for providing and paying for vocational or employment related services identified in the IPE for TAY, in keeping with DVR requirement for comparable services and benefits, and personal resources.

Financial Responsibilities: DVR will be responsible for vocational rehabilitation services authorized by the Rehabilitation Act and identified on an IPE. DOE will be responsible for services in the IEP, as authorized by the IDEA.

Interagency Disputes: If DHS or DOE fail to provide or pay for services for which they have financial or legal responsibility, the dispute will be referred to the Director of Human Services and Superintendent of Education. The Director and Superintendent, or their designees, will meet to resolve the interagency dispute. If the department heads cannot resolve the interagency dispute, the issue should be taken to the Governor for resolution.

(D) procedures for outreach to and identification of students with disabilities who need transition services.

Outreach at the State Level: In collaborative partnership with other agencies, DVR administrative level staff serves on boards and councils to address joint responsibilities for

provision of vocational services to eligible TAY. These partnerships include, but are not restricted to: Special Education Advisory Council (SEAC), State Council on Developmental Disabilities, State Council on Mental Health, State Workforce Development Board, Services for the Blind Branch Advisory Council, and Deaf & Hard of Hearing Advisory Board.

Outreach at the Local Level: As designated, DVR branch managers, section supervisors and VRS assist with identification of TAY who may be eligible for services. Between DVR and DOE, referrals for DVR services can occur at any time during the school year. DVR will maintain a presence and receive referrals of potential applicants at: transition fairs, job and career fairs, parent support groups, and forums hosted by high schools, organizations serving youth with disabilities and independent living skills training programs.

(e) Cooperative Agreements with Private Nonprofit Organizations

Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit agencies.

DVR does not have any cooperative agreements with private non-profit agencies.

DVR has entered into contracts with six (6) private non-profit Community Rehabilitation Programs (CRPs) to provide:

- Evaluation and Training Services
- Job Placement and Retention Services
- Supported Employment Services
- Vocational and Work Adjustment Services

The services are procured competitively through the Hawaii State Procurement process. Upon award the CRPs are required to sign contracts with DVR, prior to providing services to clients. These services are paid for by a milestone or outcome basis not to exceed a set contracted amount. Potential CRPs that accredited by the Commission and Accreditation of Rehabilitation Facilities (CARF) are given preference for contract awards. The CRPs facilities must meet the Americans with Disabilities Act (ADA) requirements.

(f) Arrangements and Cooperative Agreements for the Provision of Supported Employment Services.

Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

DVR contracts with Community Rehabilitation Programs (CRPs) to provide supported employment services to individuals with Most Significant Disabilities who have been unable to maintain competitive employment. CRPs are available in all of the counties.

Supported Services Provided:

1. Job Readiness Assessment - Assess each client's level of employment readiness via its Measurement for Employment Readiness.
2. Job Placement Plan - Collaboratively create a job placement plan to ensure client satisfaction with his/her job goal and services.
3. Job Development - Assist clients in their job search, interview skills, networking, completing and submitting application, creation of a resume, and interview preparation.
4. Classroom Experience - SE Clients will have access to JET.
5. Placement - Assist clients in gaining competitive employment in the community.
6. Retention - Assist in retaining competitive employment in the community via job coaching and regular follow-up. Though purely based on need, most SE clients will receive 100% Job Coaching at first, then will wane to less than 50% with the goal of final independence.

In addition to the services, the following agreements have been made with CRPs:

1. **Personnel:** preference will be given to qualified staff with disabilities and staff who are Certified Rehabilitation Counselors
2. **Experience:** preference will be given to CRPs who have experience with the placement and job coaching of individuals with significant and most significant disabilities
3. **Facilities:** must be compliant with American with Disabilities Act requirements

Method of Compensation:

- Milestone #1: Job Readiness Assessment
- Milestone #2: Job Placement Plan
- Milestone #3: Placement on the Job for 3 Days with a Job Coach
- Milestone #4: Placement on the Job for 3 Days with minimal Job Coaching
- Milestone #5: Placement on the Job for 30 Days with minimal Job Coaching
- Milestone #6: Placement on the Job for 90 Days and Successful Case Closure
 1. The consumer has been employed 90 or more days with minimal job coaching.
 2. The consumer and VR Counselor are satisfied with the job hours, wages, and benefits.
 3. The job pays at least minimum wage. The wage and benefit levels are not less than that customarily paid by the employer for the same or similar work performed by able bodies employees.
 4. Long term supports are in place.

Extended Services:

As part of the development of the individual's Individualized Plan for Employment (IPE), the VR Counselor must identify Extended Services and Service providers for individuals qualified for Supported Employment services. Department of Health, Developmental Disability Division could be identified as a service provider. In addition, agreements with family members and/or employers for extended services can be arranged.

(g) Coordination with Employers.

Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

(1) VR services; and

Advisory Board: While specific instructions are still pending, the designated State unit will establish an Advisory Board specifically for the purpose on increasing the number of successful partnerships with various employers statewide. Five (5) years ago, a Business Leadership Network (BLN) was established on Hawaii island and we are currently developing one on Oahu. Plans have been initiated with the Workforce Development Division (WDD), the Developmental Disabilities Division (DDD), Developmental Disabilities Council (DDC), Department of Education (DOE), Adult Mental Health Division (AMHD) and the University of Hawaii's Center for Disability Studies to establish an advisory board. These agencies are committed members of Employment First State Leadership Mentoring Program (EFSLMP) currently meeting on a monthly basis to analyze policies and procedures required to increase opportunities for competitive integrated employment opportunities for all persons with disabilities.

Legislative Forum: An annual Legislative Forum on the island of Kauai brings together employers to engage in dialogue with Division of Vocational Rehabilitation, the Developmental Disabilities Council and legislators to "talk story" about success stories of hiring persons with disabilities. Information is shared about compliance with the ADA and ways to promote job retention.

Recruitment Fairs: On Oahu, Recruitment Fairs are held quarterly to promote hiring of persons with disabilities. We have partnered with OFCCP, WDD and community rehabilitation programs to conduct on the spot interviews with real job vacancies.

Business Leadership Network: On Hawaii island, the BLN sponsors Hoomohala Recognition Awards to highlight the special efforts of specific employers who have hired individuals with disabilities and are voted to bestow this honor by other employers.

HireNet: A statewide, integrated and interactive workforce portal will be used to track all contacts with employers and participants with disabilities using the WDD platform. Logging into this system will allow WDD and DVR to gather data of employer engagement.

(2) transition services, including pre-employment transition services, for students and youth with disabilities.

DSU's planned establishment of an Advisory Board to partner with employers statewide will provide input on current and projected local labor market needs. Understanding current and projected trends and needs will allow the DSU work with employers, and structure pre-employment transition services for students and youth with disabilities to meet current and projected employer needs.

Hawaii DVR has plans for a statewide summer youth program to place students and youth with disabilities, with public and possibly private sector non-profit employers in work experiences. A pilot program is underway which provides students with disabilities work experience in various areas of the hospitality industry, a significant employer in Hawaii. Pending the outcome of this pilot, there is potential for expansion of student work experiences with employers in other local industries such as agriculture.

(h) Interagency Cooperation.

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

- (1) the State Medicaid plan under title XIX of the Social Security Act;*
- (2) the State agency responsible for providing services for individuals with developmental disabilities; and*

The Administrators of the Division of Vocational Rehabilitation Services (DHS), the Developmental Disability Division (Department of Health) and the Medquest Division (DHS) are starting discussions on the collaborative roles and responsibilities of each division to provide opportunities for DD individuals to obtain competitive integrated employment. Our goal is to establish a Memorandum of Agreement (MOA) which defines the roles and responsibilities of each division to provide easy access to each of the programs' services with the goal of placement in competitive integrated employment for DD individuals. The Administrators along with designated staff members will be meeting to start sharing information on the roles and responsibilities of staff in each Division.

- (3) the State agency responsible for providing mental health services.*

DVR and the Department of Health are collaborating:

- for DVR to provide some introductory training to Child and Adolescent Mental Health Division (CAMHD) Care Coordinators and other key clinical staff about the available VR services.
- with the Chief Psychologist for CAMHD and her staff to discuss the feasibility of DVR providing Pre-Employment Transition Services (PETS) to their students with disabilities. We identified CAMHD's Project Kealahou and Project Laulima participants as good candidates for the provision of PETS.
- to explore the idea of partnering to develop a Peer Specialist certificate training program that would include a work-experience component.

(i) Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development. *Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:*

- (1) Data System on Personnel and Personnel Development.*

(A) Qualified Personnel Needs. *Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:*

(i) *the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;*

Hawaii DVR currently has 4,405 active cases and 114.5 positions, most of which are filled. In addition DVR has 18 contracted positions. Hawaii DVR is adequately staffed at this time.

(ii) *the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and*

Please refer to grid below for number and category.

(iii) *projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.*

Please refer to grid below for number and category.

Job Title	Total Positions	Current Vacancies	Projected vacancies over the next 5 yrs.
Administrator	1	0	1
Assistant Administrator	1	0	1
Branch Administrators	5	0	2
Supervisors	8	0	3
Program Specialists & Acting Staff	8	0	2
Vocational Rehabilitation Specialists	46	4	5
Clerical Support	26	3	5
Employment Specialists	3	0	1
Social Service Assistant	3	0	1
Blind Rehab instructors & BEP staff	14	5	4
Totals	115	12	25

(B) Personnel Development. *Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:*

(i) *a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;*

University of Hawaii, Manoa Campus – Rehabilitation Counseling program. Master of Science Degree with specialization in Rehabilitation Counseling.

(ii) *the number of students enrolled at each of those institutions, broken down by type of program; and*

For the period of July 1, 2014 through June 30, 2015, there were 25 students enrolled in the program.

(iii) *the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.*

Six (6) students graduated in May 2015. All six are able to sit for the CRC certification; one graduate took and passed the exam.

(2) Plan for Recruitment, Preparation and Retention of Qualified Personnel. *Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.*

DVR works closely with the University of Hawaii (UH) to recruit qualified graduates. DVR is supportive of preparing, recruiting, hiring and retaining individuals with disabilities and persons from minority backgrounds. Personnel at DVR represent culturally diverse backgrounds reflective of the culture in Hawaii.

Job openings are announced internally within the Department and on the State of Hawaii/DHS website. Counselors who specialize in serving deaf consumers are announced in the deaf organizations and deaf publications. Positions at the Services for the Blind Branch are announced with blind organizations.

(3) Personnel Standards. *Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section*

101(a)(7)(B) and to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

- (A) standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and*
- (B) the establishment and maintenance of education and experience requirements, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.*

DVR's personnel standard is CRC eligible. VR actively recruits personnel who meet standards, and maintains a CSPD database. Standards for Vocational Rehabilitation Specialists went into effect May 16, 2002 with approval of these class specifications by the Hawaii State Department of Human Resources Development.

New VR counselors who do not meet CSPD standards must meet the CSPD requirements in five (5) years from the start of an individual's master's degree/rehabilitation program. The individual's master's degree/rehabilitation program must commence on the earliest possible enrollment date after completing the 6-month probationary appointment.

Details are described below:

I. All Vocational Rehabilitation Specialists I hired after the effective date of this standard who perform one or more counselor functions must have a Bachelor's Degree from an accredited college or university or verification of eligibility for admission to a CORE accredited program in Rehabilitation Counseling.

II. All Vocational Rehabilitation Specialists II hired (or reallocated to the II level) after the effective date of this standard who perform one or more counselor functions, in addition to meeting the minimum requirement of the I level, must have completed 27 graduate level semester credits in a CORE accredited rehabilitation counseling program at an accredited college or university. All Vocational Rehabilitation Specialist III and IV hired after the effective date of this standard who perform one or more counselor functions must have a CORE accredited Master's degree or other post-graduate degree including coursework, internship, and experience verified by the Standards and Credentials Committee of the Commission on Rehabilitation Counselor Certification (CRCC) to be acceptable for certification purposes, or must be a Certified Rehabilitation Counselor (CRC).

III. All Vocational Rehabilitation Specialists V, and VR Managers I, who are first-line supervisors of lower level Vocational Rehabilitation Specialist, hired after the effective date of this standard, who perform one or more counselor functions at any time, or have the authority to do so, must have a CORE accredited Master's degree or other post-graduate degree including coursework, internship, and experience verified by the Standards and Credential Committee of the CRCC to be acceptable for certification purposes, or must be a CRC.

The new counselor's training plans and their earned grades/grade point averages are monitored during individual meetings with their supervisor. Individual meetings with their supervisor includes, but are not limited to progress on their coursework (areas of concerns), progress in their internships, practicums, and other areas such as time management and case documentation strategies. Individual meetings are held twice a month.

- (4) Staff Development. *Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:*
- (A) *a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and*
 - (B) *procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.*

VR Management, along with branch administrators and supervisors determine training needs from data obtained by case reviews, research on emerging trends, best practices and consultation with individuals. Staff development plans are submitted on an annual basis and kept on file within the CSPD data base.

DVR utilizes funds from an in-service training grant to promote CSPD and priorities that are identified on the annual staff development plans. Information is disseminated through various meetings (Management, Supervisors, Staff) and electronically.

Staff training for new Vocational Rehabilitation Specialist on vocational assessments, vocational guidance and counseling, job placement and rehabilitation counseling are provided within their probationary period. Both formalized individual and group trainings are provided. Our new counseling training modules are developed in partnership with Region 9 Technical Assistance Continuing Education (TACE) Center. In addition to the training modules, new counselors participate in new counselor training on Oahu which involved eight days of training.

For Vocational Rehabilitation Specialist that have passed probation, there is no set training schedule for vocational assessment, vocation guidance and counseling, job placement and rehabilitation counseling. Training in each area is on-going based upon needs identified through case reviews or in case discussions and as new products/services/technologic is available in each of the aforementioned areas.

- (5) Personnel to Address Individual Communication Needs. *Describe how the designated State unit has personnel or obtains the services of other individuals*

who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

Spoken language interpreters are obtained from a 24 hour telephone language service for communication with individuals who have limited English speaking ability.

Hawaii DVR has designated staff to serve the deaf. These individuals are proficient in American Sign Language (ASL). When needed, DVR obtains ASL interpreters from a referral service.

(6) Coordination of Personnel Development Under the Individuals with Disabilities Education Act. *As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act (IDEA).*

Hawaii DVR will coordinate CSPD activities with those provided under the IDEA through the State Rehabilitation Council (SRC). A representative of the State Educational Agency responsible for the public education of students with disabilities who are eligible to receive services under this title and part B of the IDEA is appointed by the Governor to be a member of the SRC. Program and financial information are disseminated at SRC meetings and orientation and trainings with VR and DOE, Special Education staff are coordinated at SRC meetings.

(j) Statewide Assessment.

The Triennial Comprehensive Statewide Needs Assessment for Program Years 2015 – 2017 was completed on October 31, 2015 by the staff at the Interwork Institute, San Diego State University.

(1) Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

(A) with the most significant disabilities, including their need for supported employment services;

The most common themes that emerged in this area were:

- Lack of transportation (especially in the neighbor islands), poor social skills, affordable housing, marketable work skills and training were identified as major barriers to employment for individuals with disabilities in Hawaii;
- DVR does not use the Supported Employment model very frequently for their consumers, and when it is used, the length of time the case is open after employment and that Supported Employment services are provided rarely exceeds 90 days;
- A large majority of DVR consumers receive SSA benefits and fear of benefit loss significantly affects their return-to-work behavior;

- DVR's relationship with the Developmental Disabilities Division is critical to the success and expansion of the SE program. The relationship has been improving in the last 18 months, which is viewed as a positive sign for the Supported Employment program.

(B) who are minorities;

(C) who have been unserved or underserved by the VR program;

The most common themes that emerged in this area were:

- Individuals with disabilities from rural areas, Native Hawaiians and Micronesians may be underserved by DVR;
- Individuals that have deaf-blindness may be underserved or unserved by DVR; and
- The barriers to achieving employment goals and access DVR services of individuals with disabilities from different ethnic groups are similar to the needs of other DVR consumers, but include language barriers.

(D) who have been served through other components of the statewide workforce development system; and

The most common themes that emerged in this area were:

- American Job Centers (AJCs) in Hawaii need to improve the frequency and the quality of service to individuals with disabilities trying to access their services;
- The relationship between DVR and the AJCs, although friendly, is primarily one of referral;
- Although the AJCs are accessible, the technology is frequently out of date and the AJC staff do not know how to operate the technology;
- There is considerable room to develop the partnership between DVR and the greater workforce development system in Hawaii.

(E) who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

The most common themes that emerged in this area were:

- Transition-age youth need more exposure to work prior to exiting the school system;
- The SEVR program offers excellent work experience opportunities to youth, but has limited exposure;
- Soft skill development is a major need for this group;
- DVR needs to develop the IPE for transition-age youth much faster;
- Transition-age youth have a great need for mentors and high expectations.

The interviews and survey concluded that youth in Hawaii have a need to receive pre-employment transition services (PETS) as identified in the Reauthorization of the Rehabilitation Act in WIOA. These services include:

1. Job exploration counseling;

2. Work-based learning experiences;
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;
4. Workplace readiness training to develop social skills and independent living (often referred to as soft skills); and
5. Instruction in self-advocacy, which may include peer mentoring

The Comprehensive Statewide Needs Assessment (CSNA) investigated the need for these services in addition to what needed to change or improve in order for DVR and the workforce development system at large to meet these needs. The following themes were cited frequently by the individuals that participated in the CSNA process either by individual interview or focus group as it relates to the needs of transition-age youth with disabilities in Hawaii:

- Students with disabilities do not get enough exposure to career exploration while in high school and they often graduate with little or no understanding of what is required of them in the work place. They often have unrealistic goals or desire to go to college or work in fields that have small labor market in Hawaii. They need more exposure to career counseling and labor market information so that they have a realistic understanding of the work force and in-demand occupations when they exit the school system.
- Another skill in need for youth that was frequently mentioned by those interviewed was the need for self-advocacy training. Students with disabilities transitioning out of the school system are not trained to speak up for themselves and advocate for their needs. Soft skills training for young people should include self-advocacy training as part of the curriculum for transition-age youth.

(2) Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

- There is a need for more community rehabilitation programs (CRPs) on Maui (including Molokai and Lanai) and Kauai;
- CRPs need to embrace the Employment First philosophy and move from sheltered employment to competitive integrated employment;
- CRPs should collaborate and communicate with each other

(3) Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act.

- DVR provides work experience for transition-age youth through the SEVR program, and this work experience is very helpful for students. DVR has increased the transition unit and is working to identify ways to expand the SEVR program, but will need to include more employers in the community willing to allow young people with disabilities to work at their place of business. It will be necessary for DVR to expand its ability to outreach

to businesses on Oahu and the neighbor islands in order to increase opportunities for work experience. DVR does refer students to the summer youth program available at the workforce development agencies, but this program is time limited and serves very few students with disabilities.

- DVR has considered using the employment section to develop work experience sites for the SEVR program, and this idea does show some promise for expanding the pool of possible work sites for you in transition.
- In addition to work experience and soft skills, transitioned aged youth in Hawaii need exposure to the possibilities available to them through postsecondary education, whether it is college or vocational training. Very few young people take advantage of short-term vocational training in high-demand occupations, and the general consensus of those interviewed for this assessment is that this is because they are not aware of the possibilities available to them. This need is directly related to the need for career exploration, which should include awareness of the current workforce demands and the postsecondary education required to meet those needs.

The relationship between DOE and DVR was frequently noted as being much improved over the last year and a half. There is much room for growth still and cooperative planning and service delivery will be essential to ensure that the students with disabilities receive PETS. This partnership will need to include CRPs as well, and the ability to utilize community program staff to help deliver PETS and other authorized services will be a key component to meeting the needs of young people throughout Hawaii.

(k) Annual Estimates.

Describe:

(1) The number of individuals in the State who are eligible for services.

According to the U.S. Census Bureau, 2005 – 2007 American Community Survey 3– year Estimates, there are 272,204 individuals with a disability in the State of Hawaii.

(2) The number of eligible individuals who will receive services under:

(A) The VR Program:

4,405 individuals

(B) The Supported Employment Program:

207 individuals

(C) each priority category, if under an order of selection:

Most Significantly Disabled – 2,590 individuals

Significantly Disabled – 1,437 individuals

Non-Significantly Disabled – 166 individuals

(3) The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection:

0 Individuals

(4) The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

Most Significantly Disabled - \$4,069,538

Significantly Disabled - \$2,268,268

Non- Significantly Disabled -\$333,569

(l) State Goals and Priorities.

The designated State unit must:

- (1) Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.*
- (2) Identify the goals and priorities in carrying out the VR and Supported Employment programs.*
- (3) Ensure that the goals and priorities are based on an analysis of the following areas:*
 - (A) the most recent comprehensive statewide assessment, including any updates;*
 - (B) the State's performance under the performance accountability measures of section 116 of WIOA; and*
 - (C) other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.*

The following goals and priorities were agreed to by the State VR agency and the State Rehabilitation Council

Priority I: To provide Pre-Employment Transition Services (PETS)

- A. DVR investigated the needs of youth and students with disabilities in their 2015 Comprehensive Statewide Needs Assessment (CSNA). It is clear from the interviews and the survey results that youth in Hawaii have a need to receive pre-employment transition services (PETS). Each of the PETS was noted as a need on a recurring basis when discussing the needs of transition-age youth.
- B. Required Activities
 - Job exploration counseling
 - Work-based learning experiences, which may include in-school or afterschool opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible
 - Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education
 - Work place readiness training to develop social skills and independent living
 - Instruction in self-advocacy, which may include peer mentoring
- C. Target Population: Students receiving transition services pursuant to IDEA or is a student who is an individual with a disability under Section 504 ages 14 - 21. A youth with disability is ages 14 – 24 regardless of if they are in school or not. All students and

youth are covered under 504; all students with disabilities are youth, but not all youth with disabilities are students.

PETS Goals

- Goal 1.1 - Annually increase the percentage of participants who obtain a postsecondary credential or high school diploma (subject to special rule).
- Goal 1.2 - Annually increase the percentage of participants who during a program year achieve a measureable skill gain.
- Goal 1.3 - Annually increase the percentage of participants who during a program year participate in work-based learning experiences and internships.
- Goal 1.4 - Annually increase the number of participants employed a minimum of 90 days.

Priority 2: To provide Supported Employment (SE) Services to Youth

- A. Finding –1997 c287: “The legislature finds that the rate of unemployment among individuals with developmental disabilities or other significant disabilities is high due to the limited employment opportunities available to them. Given that individuals with developmental disabilities or other significant disabilities are capable of filling employment positions in the general workforce population, supported employment is an effective way of integrating such individuals into the general workforce population. The creation of supported employment programs can increase the types and availability of employment positions for individuals with developmental disabilities or other significant disabilities.” (1999 c 178 & 1:1997 c 287 & 1.)
- B. “Supported Employment” means employment for individuals with developmental disabilities or other significant disabilities who require on-the-job training and long-term support in order to fulfill their job duties successfully. Supported employment offers the same wages and benefits as similar nonsupported employment positions.
- C. Target Population: A youth with disability is ages 14 – 24 regardless of if they are in school or not. All youth are covered under 504.

SE Goals

- Goal 2.1 - Annually increase the percentage of youth who during a program work-based learning experiences and internships
- Goal 2.2 - Annually increase the number of youth employed during the fourth quarter after exit.
- Goal 3.2 - Annually increase the percentage of employers providing customized employment to individuals with significant disabilities. Customized employment means, in general, competitive integrated employment designed to meet both the specific abilities of the individual with a significant disability and the business needs of an employer.

Priority 3: To increase employer engagement

Under WIOA, the Departments are required to consult with stakeholders and receive public comment on proposed approaches to defining the indicator. Based on the consultations, the Departments have established several potential measures that could be used.

- Measure employee retention rates tied to the employment they obtained after receiving WIOA services.
- Measure the repeat/retention rates for employers' use of the core programs.
- Percent of employers that are using the core program services out of all employers represented in an area or State served by the system.

Employer Engagement Goals

- Goal 3.1 - Annually increase the number of employers who provide opportunities for individuals with disabilities to participate in work-based employment experiences and internships.
- Goal 3.2 - Annually increase the number of employers who provide permanent employment for individuals with disabilities.
- Goal 3.3- Annually increase the repeat/retention rates for employers who provide opportunities for individuals with disabilities to participate in work-based employment experiences, internships and/or permanent employment.

Priority 4: To develop common data collection for Unified State Plan

- A. Section 101(a)(23) requires DSUs to assure that the State will submit to the Secretary reports required by Section 101(a)(15) at such time and in such manner as the Secretary may determine to be appropriate. The VR services portion will be submitted with all other components of the Unified or Combined State Plan every four years with modifications submitted every two years.
- B. WIOA describes six primary indicators of performance for core programs at the state and local levels:
 - Percentage of program participants employed during the second quarter after exit
 - Percentage of program participants employed during the fourth quarter after exit
 - Median earnings of program participants
 - Percentage of participants who obtain a postsecondary credential or high school diploma (subject to special rule)
 - Percentage of participants who during a program year achieve a measurable skill gain
 - Effectiveness in serving employers

Data Collection Goals

- Goal 4.1 - In collaboration with the core partners, define the parameters for each of the six primary indicators of performance.
- Goal 4.2 - In collaboration with the core partners, identify an automated data collection system that collects the data for each of the six primary indicators of performance which is user friendly and affordable.
- Goal 4.3 - Upon completion of goals 4.1 and 4.2, purchase, install automated data system for the collection system.
- Goal 4.4 - Train core partner staff on the use of the automated data collection system.

(m) Order of Selection.

Describe:

(1) Whether the designated State unit will implement an order of selection. If so, describe:

(A) The order to be followed in selecting eligible individuals to be provided VR services.

(B) The justification for the order.

(C) The service and outcome goals.

(D) The time within which these goals may be achieved for individuals in each priority category within the order.

(E) How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and

(2) If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

Since 2008, Hawaii has been in an order of selection. Currently all categories are open and all eligible clients are being served.

Priority Category 1 will be served first; Priority Category 2 will be served second. Priority Category 3 will be served third. Description of Priority categories:

- **Priority Category 1:** Individuals determined to have a most significant disability (MSD). These are individuals with severe physical or mental impairments that seriously limits two (2) or more functional capacities and who require three (3) or more substantial VR services for at least twelve (12) months.
- **Priority Category 2:** Individuals determined to have a significant disability (SD). These are individuals with severe physical or mental impairments that seriously limits one (1) or more functional capacities and who require two (2) or more substantial VR services for at least six (6) months.
- **Priority Category 3:** Individuals determined to have a non-significant disability (NSD). All other VR eligible individuals.

The Order of Selection shall not be based on any other factors, including:

- Any duration of residency requirement, provided the individual is present in the State;
- Type of disability;
- Age, gender, race, color or national origin;
- Source of referral;
- Type of expected employment outcome;
- The need for specific services or anticipated cost of services required by an individual; or
- The income level of an individual or an individual's family

Justification for the order

Since April 2015, we do not have any eligible clients on a waitlist. All categories are open as the DVR Administrator determined that our projected funding and staffing is adequate to ensure the provision of the full range of vocational rehabilitation services.

However, we anticipate that we may have to close Priority 2 and Priority 3 categories due to the draft regulation requirements of the Workforce Innovation and Opportunities Act (WIOA). The WIOA draft regulations require spending 15% of our Basic Support Grant (approximately \$1.9 million) on Pre-employment Transition Services per year with no increase in funding. In addition, PETS services are required to be provided to eligible students and to “potentially” eligible students. Currently we do not provide any VR services to potentially eligible students. Until the final WIOA regulations defining “potentially eligible students” are completed, we do not have any estimates as to the possible increase in the number of cases that we will need to provide VR services. We do not anticipate approval from the State to add new staff.

In FY 2016, DVR estimates that it will provide services to 4,405 individuals under Title I and Title VI-B combined. Total case services cost under Title I and Title VI-B combined is estimated to be \$7,765,730. Total administrative appropriated costs are estimated to be \$12,579,456.

In FY 2016, Federal grant estimate is \$13,161,720; State match estimate is \$3,581,236; Supported Employment (SE) grant is \$300,000, SE State match estimate is \$16,667; reallotment estimate is \$70,359 and carryover estimate is \$8,034,984.

Total expenditure for FY 2016 is estimated to be \$ 20,345,186.
Total revenue for FY 2016 is estimated to be \$25,164,966.

Service and outcome goals and the time within which the goals will be achieved.

In FY 2015 our rehabilitation rate is 34% with 253 number of individuals employed for 90 days or more and 1,086 number of individuals exiting the program prior to obtaining employment.

Priority Category	# of individuals to be served	Estimated # of individuals who will exit with employment	Estimated # of individuals who will exit without employment	Time within which goals are to be achieved	Cost of services
1	2,719	180	844	45	\$4,069,538
2	1,509	73	446	40	\$2,268,268
3	177	0	70	0	\$333,569

(n) Goals and Plans for Distribution of title VI Funds.
Describe:

(1) Specify the State’s goals and priorities for funds received under section 603 of the rehabilitation act for the provision of supported employment services.

Priority 1: Increase number of clients receiving SE services.

- Goal: Annually increase the number of individuals that receive SE services.
- FY15: 61 individuals received SE services.
- FY14: Data not available due to transition to a new automated case management system.
- FY13: 98 individuals received SE services.

Priority 2: Increase number of individuals eligible for SE services that receive benefits planning services.

- Goal: Annually increase the number of individuals eligible for SE services that receive benefits planning services.
- FY15: 255 individuals eligible for SE services received benefits counseling services.
- FY14: Data not available due to transition to a new automated case management system.
- FY13: 54 individuals eligible for SE services, received benefits counseling services

The reason for the significant increase in the number of individuals that received benefits counseling services in FY 2015 is due to the new automated case management system's ability to systematically capture the accurate data (as opposed to manual counting) and the inclusion of those individuals that received free and or limited benefits counseling services.

(2) Describe the activities to be conducted with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

- (A) the provision of extended services for a period not to exceed 4 years; and*
- (B) how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.*

Currently, we contract with six (6) Community Resource Providers (CRPs) to provide Supportive Employment (SE) services statewide for a period of two(2) years. There is at least one CRP located on each of the 4 major islands. We anticipated that extended services for a period not to exceed 4 years will increase our SE costs and therefore have added VR Basic Support funds to the contracts.

Hawaii receives \$300,000.00 per year for SE services. WIOA requires that 50% of our grant with a 10% state match be reserved for SE services for youth. Our requirement is that we need to expend a minimum of \$166,760.00 of SE services for youth. Historically we spend approximately 50% of our SE funds for youth and 50% of our SE funds for clients other than youth. To ensure that we meet the funding requirement for youth and the extended services, we added VR Basic Support funds in the amount of \$ 236,407.00 to our six (6) SE contracts. Our total cost for SE services for FY 2016 is \$536,407.00.

(o) State's Strategies.

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any

barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18) (B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA):

- (1) The methods to be used to expand and improve services to individuals with disabilities.*
- (2) How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.*
- (3) The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.*
- (4) The methods to be used to improve and expand the VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).*
- (5) If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.*
- (6) Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.*
- (7) Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.*
- (8) How the agency's strategies will be used to:*
 - (A) achieve goals and priorities by the State, consistent with the comprehensive needs assessment;*
 - (B) support innovation and expansion activities; and*
 - (C) overcome identified barriers relating to equitable access to and participation of individuals in the State VR Services Program and the State Supported Employment Services Program.*

Based upon our 2015 Needs Assessment, input from our stakeholders, and our experience in working with individuals with disabilities (IWD), we identified the following priorities, goals and strategies to expand and improve services to IWDs. We require and pay for assistive technology services and devices for all direct services and all services listed in an individual's Individual Plan for Employment (IPE).

We continue to participate and provide financial/staff support for functions and activities of the State Rehabilitation Council (SRC), the State Independent and Living Council (SILC), the Deaf and Hard of Hearing Advisory Board and the Hoopono (Services for the Blind Branch) Advisory Board. The SRC and the SILC continue to jointly develop our State VR and IL Plans and actively participate in the assessment of our current statewide needs assessment.

Currently, we do not have any plans for establishing, developing, or improving community rehabilitation programs. However, we continue our efforts for the Establishment and Operation of a Comprehensive Services Center (CSC) for the Deaf, Hard of Hearing and Deaf Blind. Based upon the needs assessment completed by PBRRTC/University of Hawaii a Five-Year

Strategic Plan for establishment and operation of the CSC was completed and a change from a VR oversight responsibility to a non-profit oversight was made. The Center of Disability Studies/University of Hawaii is currently providing CSC services in the interim and VR will be using the Five-Year Strategic Plan in the competitive bid process being developed.

Priority I: To provide Pre-Employment Transition Services (PETS)

Required Funding: 15% of the Vocational Rehabilitation Basic Support VR Grant = approximately \$1.9 million.

Target Population: Students receiving transition services pursuant to IDEA or is a student who is an individual with a disability under Section 504 ages 14 - 21. A youth with disability is ages 14 – 24 regardless of if they are in school or not. All students and youth are covered under 504; all students with disabilities are youth, but not all youth with disabilities are students.

PETS Goals

- Goal 1.1 - Annually increase the percentage of participants who obtain a postsecondary credential or high school diploma (subject to special rule).
- Goal 1.2 - Annually increase the percentage of participants who during a program year achieve a measureable skill gain.
- Goal 1.3 - Annually increase the percentage of participants who during a program year participate in work-based learning experiences and internships.
- Goal 1.4 - Annually increase the number of participants employed a minimum of 90 days.

PETS Strategies

- A. Developing programs which includes: (1) career exploration; (2) soft skills training in communication, self-awareness, accountability, and respect for oneself; and (3) training on issues such as communication with coworkers, unhelpful thinking patterns, motivation for work, and encourages peer support to work through personal barriers that may prevent a consumer from maintaining work.
- B. iCan: Preparatory classes for youth and students for college and careers. All graduates will receive a National Career Readiness Certificate (NCRC)—recognized as the most effective strategy for certifying workplace skills and predicting workplace success. Classes will be provided by Adult Education and Community College programs.
- C. Project Search: The Project SEARCH High School Transition Program is a unique, business led, one year, school-to-work program that takes place entirely at the work place. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration and, relevant job skills training through strategically designed internship. The focus is on serving young adults with a variety of developmental disabilities (acquired before age 22 such as intellectual disability, visual impairment, learning impairment, orthopedic impairment, autism, etc.) with competitive employment as the end goal.
- D. Summer Youth Employment Program: Partnering with the State Workforce Development Division and the Honolulu, Maui, Kauai and Hawaii Counties, the program would provide paid work-based learning experiences, internships, and employment. VR's goal is to enroll students (high school and college) ages 16 - 24 in the program on all of the islands.

Priority 2: To provide Supported Employment (SE) Services to Youth

“Supported Employment” means employment for individuals with developmental disabilities or other significant disabilities who require on-the-job training and long-term support in order to fulfill their job duties successfully. Supported employment offers the same wages and benefits as similar nonsupported employment positions.

Required Funding: 50% of the Vocational Supported Employment Grant and 10% state match= approximately \$167,000.

Target Population: A youth with disability is ages 14 – 24 regardless of if they are in school or not. All youth are covered under 504.

SE Goals

- Goal 2.1 - Annually increase the percentage of youth who during a program year participate in work-based learning experiences and internships
- Goal 2.2 - Annually increase the number of youth employed during the fourth quarter after exit.
- Goal 3.2 - Annually increase the percentage of employers providing customized employment to individuals with significant disabilities. Customized employment means, in general, competitive integrated employment designed to meet both the specific abilities of the individual with a significant disability and the business needs of an employer.

SE Strategies

- A. Implement a Memorandum of Agreement with the Department of Health (DOH), Developmental Disability Division (DDD), Department of Human Services (DHS) Vocational Rehabilitation and Medquest Divisions which:
 - Streamlines the transition from DDD to DVR for youth.
 - Maintains the youth’s choice for provision of services.
 - Maintains work incentives for youth to continue Medicare benefits.
 - Clearly delineates the roles and responsibilities of each division’s staff.
- B. Continue participation in the national Employment First State Leadership Mentoring Program Framework program (EFSLMP). The core partners for EFSLMP are Division of Vocational Rehabilitation, Developmental Disability Division, Medquest Division and Special Education. The Office of Disability Employment Program is providing technical assistance and training for “customized employment”-- employment in an integrated work setting in which individuals are working on a short-term basis toward competitive integrated employment. For individuals with most significant disabilities:
 - For whom competitive integrated employment has not historically occurred; or
 - For whom competitive integrated employment has been interrupted or intermittent as a result of a significant disability; and
 - Who because of the nature and severity of their disability, need intensive supported employment services and extended services.

Priority 3: To increase employer engagement

Developing successful partnerships with local and multi-state businesses in an effort to increase the employment of individuals with disabilities and self-employment. Services include, but not limited to:

- Train employers on compliance the title I of the American with Disability Act (ADA) of 1990 and other employment-related laws
- Inform employers of the existence of the program and availability of services
- Educate and provide services to employers who have hired or are interested in hiring individuals with disabilities
- Provide training and technical assistance to employers regarding disability awareness
- Working with employers to provide opportunities for work-based learning experiences and opportunities for PETS services
- Train employees who are individuals with disabilities

Employer Engagement Goals

- Goal 3.1 - Annually increase the number of employers who provide opportunities for individuals with disabilities to participate in work-based employment experiences and internships.
- Goal 3.2 - Annually increase the number of employers who provide permanent employment for individuals with disabilities.
- Goal 3.3 - Annually increase the repeat/retention rates for employers who provide opportunities for individuals with disabilities to participate in work-based employment experiences, internships and/or permanent employment.

Employer Engagement Strategies

- A. In partnership with Hawaii Business Leadership Network (BLN) Affiliates, support employer needs for the establishment of BLNs or BLN Affiliates in the counties of Oahu, Maui and Kauai. To start, we will be collaborating with the recipients of the Disability Employment Initiative (DEI) grant staff, to host a two-day event. The first day is to provide a forum where employers can share their experiences with other employers about the benefits of becoming a BLN affiliate and of hiring persons with disabilities. The second day will focus on recruitment of VR clients with interested BLN employers.
- B. In collaboration with the Chamber of Commerce and the State Human Resource Managers (SHRM), establish the framework for “Employer Fairs.” The goal is to identify the employer’s training needs to increase the productivity/capacity of their current employees and to increase their pool of qualified applicants in high-turnover or hard-to-fill occupations.
- C. We have been very successful in providing training to employers. We will increase our outreach to employers to provide training and technical assistance to include, but not limited to (1) disability awareness (2) compliance with the American with Disability Act (ADA); (3) vocational rehabilitation services; (4) recruitment and hiring of persons with disabilities and (5) providing support for current employees with disabilities.
- D. In partnership with the DOH, DOE, DOL, DVR continues to be an active participant in Office of Disability Employment Policy (ODEP) Employment First State Mentoring Program (EFSLMP) grant. DVR’s employment and counseling staff attended the initial Customized Employment and Self Employment trainings and will attend follow up trainings. In addition,

DVR has submitted an application to continue another year of partnership with DOL, DOE and DOH for ODEP's EFSLMP grant. DVR will take the lead in coordinating more in depth training by their Subject Matter Experts on Customized Employment and Self Employment trainings.

Priority 4: To develop common data collection for Unified State Plan

WIOA describes six primary indicators of performance for core programs at the state and local levels:

- Percentage of program participants employed during the second quarter after exit
- Percentage of program participants employed during the fourth quarter after exit
- Median earnings of program participants
- Percentage of participants who obtain a postsecondary credential or high school diploma (subject to special rule)
- Percentage of participants who during a program year achieve a measurable skill gain
- Effectiveness in serving employers

Data Collection Goals

- Goal 4.1 - In collaboration with the core partners, define the parameters for each of the six primary indicators of performance.
- Goal 4.2 - In collaboration with the core partners, identify an automated data collection system that collects the data for each of the six primary indicators of performance which is user friendly and affordable.
- Goal 4.3 - Upon completion of goals 4.1 and 4.2, purchase, install automated data system for the collection system.
- Goal 4.4 - Train core partner staff on the use of the automated data collection system.

Data Collection Strategies

- A. Update our current Automated Case Management System to obtain the data necessary for compliance in completing the RSA 113, RSA 425, RSA 2, RSA 692 and RSA 722 reports
- B. Work with the core partners to identify a data collection system for the six primary indicators of performance and define the roles and responsibilities of the core partners for the collection and reporting of the data for the Unified State Plan.

(p) Evaluation and Reports of Progress: VR and Supported Employment Goals.

Describe:

(1) An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

- (A) Identify the strategies that contributed to the achievement of the goals.*
- (B) Describe the factors that impeded the achievement of the goals and priorities.*

Priority 1: Assist eligible individuals in reaching their full potential by providing quality VR Services

- Goal 1.1 - To increase the number of employment outcomes by 1 or more.
 - FY 2015: We achieved 267 employment outcomes.
 - FY 2014: We achieved 263 employment outcomes.
 - FY 2013: We achieved 297 employment outcomes.
- Goal 1.2 - To increase the average hourly wage for clients successfully employed for a minimum of 90 days.
 - FY 2015: Clients earned an average hourly wage of \$ 13.22.
 - FY 2014: Clients earned an average hourly wage of \$11.90.
 - FY 2013: Clients earned an average hourly wage of \$11.69.

We continue focusing on careers (quality of outcomes); not only on quantity of outcomes and the result is a continued increase in the average hourly wage each year.

- Goal 1.3 - To increase the number of hours clients worked per week.
 - FY 2015: On average, clients worked 25 hours per week
 - FY 2014: On average, clients worked 27 hours per week
 - FY 2013: On average, clients worked 28 hours per week
- Goal 1.4 - To increase the number of clients participating in work experience.
 - FY 2015: 336 clients participated in work experiences.
 - FY 2014: Data is not available due to transition to an automated case management system.
 - FY 2013: 343 clients participated in work experiences.

The factor that impeded achievement in attaining our goal was the overall decrease in the number of clients that we are currently serving. In FY 2013 and 2014, we were serving approximately 5,000 – 6,000 clients. In FY 2015, we were serving approximately 4,000 – 5,000 clients.

Priority 2: To increase quality of services for Transition Aged Youths (TAYs).

- Goal 2.1 - To increase the number of employment outcomes of TAYs by 1 or more.
 - FY 2015: We achieved 43 TAY employment outcomes.
 - FY 2014: We achieved 65 TAY employment outcomes.
 - FY 2013: We achieved 131 TAY employment outcomes.

The factors that impeded our ability to increase the number of TAYs to be successfully employed for a minimum of 90 days was due to insufficient staffing on Oahu in the Transition section during the past year. Insufficient staffing was due to staff promotions within VR which left vacancies in Oahu's two largest school districts. Currently, we are fully staffed and we anticipate a significant increase in the number of TAYs next year.

- Goal 2.2 - To increase the average hourly wage for TAYs successfully employed for a minimum of 90 days.
 - FY 2015: TAYs earned an average hourly wage of \$9.13
 - FY 2014: TAYs earned an average hourly wage of \$9.16
 - FY 2013: TAYs earned an average hourly wage of \$10.43
- Goal 2.3 - To increase the number of hours TAYs worked per week.
 - FY 2015: On average, TAYs worked 24 hours per week
 - FY 2014: On average, TAYs worked 27 hours per week
 - FY 2013: On average, TAYs worked 30 hours per week
- Goal 2.4 - To increase the number of TAYs participating in work experience.
 - FY 2015: 270 TAYs participated in work experiences.
 - FY 2014: 176 TAYs participated in work experiences.
 - FY 2013: 343 TAYs participated in work experiences.

The factors that impeded our ability to increase the number of TAYs participating in work experience was the insufficient staffing on Oahu in the Transition section during the past year. Insufficient staffing was due to staff promotions within VR which left vacancies in Oahu's two largest school districts. Currently, we are fully staffed; however four (4) of the six (6) staff in the Transition Section are entry level staff and accordingly we anticipate a slow but steady increase in this area.

Priority 3: To establish a five-year framework for development of the philosophy, purpose and goals of the Comprehensive Services Center (CSC) for the Deaf, Hard of Hearing and Deaf-Blind.

- Goal 3.1 - Discuss the strategic plan for the establishment of CSC with all interested entities.
 - FY 2014: Pacific Basin Rehabilitation Research Training Center completed the five-year framework for the CSC. Public meetings were held with all interested entities during the establishment of the Strategic five-year plan. Consensus of the interested entities was to use the Strategic plan for DVR to initiate the State Procurement process to competitively procure an organization to operate the CSC.
- Goal 3.2 - Initiate development of the Request for Proposal) for the establishment of the CSC.
 - The Center of Disability Studies (CDS) was selected to continue and enhance the current services provided by the CSC until June 30, 2017. Based upon CDS' evaluation of the services provided, the Strategic plan completed by PBRRTC and input from the deaf, hard of hearing and deaf-blind community and interested entities, DVR will develop and initiate the State procurement process to contract with an organization to operate the CSC effective July 1, 2017.

The following classes were continued during 2015: Basic and Advanced English, American Sign Language/Social Skills, Use of Technology; ACT Test Preparation Personal Grooming/Cosmetics; Health and Fitness; Cooking for Seniors. Support Service Provider (SSO) Workshop and Training provided a 3-day introduction and training session for Deaf-Blind consumers and SSP trainees. In addition, the Summer Fun for Youth and Camp Manoa-Summer Leadership programs were very successful .

Priority 4: To purchase an Automated Case Management System (ACMS)

- Goal 4.1: To purchase an ACMS. We purchased the Alliance ACMS system in FY 2013.
- Goal 4.2: To hire a Project Director to assist in the implementation of the ACMS. The ACMS was implemented on July 7, 2014 and the Project Director position ended on June 30, 2015.

(2) An evaluation of the extent to which the supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved.

The evaluation must:

- (A) Identify the strategies that contributed to the achievement of the goals.*
- (B) Describe the factors that impeded the achievement of the goals and priorities.*

Currently, we contract with six (6) Community Resource Providers (CRPs) to provide Supportive Employment (SE) services statewide. There is at least one CRP located on each of the 4 major islands.

Priority 1: Increase the number of clients receiving SE services.

- Goal: Annually increase the number of individuals that receive SE services.
 - FY 2015: 57 individuals received SE services.
 - FY 2014: 53 individuals received SE services.
 - FY 2013: 98 individuals received SE services.

The factors that impeded our ability to increase the number of individuals that received SE services were the insufficient staffing during the past year. Insufficient staffing was due to staff vacancies as well as an increase in the number of new entry level staff. We anticipate an increase next year as we are fully staffed; training for entry level staff continues; and we increased our funding for the provision of SE services.

Priority 2: Increase the number of individuals eligible for SE services that receive benefits planning services.

- Goal: Annually increase the number of individuals eligible for SE services that receive benefits planning services.
 - FY 2015: 255 individuals eligible for SE services received benefits counseling services.
 - FY 2014: 201 individuals eligible for SE services received benefits counseling services.

- FY 2013: 54 individuals eligible for SE services, received benefits counseling services.

The strategy that we used to significantly increase the number of individuals eligible for SE services that receive benefits planning services is to consistently offer all of the eligible clients benefits planning services. To accomplish this we made “benefits planning” a mandatory field in our automated case management system. This strategy allowed us to track the number of eligible individuals who were informed and offered benefits planning services as well as those who received benefits planning services.

We are working with the current contracted CRPs to ensure the provision of extended services for a period not to exceed 4 years. We anticipate that extended services will increase our SE costs and therefore have added VR Basic Support funds to the contracts.

Hawaii receives \$300,000.00 per year for SE services. WIOA requires that 50% of our grant with a 10% state match be reserved for SE services for youth. Our requirement is that we need to expend a minimum of \$166,760.00 of SE services for youth. Historically we spend approximately 50% of our SE funds for youth and 50% of our SE funds for clients other than youth. To ensure that we meet the funding requirement for youth and the extended services, we added VR Basic Support funds in the amount of \$ 236,407.00 to our six (6) SE contracts. Our total cost for SE services for FY2015 is \$536,407.

(3) The VR program’s performance on the performance accountability indicators under section 116 of WIOA.

Standard 1.1 - to increase the number of employment outcomes by 1 or more.

- FY 2015: 267 rehabilitations
- FY 2014: 263 rehabilitations
- FY 2013: 297 rehabilitations

Standard 1.2 - to increase the percent of employment outcomes to 55.8%.

- FY 2015: 44.4%
- FY 2014: 29.9%
- FY 2013: 31.0%

Standard 1.3 - to annually equal or exceed 72.6% of all individuals who have achieved an employment outcome that are determined to be in competitive employment, self-employment and Business Enterprise program employment with earning equivalent to at least the minimum wage.

- FY 2015: 79.3%
- FY 2014: 95.4%
- FY 2013: 95.9%

Standard 1.4 - to annually equal or exceed 62.4% of all individuals who achieve an employment outcome in competitive employment, self-employment and Business Enterprise program employment earning at least minimum wage who are individuals with significant disabilities.

- FY 2015: 99.5%
- FY 2014: 99.2%
- FY 2013: 98.3%

Standard 1.5 - to annually equal or exceed the ratio (.52) of the average hourly wage of all individuals who exit the VR program in competitive employment, self-employment and Business Enterprise program employment to the average wage of all employed individuals in the State.

- FY 2015: 1.82
- FY 2014: .64
- FY 2013: .56

Standard 1.6 - to annually equal or exceed the difference of 53.0 between the percentage of all individuals who enter the VR program and the percentage of all individuals who exit the VR program in competitive employment, self-employment and Business Enterprise program employment earning at least minimum wage who report their income as largest single source of support.

- FY 2015: 75.8
- FY 2014: 58.9
- FY 2013: 65.5

Standard 2.1 - to annually equal or exceed the ratio (.80) of the percent of individuals with a minority background to the percent of individuals without a minority background exiting the program who received VR services.

- FY 2015: 0.9
- FY 2014: 1.0
- FY 2013: 1.0

(4) How the funds reserved for innovation and expansion (I&E) activities were utilized.

(q) Quality, Scope, and Extent of Supported Employment Services.

Include the following:

- (1) The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.*
- (2) The timing of transition to extended services.*

Supported Employment Services include: Individualized job placement, planning, job analysis, job readiness training, job training at the work site, ongoing supervision and coaching on an as-needed basis, training in various independent living skills, ongoing behavior management, coordination with other partnering agencies and family members, negotiating for necessary job

accommodations with the employer, ongoing case management, and assist in acquiring funding for long term support services for job maintenance.

In FY 2015, fifty seven (57) Most Significantly Disabled (MSD) and Significantly Disabled (SD) clients were provided Supported Employment Services under five (5) Community Rehabilitation Programs (CRPs). Of the 57 individuals; 29 were youth with disabilities (ages 14 – 24) and 28 were adults with disabilities. \$322,500 was spent on supported employment services.

During 2015 – 2016, \$536,407 will be allocated to fund direct and contracted Supported Employment Services. This will provide approximately 94 MSD/SD eligible clients Supported Employment Services through a combined service delivery effort of direct services and contracted Community Rehabilitation Programs.

The transition from Supported Employment Services to extended services occurs during the initial phase of the client's employment. The duration of time of transition is determined on a case-by-case basis. VR counselors are required to provide follow up services after the client achieves employment for a minimum of 90 days.

Vocational Rehabilitation Certifications	
1	The Department of Human Services is authorized to submit the VR services portion of the Unified State Plan under Title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA, ²³ and its supplement under title VI of the Rehabilitation Act ²⁴ .
Documentation/Comments:	
2	As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the Department of Human Services agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified State Plan ²⁵ , the Rehabilitation Act, and all applicable regulations ²⁶ , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified State Plan.
Documentation/Comments:	
3	As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the Department of Human Services agrees to operate and

²³ Public Law 113-128.

²⁴ Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

²⁵ No funds under title I of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

²⁶ Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

	administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified State Plan ²⁷ , the Rehabilitation Act, and all applicable regulations ²⁸ , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified State Plan.
Documentation/Comments:	
4	The Division of Vocational Rehabilitation has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified State Plan and its supplement.
Documentation/Comments:	
5	The State legally may carry out each provision of the VR services portion of the Unified State Plan and its supplement.
Documentation/Comments:	
6	All provisions of the VR services portion of the Unified State Plan and its supplement are consistent with State law.
Documentation/Comments:	
7	The Director has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified State Plan and its supplement.
Documentation/Comments:	
8	The Director has the authority to submit the VR services portion of the Unified State Plan and the supplement for Supported Employment services.
Documentation/Comments:	
9	The Department of Human Services submits the VR services portion of the Unified State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.
Documentation/Comments:	

ASSURANCES

The Department of Human Services identified in the State certifications included with this VR services portion of the Unified State Plan and its supplement, through signature of the Director, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The Director is authorized to submit the VR services portion of the Unified State Plan, and its supplement makes the following assurances:

Vocational Rehabilitation Assurances	
1	Public Comment on Policies and Procedures: The Department of Human Services

²⁷ No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

²⁸ Applicable regulations, in part, include the citations in footnote 6.

	assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.
Documentation/Comments:	
2	Submission of the VR services portion of the Unified State Plan and Its Supplement: The Division of Vocational Rehabilitation assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan.
Documentation/Comments:	
3	<p>Administration of the VR services portion of the Unified State Plan: The designated state agency or designated State unit, as appropriate, assures it will comply with the requirements related to:</p> <ul style="list-style-type: none"> (a) the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.. (b) the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (Option A or B must be selected): (A) is an independent State commission. (B) has established a State Rehabilitation Council (c) consultations regarding the administration of the VR services portion of the Unified State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act. (d) the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3). (e) the local administration of the VR services portion of the Unified State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds, (Yes/No) (f) the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act . Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs, (Yes/No) (g) statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified State Plan. (h) the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11), (24)(B), and 606(b) of the Rehabilitation Act. (i) all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act . (j) the requirements for the comprehensive system of personnel development, as set forth in

	<p>section 101(a)(7) of the Rehabilitation Act.</p> <p>(k) the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.</p> <p>(l) the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.</p> <p>(m) the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.</p>
Documentation/Comments:	
4	<p>Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:</p> <p>(a) comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.</p> <p>(b) impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act .</p> <p>(c) provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)</p> <p>(d) comply with all required available comparable services and benefits, determined to be available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act and.</p> <p>(e) comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act .</p> <p>(f) comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.</p> <p>(g) provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.</p> <p>(h) comply with the requirements for the conduct of semiannual or annual review, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act, as required by section 101(a)(14) of the Rehabilitation Act.</p> <p>(i) meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs</p> <p>(j) with respect to students with disabilities, the State,</p> <p style="padding-left: 40px;">(i) has developed and will implement,</p> <p style="padding-left: 80px;">(A) strategies to address the needs identified in the assessments; and</p> <p style="padding-left: 80px;">(B) strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and</p> <p style="padding-left: 40px;">(ii) has developed and will implement strategies to provide pre-employment</p>

	Transition services (sections 101(a)(15) and 101(a)(25)).
Documentation/Comments:	
5	<p>Program Administration for the Supported Employment Title VI Supplement:</p> <p>(a) The Division of Vocational Rehabilitation assures that it will include in the VR services portion of the Unified State Plan all information required by section 606 of the Rehabilitation Act.</p> <p>(b) The Department of Human Services assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.</p> <p>(c) The Department of Human Services will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.</p>
Documentation/Comments:	
6	<p>(a) Financial Administration of the Supported Employment Program: The Department of Human Services assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.</p> <p>(b) The Department of Human Services assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.</p>
Documentation/Comments:	
7	<p>(a) Provision of Supported Employment Services: The Department of Human Services assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.</p> <p>(b) The Department of Human Services assures that:</p> <ol style="list-style-type: none"> i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated

	with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.
Documentation/Comments:	

Appendix 1: Performance Goals for the Core Programs

Include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA.

Note: Instructions: Performance Goals for the Core Programs

Each State submitting a Unified or Combined Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The State is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education on state adjusted levels of performance for the indicators for each of the first two years of the plan.

To effect an orderly transition to the performance accountability system in Section 116 of the WIOA, the Departments will use the transition authority under WIOA sec. 503(a) to designate certain primary indicators of performance as “baseline” indicators in the first plan submission. A “baseline” indicator is one for which States will not propose an expected level of performance in the plan submission and will not come to agreement with the Departments on adjusted levels of performance. “Baseline” indicators will not be used in the end of the year performance calculations and will not be used to determine failure to achieve adjusted levels of performance for purposes of sanctions. The selection of primary indicators for the designation as a baseline indicator is made based on the likelihood of a state having adequate data on which to make a reasonable determination of an expected level of performance and such a designation will vary across core programs.

States are expected to collect and report on all indicators, including those that have been designated as “baseline”. The actual performance data reported by States for indicators designated as “baseline” in the first two years of the Unified or Combined Plan will serve as baseline data in future years.

Each core program must submit an expected level of performance for each indicator, except for those indicators that are listed as “baseline” indicators below.

For the first Plan, the Departments will work with States during the negotiation process to establish the adjusted levels of performance for each of the primary indicators for the core programs. If necessary, some may be adjusted after the release of the final regulation and Joint Performance ICR.

Baseline Indicators for the First Two Years of the Plan

- Title I programs (Adult, Dislocated Workers, and Youth):
 - Measurable Skill Gains

- Effectiveness in Serving Employers
- Title II programs (Adult Education):
 - Employment in the 2nd quarter
 - Employment in the 4th quarter
 - Median Earnings
 - Credential Attainment
 - Effectiveness in Serving Employers
- Title III programs (Wagner-Peyser):
 - Effectiveness in Serving Employers
- Title IV programs (Vocational Rehabilitation):
 - Employment in the 2nd quarter
 - Employment in the 4th quarter
 - Median Earnings
 - Credential Attainment
 - Measurable Skill Gains
 - Effectiveness in Serving Employers

NOTE: The remainder of this chart will be completed when required performance measures have been negotiated between core programs and their respective federal agencies.

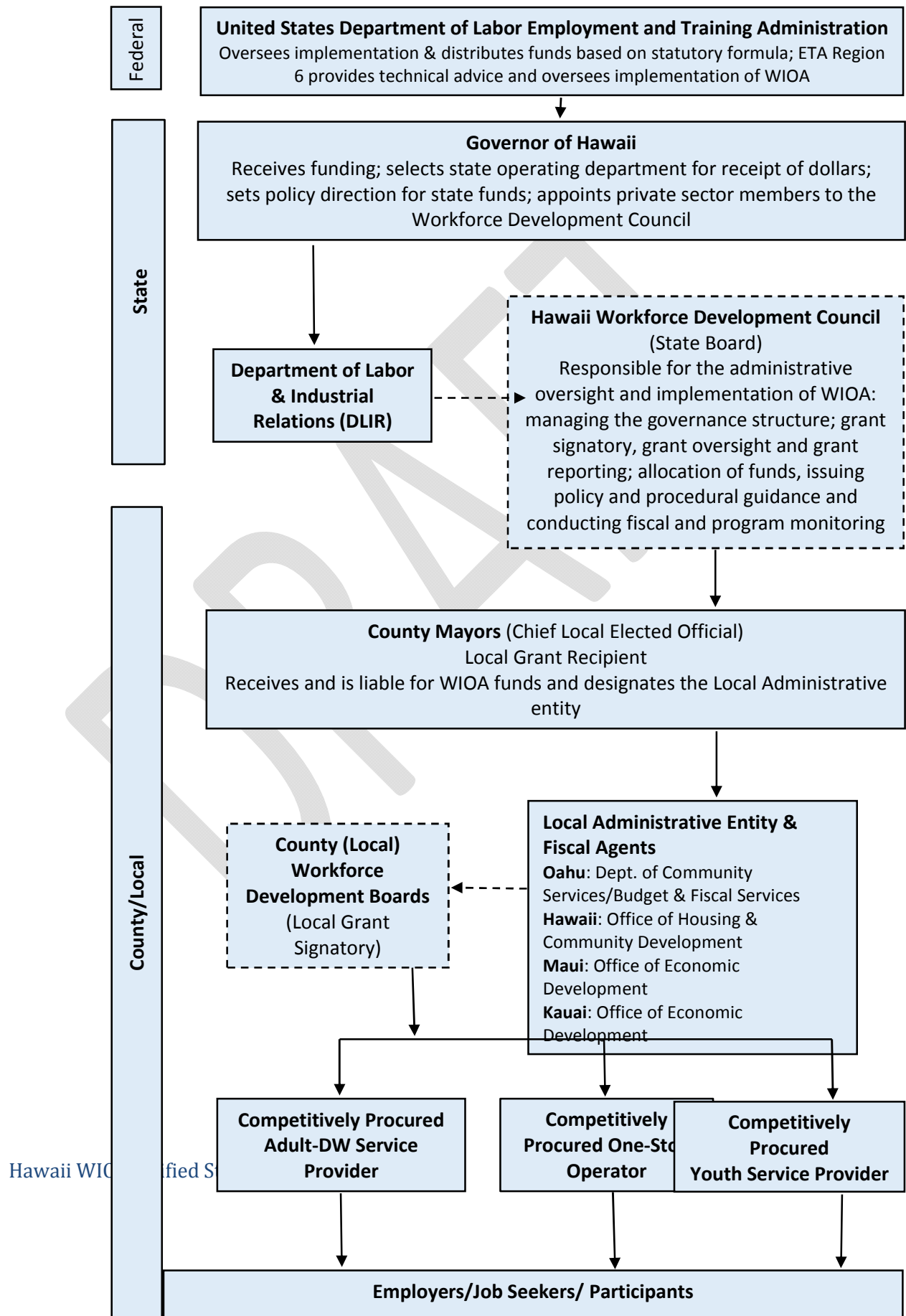
	Baseline	FY 2016/FY 2017			FY 2017/FY 2018		
		Proposed	Negotiated	Proposed Final (Change in Performance)	Proposed	Negotiated	Proposed Final (Change in Performance)
Employment (%) (2 nd Qtr after Exit)							
Adults		75			75		
Dislocated Workers		82			82		
Youth		54			54		
Wagner-Peyser		61			61		
Adult Education	x	0	0	0	0	0	0
Rehab Svcs	x	0	0	0	0	0	0
Employment(%) (4 th Qtr after Exit)							
Adults		67			67		
Dislocated Workers		82			82		
Youth		54			54		

	Baseline	FY 2016/FY 2017			FY 2017/FY 2018		
		Proposed	Negotiated	Proposed Final (Change in Performance)	Proposed	Negotiated	Proposed Final (Change in Performance)
Wagner-Peyser		62			62		
Adult Education	x	0	0	0	0	0	0
Rehab Svcs	x	0	0	0	0	0	0
Median Earnings (\$) (2nd Qtr after Exit)							
Adults		4900			4900		
Dislocated Workers		6800			6800		
Youth		2500			2500		
Wagner-Peyser		5100			5100		
Adult Education	x	0	0	0	0	0	0
Rehab Svcs	x	0	0	0	0	0	0
Credential Attainment Rate (%)							
Adults		49			49		
Dislocated Workers		64			64		
Youth		72			72		
Wagner-Peyser		N/A	N/A	N/A	N/A	N/A	N/A
Adult Education	x	0	0	0	0	0	0
Rehab Svcs	x	0	0	0	0	0	0
Measurable Skills Gains (%)							
Adults	x	0	0	0	0	0	0
Dislocated Workers	x	0	0	0	0	0	0
Youth	x	0	0	0	0	0	0
Wagner-Peyser		N/A	N/A	N/A	N/A	N/A	N/A
Adult Education		25%			25%		
Rehab Svcs	x	0	0	0	0	0	0
Effectiveness in Serving Employers							
Adults	x	0	0	0	0	0	0
Dislocated							

	Baseline	FY 2016/FY 2017			FY 2017/FY 2018		
		Proposed	Negotiated	Proposed Final (Change in Performance)	Proposed	Negotiated	Proposed Final (Change in Performance)
Workers	x	0	0	0	0	0	0
Youth	x	0	0	0	0	0	0
Wagner-Peyser	x	0	0	0	0	0	0
Adult Education	x	0	0	0	0	0	0
Rehab Svcs	x	0	0	0	0	0	0

Section VII: Program-Specific Requirements for Combined State Plan Partner Programs
 Not applicable as the State of Hawaii is submitting a Unified State Plan.

Hawaii Workforce Development Council Organization Structure



Appendix 3

Department of Labor and Industrial Relations

