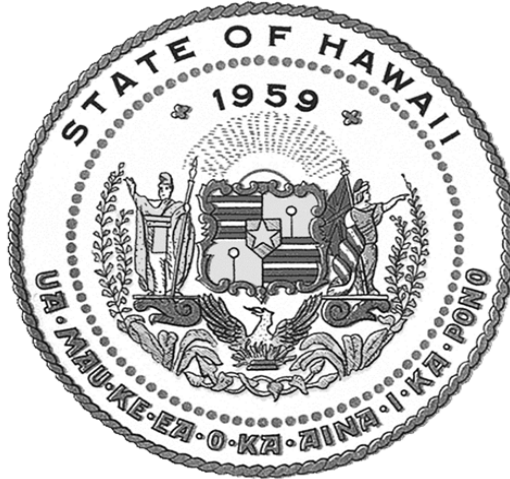


**STATE OF HAWAII**  
**Workforce Development Council**



**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.**

**GOVERNOR DAVID IGE**

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 job seekers 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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### Acronym List

Many acronyms are used throughout the Unified State Plan; therefore, a comprehensive list of them along with their full title is provided below for your convenience.

Acronym	Full Title
ABAWD	Able-Bodied Adults Without Dependents
ABE	Adult Basic Education
ABS	Adult Basic Skills
ACMS	Automated Case Management System
ADA	Americans with Disabilities Act
AEFLA	Adult Education and Family Literacy Act
AJC	American Job Centers
AMHD	Adult Mental Health Division
APA	Administrative Procedure Act
API	Application Programming Interface
ARS	Agricultural Recruitment System
ASE	Adult Secondary English
ASL	American Sign Language
BED	Business Employment Dynamics
BFET	Basic Food Employment and Training
BLN	Business Leadership Network
BLS	Bureau of Labor Statistics
C3T	Community College Career and Technical Training Grant
CARF	Commission and Accreditation of Rehabilitation Facilities
CASAS	Comprehensive Adult Student Assessment System
CBO	Community-Based Organization
CC	Community College
CCRS	College and Career Readiness Standards
CCSSO	Council of Chief State School Officers
CDS	Center of Disability Studies
CEDS	Comprehensive Economic Development Strategies
CEO	Chief Elected Official
CETA	Comprehensive Employment and Training Act
CFR	Code of Federal Regulations
CHIP	Children's Health Insurance Program
CLEO	Chief Local Elected Official
CMS	Case Management System
CP	Career Pathways
CRC	Certified Rehabilitation Counselor
CRIS	Common Reporting Information System
CRO	Community Rehabilitation Organization
CRP	Community Rehabilitation Programs
CSA	Community Schools for Adults

Acronym	Full Title
CSBG	Community Services Block Grant
CSNA	Comprehensive Statewide Needs Assessment
CTE	Career and Technical Education
DBEDT	Department of Business, Economic Development and Tourism
DDC	Developmental Disabilities Council
DDD	Developmental Disabilities Division
DEI	Disability Employment Initiative
DLIR	Department of Labor and Industrial Relations
DOE	U.S. Department of Education
DOL	U.S. Department of Labor
DSA	Designated State Agency
DSU	Designated State Unit
DVOP	Disabled Veterans Outreach Program
DVR	Division of Vocational Rehabilitation
DW	Dislocated Worker
DXP	Data Exchange Partnership
ED	U.S. Department of Education
EEOC	Equal Employment Opportunity Commission
EFL	Educational Functioning Level
EFSLMP	Employment First State Leadership Mentoring Program
ELL	English Language Learners
EO	Executive Order
ESARO	Employment Security Appeals Referees' Office
ESEA	Elementary and Secondary Education Act of 1965
ESL	English-as-a-Second-Language
ESOL	English for Speakers of Other Languages
ETA	Employment and Training Administration
ETF	Employment and Training Fund
ETP	Eligible Training Provider
ETPL	Eligible Training Provider List
FEDES	Federal Employment Data Exchange System
FEIN	Federal Employer Identification Number
FERPA	Family Educational Rights and Privacy Act
FY	Fiscal Year
GED	General Education Diploma
GPA	Grade Point Average
GS	General Schedule
HCTC	Health Coverage Tax Credit
HHS	Department of Health and Human Services
HIDOE	Hawaii State Department of Education
HMIS	Homeless Management Information System
HRS	Hawai'i Revised Statutes

Acronym	Full Title
HSE	High School Equivalency
HUD	Department of Housing and Urban Development
ICAN	I Can (College Transition)
ICR	Information Collection Request
IELCE	Integrated English Literacy and Civics Education
IEP	Individualized Education Program
INA	Indian and Native American
INAP	Indian and Native American Programs
IPE	Individualized Plan for Employment
ISP	Individual Service Plan
ISY	In School Youth
IT	Information Technology
ITA	Individual Training Account
JTPA	Job Training Partnership Act
JVSG	Jobs for Veterans State Grants
LED	Local Employment Dynamics
LEP	Limited English Proficiency
LMI	Labor Market Information
LOMA	Local Office Monitor Advocate
LSAL	The Longitudinal Study of Adult Learning
LVER	Local Veterans' Employment Representatives
LWDB	Local Workforce Development Boards
MEO	Maui Economic Opportunity
MIC	Migrant Indicators of Compliance
MIS	Management Information System
MOA	Memorandum of Agreement
MOU	Memorandum of Understanding
MSA	Metropolitan Statistical Area
MSD	Most Significantly Disabled
MSF	Migrant and Seasonal Farmworker
MSFW	Migrant Seasonal Farmworkers
NAICS	North American Industry Classification System
NAWB	National Association of Workforce Boards
NASWA	National Association of State Workforce Agencies
NCES	National Center for Education Statistics
NCRC	National Career Readiness Certificate
NDWG	National Dislocated Worker Grants
NFJP	National Farmworker Jobs Program
NIST	National Institute of Standards and Technology
NPRM	Notice of Proposed Rulemaking
NSD	Non-Significant Disability
OCTAE	Office of Career, Technical, and Adult Education

Acronym	Full Title
ODEP	Office of Disability Employment Policy
OECD	Organization for Economic Co-operation and Development
OJT	On-the-Job Training
OLA	Office of Language Access
OMB	Office of Management and Budget
ORR	Office of Refugee Resettlement
OSY	Out of School Youth
PCATT	Pacific Center for Advanced Technology and Technology
PETS	Pre-Employment Transition Services
PIAAC	Program for the International Assessment of Adult Competencies
PII	Personally Identifiable Information
PIRL	Participant Individual Record Layout
PL	Public Law
POP	Period of Participation
PPWG	Policy Planning Work Groups
PSD	Department of Public Safety
PY	Program Year
QCEW	Quarterly Census of Employment and Wages
QWI	Quarterly Workforce Indicators
RESEA	Reemployment Services and Eligibility Assessment
RFA	Regulatory Flexibility Act
RFP	Request for Proposals
RHY	Runaway and Homeless Youth
RIA	Regulatory Impact Analysis
RSA	Rehabilitation Services Administration
SAC	State Apprenticeship Council
SBA	Small Business Administration
SBE	Significant Barriers to Employment
SBREFA	Small Business Regulatory Enforcement Fairness Act of 1996
SCSEP	Senior Community Service Employment Program
SEA	State Educational Agency
SEAC	Special Education Advisory Council
SEVR	Special Education/Vocational Rehabilitation
SILC	State Independent and Living Council
SLDS	Statewide Longitudinal Data System
SMA	State Monitor Advocate
SME	Subject Matter Experts
SNAP	Supplemental Nutrition Assistance Program
SRC	State Rehabilitation Council
SSA	Social Security Administration
SSN	Social Security Number
SWA	State Workforce Agencies



Acronym	Full Title
TA	Technical Assistance
TAA	Trade Adjustment Assistance
TAACCCT	Trade Adjustment Assistance Community College and Career Training
TABE	Test of Adult Basic Education
TAG	Technical Assistance Guide
TANF	Temporary Assistance for Needy Families
TAY	Transition Aged Youth
TDD	Telecommunications Device for the Deaf
TEGL	Training and Employment Guidance Letter
TEN	Training and Education Notice
Title I (WIOA)	Adult/Dislocated Worker/Youth
Title II (WIOA)	Adult Education
Title III (WIOA)	Wagner Peyser
Title IV (WIOA)	Vocational Rehabilitation
TRA	Trade Readjustment Allowances
TTU	Trade, Transportation, and Utilities
U.S.C.	United States Code
UH	University of Hawaii
UHCC	University of Hawaii Community Colleges
UHERO	University of Hawaii Economic Research Organization
UI	Unemployment Insurance
USDA	United States Department of Agriculture
USP	Unified State Plan
VETS	Veterans' Employment and Training Service
VEVRAA	Vietnam Era Veterans' Readjustment Assistance Act
VIP	Volunteer Internship Program
VOS	Virtual One-Stop
VR	Vocational Rehabilitation
WASC	Western Association of Schools and Colleges
WDB	Workforce Development Board
WDC	Workforce Development Council
WDD	Workforce Development Division
WIA	Workforce Investment Act of 1998
WIOA	Workforce Innovation and Opportunity Act of 2014
WISPR	Workforce Investment Streamlined Performance Reporting
WorLDS	Workforce Longitudinal Data System
WP	Wagner-Peyser
WPRS	Worker Profiling and Re-employment Services

Acronym	Full Title
WRIS	Wage Record Interchange System

## 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 WDC 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 WDC 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 job seekers and building 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.*

*\*All text in blue italics throughout the Unified State Plan are directly from the federal guidance for each Section to which states are required to provide responses.*

## **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."<sup>1</sup>

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 in Hawaii's individual counties and the State.

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<sup>1</sup> 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.<sup>2</sup>

The Big Island economy has seven 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 <sup>3</sup>	Number of Industries <sup>4</sup>	Number of Business w/Payroll in the County (Businesses) <sup>5</sup>	Number Employed in Economic Cluster (Jobs) <sup>6</sup>
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

### Hawaii Island Economic Outlook<sup>7</sup>

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 visitors are arriving.

<sup>2</sup> 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.

<sup>3</sup> U.S. Cluster Mapping Project

<sup>4</sup> Source: EMSI Developer

<sup>5</sup> Source: EMSI Developer

<sup>6</sup> Source: EMSI Developer

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



“Hawaii Island has always had more Japanese visitors than other outer islands, 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.<sup>8</sup>

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.



#### **Oahu Economic Outlook<sup>9</sup>**

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.”

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<sup>8</sup> 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.

<sup>9</sup> Suyderhoud, J., Economic Forecast, Oahu Edition 2015-2016, First Hawaiian Bank.

<b>Traded Clusters</b>	<b>Number of Industries</b>	<b>Number of Businesses w/Payroll in the County (Businesses)</b>	<b>Number Employed in Economic Cluster (Jobs)</b>
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 <sup>10</sup>	2	n/a	60

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 increasingly 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 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 60s and 70s 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.

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<sup>10</sup> U.S. Cluster Mapping Project



## 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.<sup>11</sup>



Kauai's economy has six 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.

### Kauai Economic Outlook<sup>13</sup>

Strong activity in Hospitality and Tourism and growth in construction activity are expected to

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
Jewelry	1	3	41
Music <sup>12</sup>	1	n/a	10

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

<sup>11</sup> 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.

<sup>12</sup> Source: U.S. Cluster Mapping Project

<sup>13</sup> Syderhoud, J., Economic Forecast Kauai Edition 2015-2016, First Hawaiian Bank.

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.<sup>14</sup>

Maui's economy has six 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.



### **Maui's Economic Outlook<sup>15</sup>**

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

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, 2014, and into 2015. Visitor days have seen a positive trend 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.

<sup>14</sup> 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.

<sup>15</sup> Suyderhoud, J., Economic Forecast Maui Edition 2015-2016, First Hawaiian Bank.

<b>Traded Clusters</b>	<b>Number of Industries</b>	<b>Number of Businesses w/Payroll in the County (Businesses)</b>	<b>Number Employed in Economic Cluster (Jobs)</b>
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

“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.

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 trade<sup>16</sup>.

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 Hawaiian

<sup>16</sup> Lanai and Molokai workforce data from DLIR sources.

Commercial and Sugar Company 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.<sup>17</sup>

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

### State of Hawaii Economic Outlook<sup>18</sup>

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.

<sup>17</sup> 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.

<sup>18</sup>Bonham, 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.

“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

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, job seekers benefitted from the highest volume of help wanted ads.

**Table 1.** Advertised jobs online, Annual 2009-2014

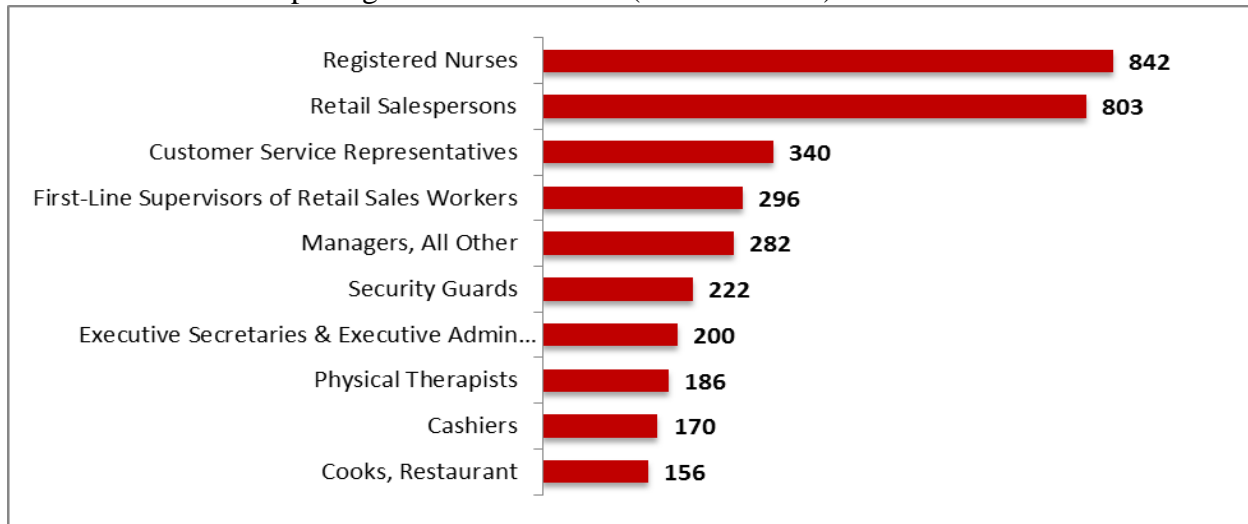
Area	2009	2010	2011	2012	2013	2014
State of Hawaii	101,360	106,089	132,771	131,608	210,014	278,652
Honolulu County	78,203	82,344	100,132	94,826	150,700	198,602
Hawaii County	8,670	8,503	11,084	12,823	19,291	25,474
Maui County	9,457	10,072	14,765	16,549	28,555	39,386
Kauai County	5,031	5,170	6,790	7,410	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 job seekers. The following graphs display the ten occupations with the most openings in the State as well as in each county: Registered Nurses (842), Retail Salespersons (803), Customer Service Representatives (340), First-line Supervisors of Retail Workers (296),

Managers (282), Security Guards (222), Executive Secretaries (200), Physical Therapists (186), Cashiers (170) and Cooks (156).

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



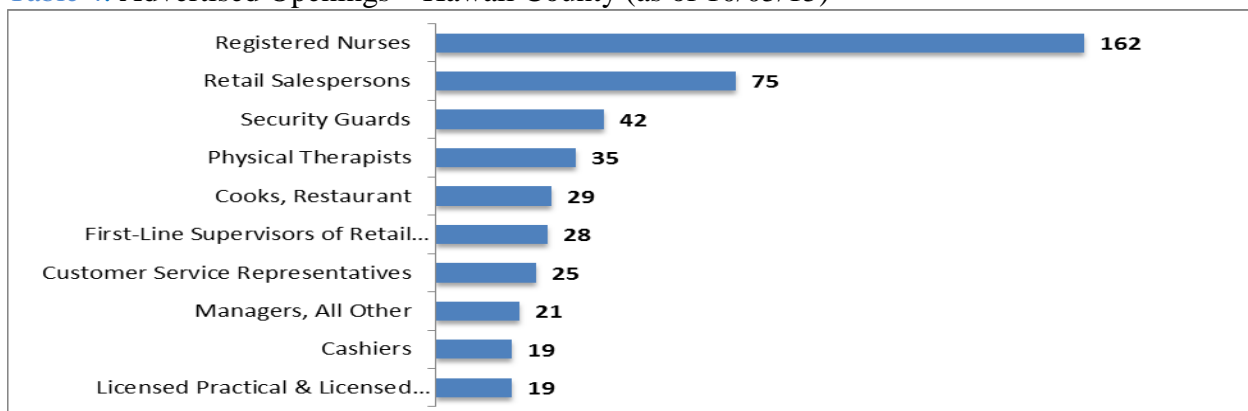
Source: Online Advertised Jobs, America's Labor Market Analyzer (ALMA)

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



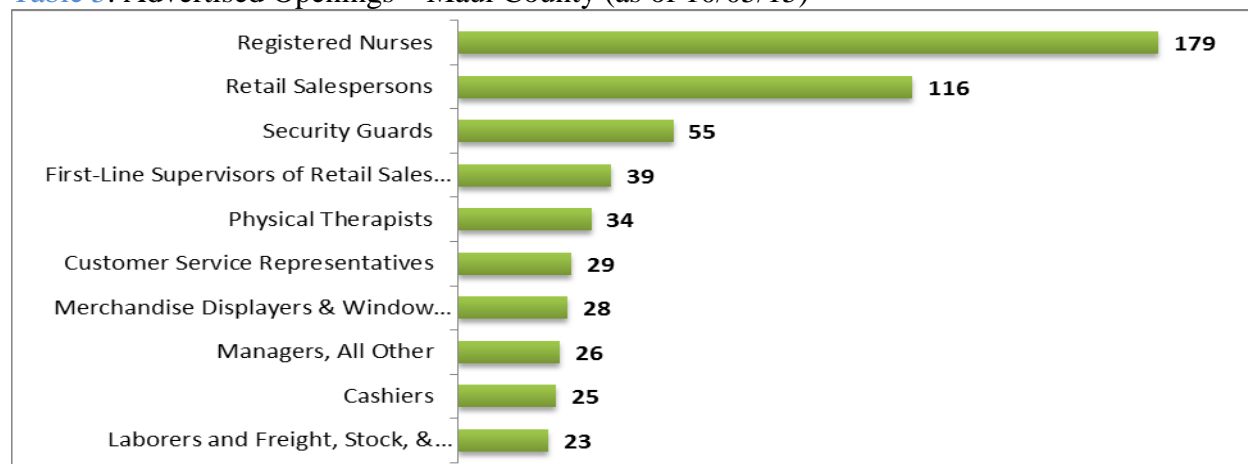
Source: Online Advertised Jobs, America's Labor Market Analyzer (ALMA)

**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

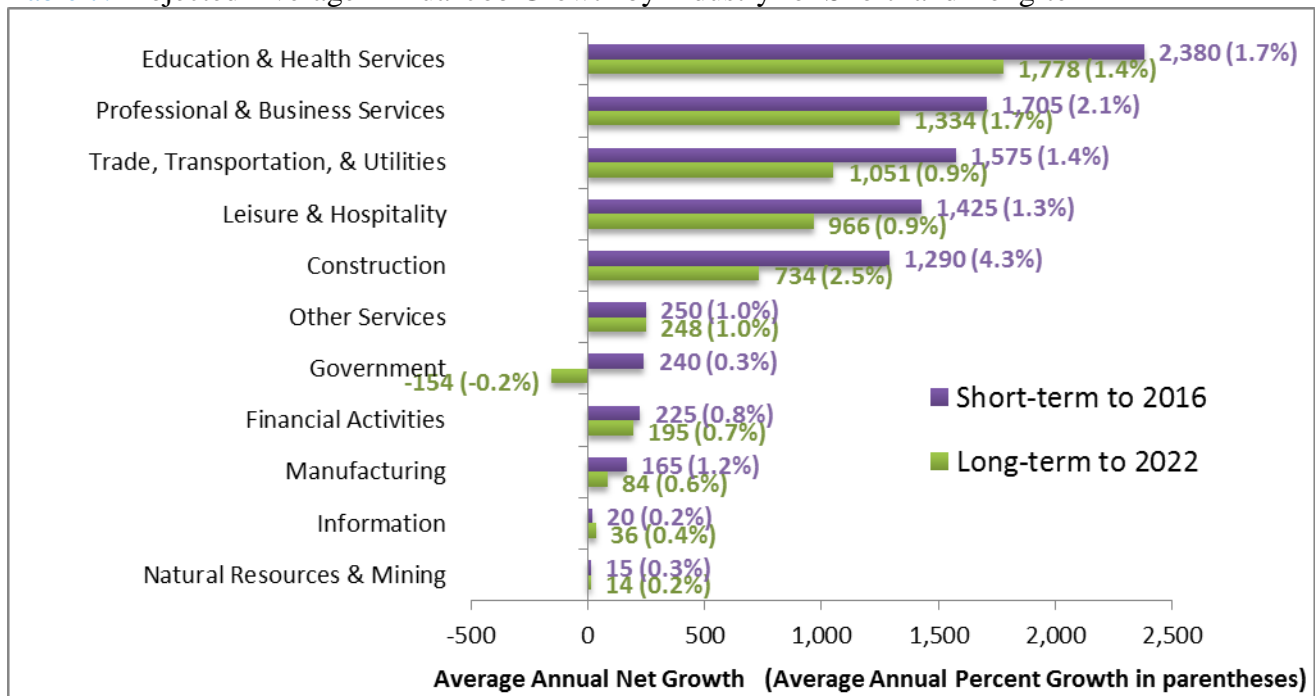


jobs, or 1.4 percent annually. Growth over the long term will be slower and is projected to expand by 1.0 percent annually from 2012 to 2022.

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**



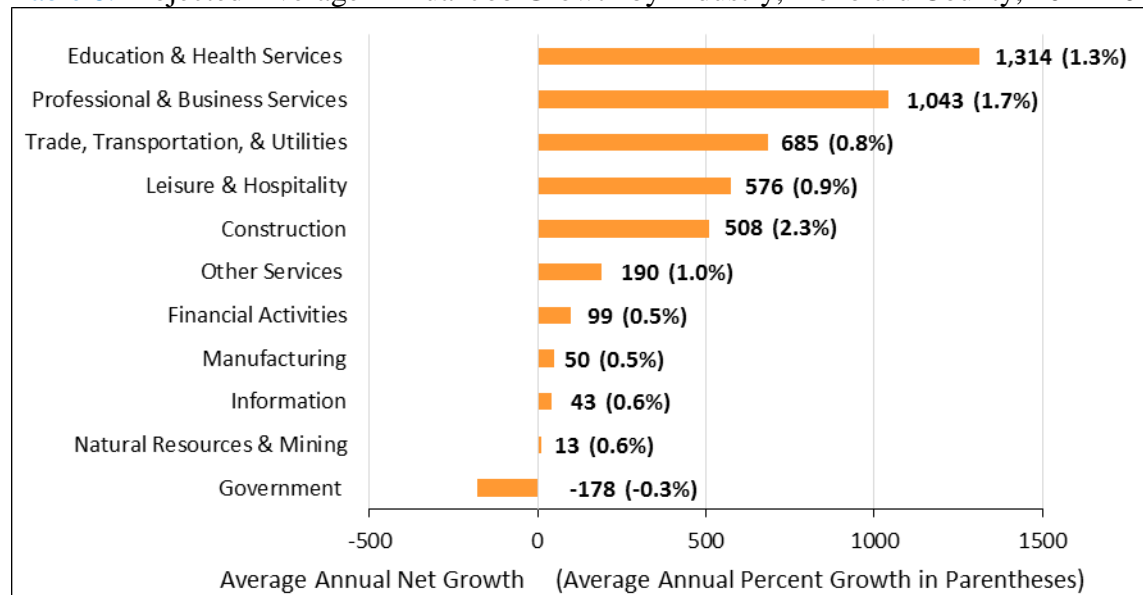
Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

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



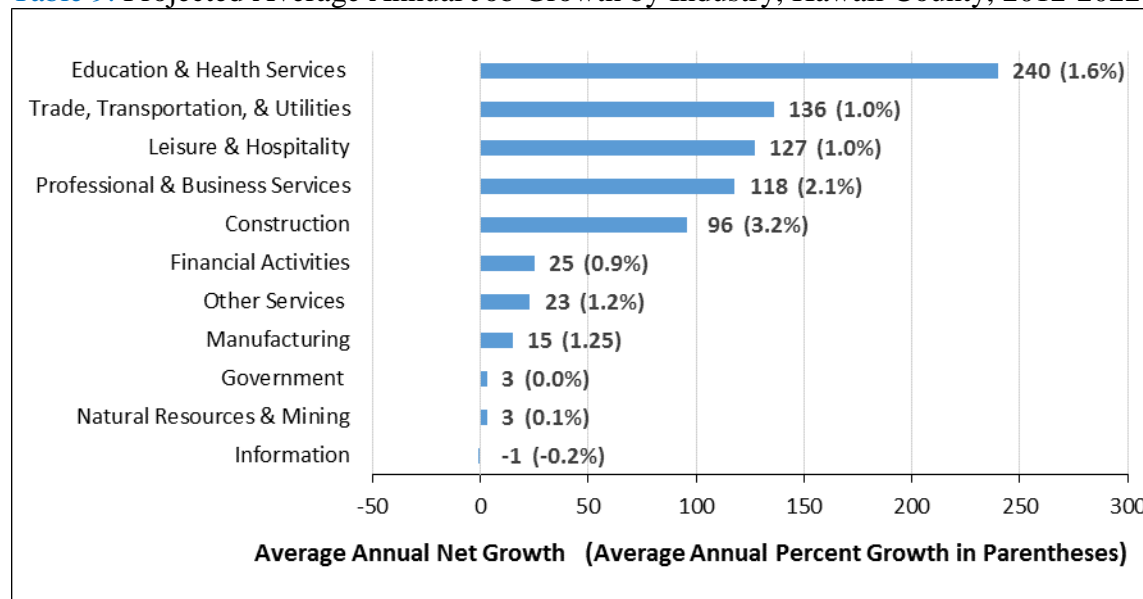
Kauai County. Growth in manufacturing jobs will surpass all industries in Kauai County while the construction industry will follow with the second fastest rate.

**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.

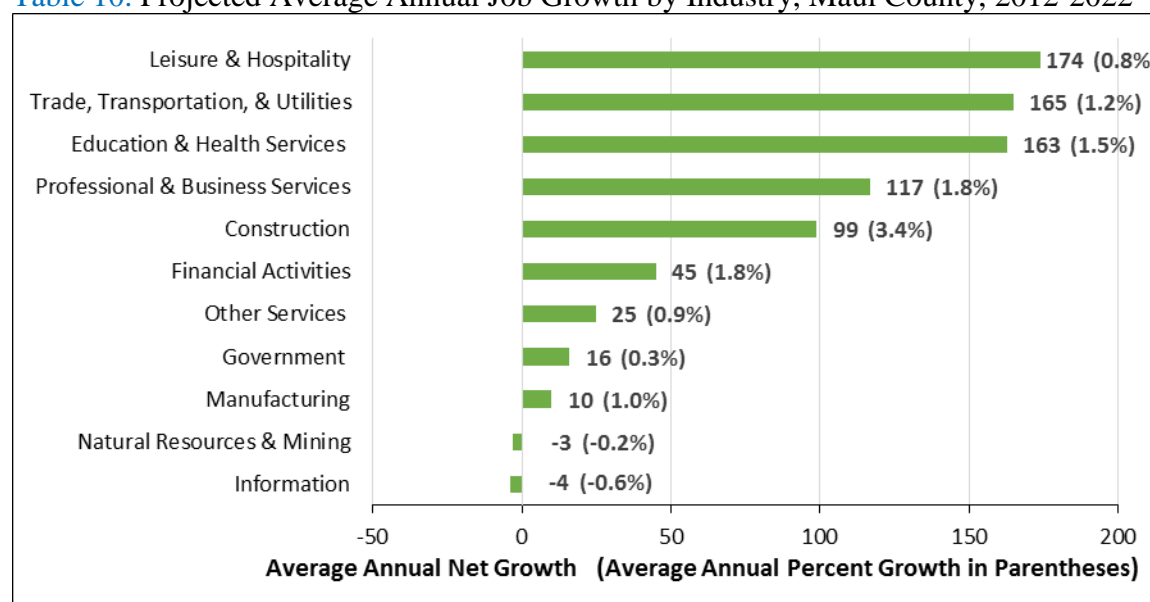
**Table 9. Projected Average Annual Job Growth by Industry, Hawaii County, 2012-2022**



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

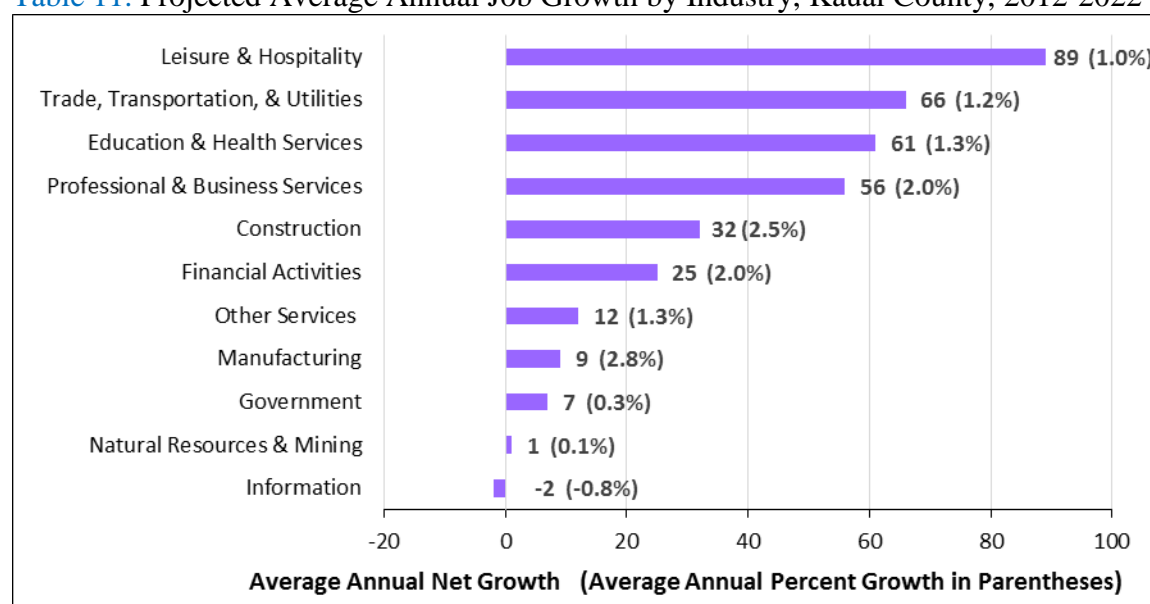
As technology continues to impact publishing companies, the information industry within Hawaii County, Maui County, and Kauai County will continue to shrink. In addition, natural resources and mining will lose jobs in Maui County. Government jobs will experience a cutback in the Honolulu Metropolitan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

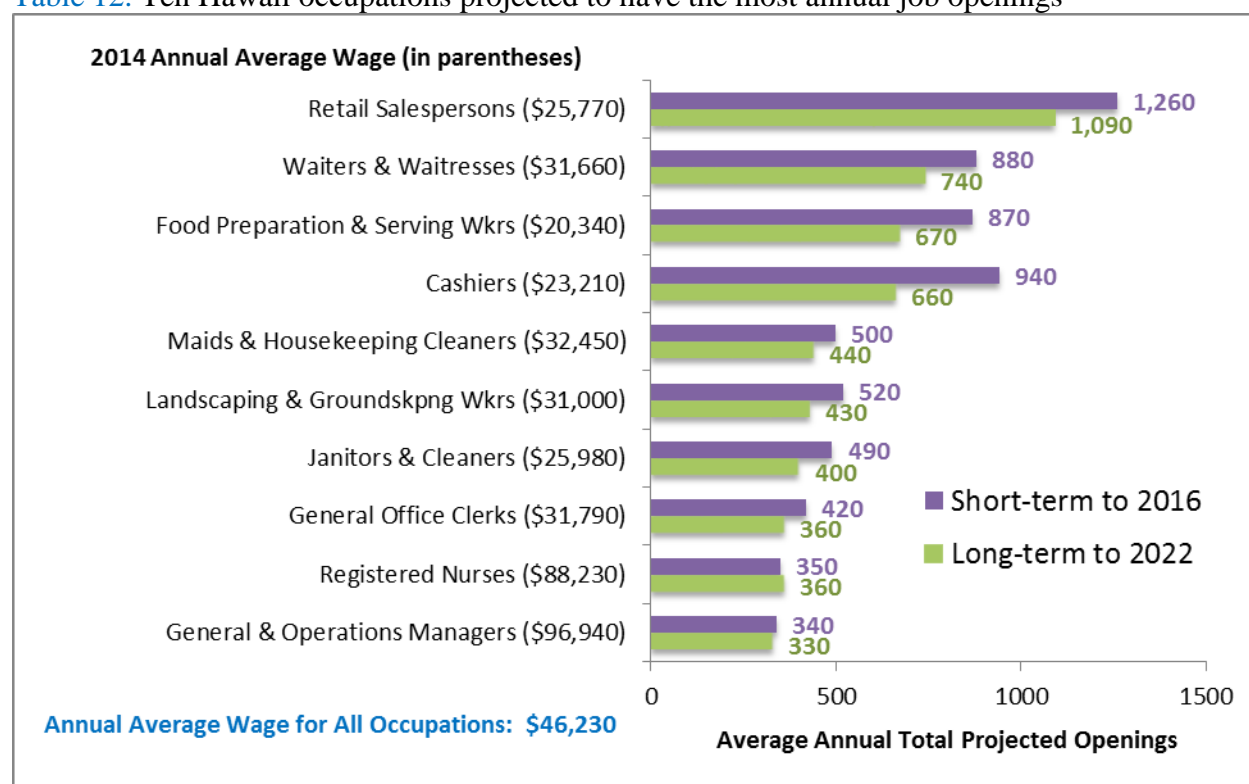
**Table 11. Projected Average Annual Job Growth by Industry, Kauai County, 2012-2022**



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.

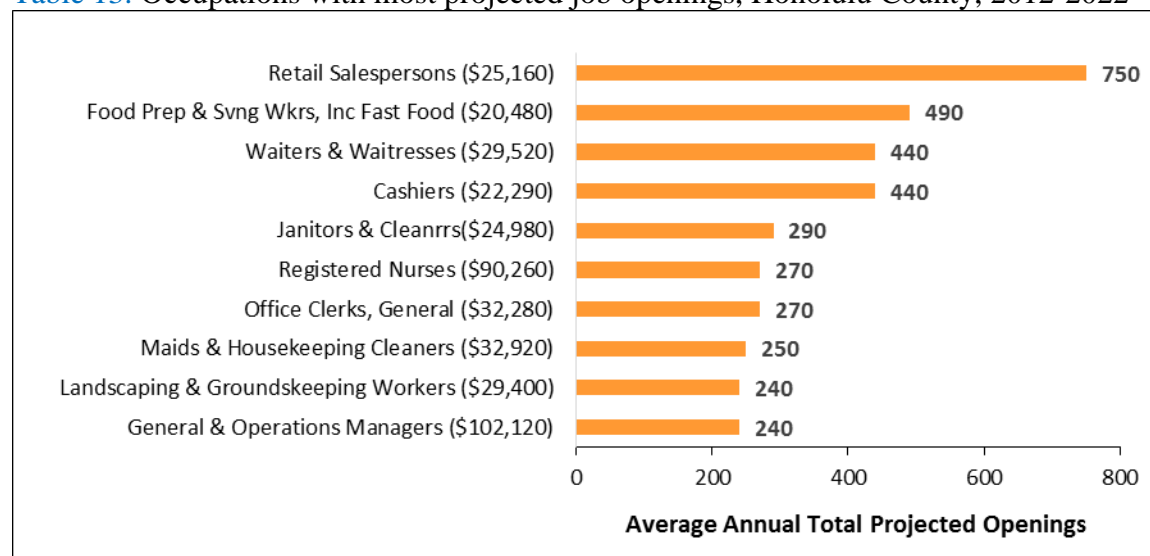
**Table 12.** Ten Hawaii occupations projected to have the most annual job openings



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

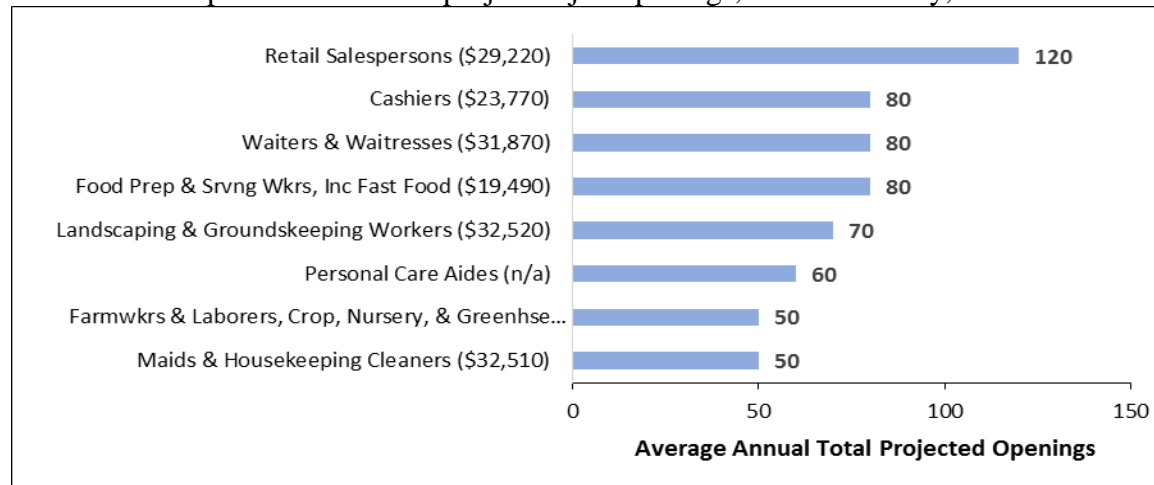
Among the occupations with the most projected openings, six occupations were common to all four counties. These include: retail salespersons; food preparation and serving workers; waiters and waitresses; cashiers; maids and housekeeping cleaners; and landscaping and grounds-keeping workers. With the 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



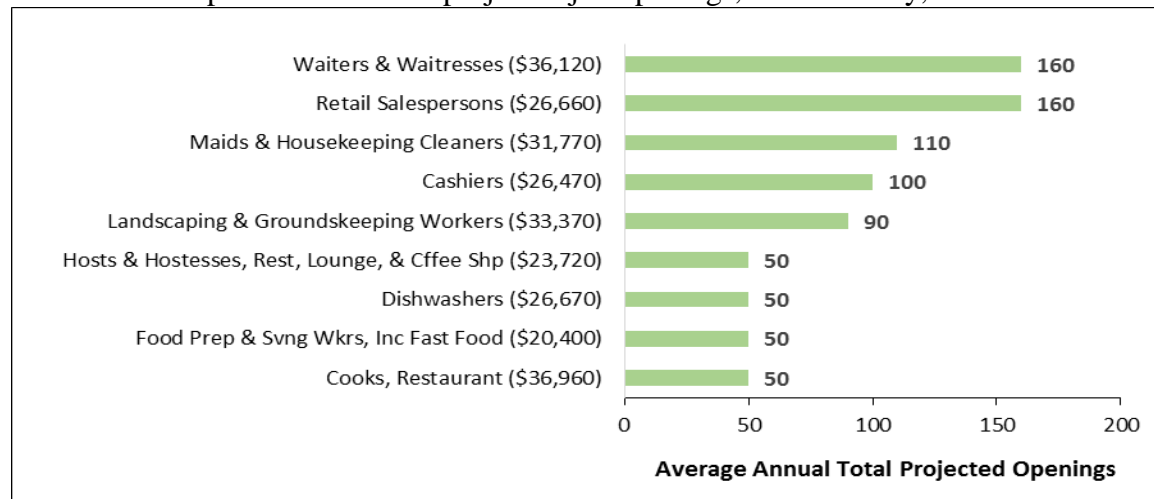
Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

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



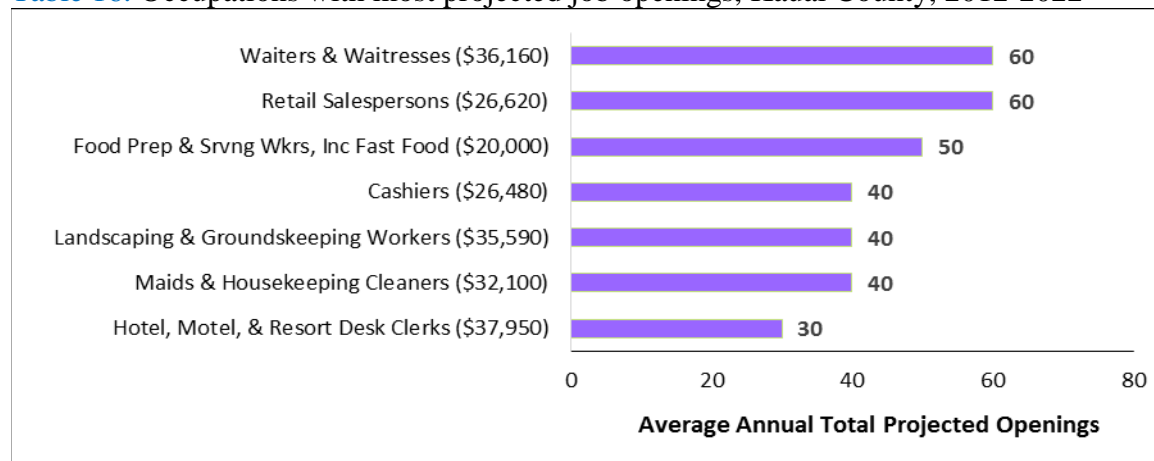
Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office.

**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	Replacements	Total
<b>Total, All Occupations</b>	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
<b>Total, All Occupations</b>	<b>485,700</b>	<b>530,470</b>	<b>44,760</b>	<b>9.2%</b>	<b>4,740</b>	<b>11,550</b>	<b>16,290</b>
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
<b>Total, All Occupations</b>	<b>70,540</b>	<b>78,800</b>	<b>8,250</b>	<b>11.7%</b>	<b>890</b>	<b>1,720</b>	<b>2,610</b>
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
<b>Total, All Occupations</b>	<b>76,350</b>	<b>84,840</b>	<b>8,490</b>	<b>11.1%</b>	<b>900</b>	<b>1,980</b>	<b>2,880</b>
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
<b>Total, All Occupations</b>	<b>32,030</b>	<b>35,750</b>	<b>3,720</b>	<b>11.6%</b>	<b>390</b>	<b>830</b>	<b>1,220</b>
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
<b>Retail Salespersons</b>	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
<b>Waiters &amp; Waitresses</b>	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
<b>Food Preparation &amp; Serving Workers</b>	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
<b>Cashiers</b>	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
<b>Maids &amp; Housekeeping Cleaners</b>	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



<b>Landscaping &amp; Groundskeeping Workers</b>	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
<b>Janitors &amp; Cleaners</b>	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
<b>General Office Clerks</b>	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
<b>Registered Nurses</b>	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
<b>General &amp; Operations Managers</b>	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.

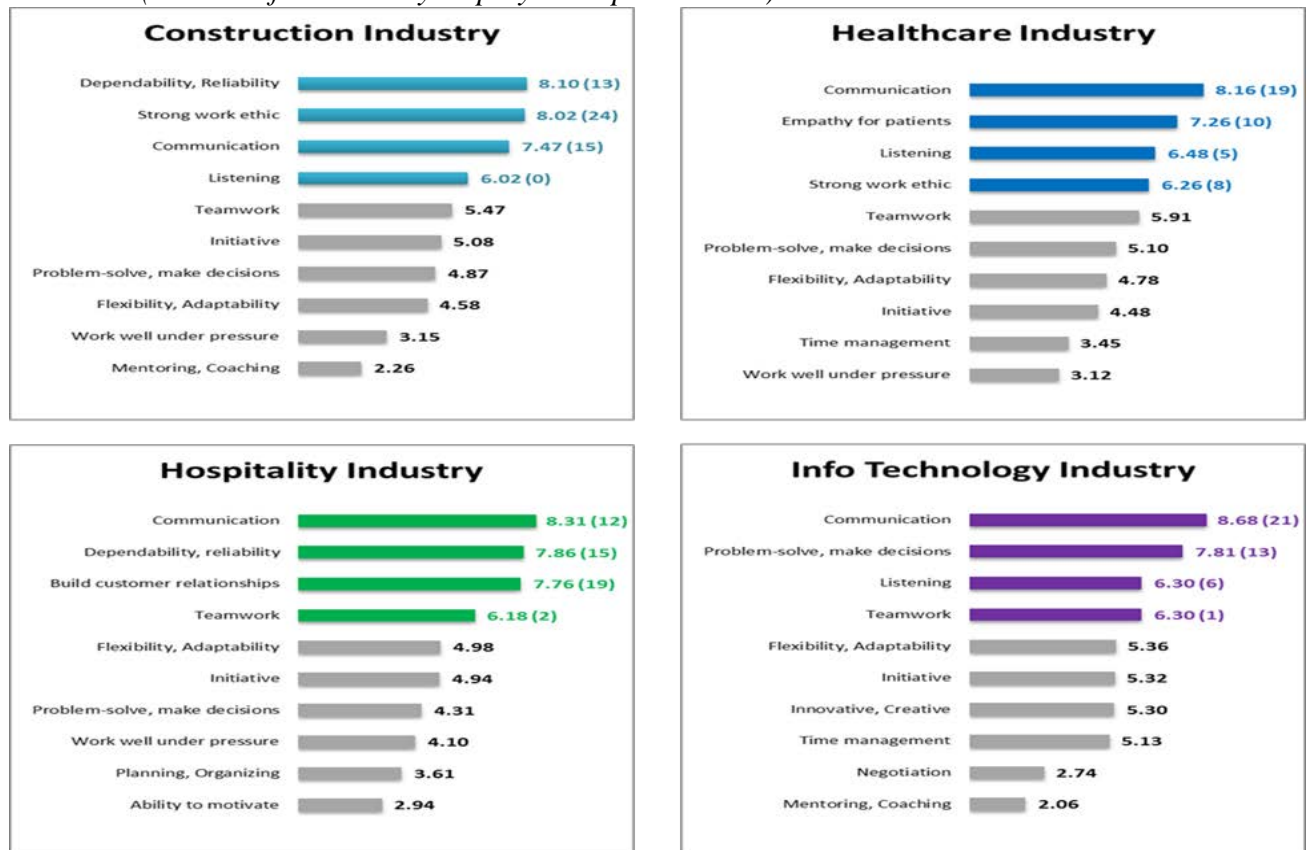
## Tools to Assess Employer Skill Needs

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 to generate current job demand, content, and requirements information.

**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

### ***Economic and Workforce Analysis***

**B. Workforce 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*

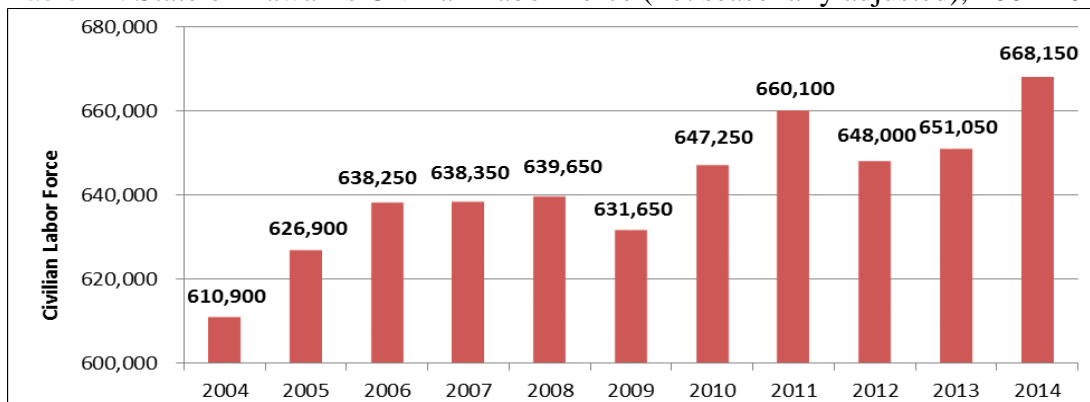
## B. Workforce Analysis

### (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.

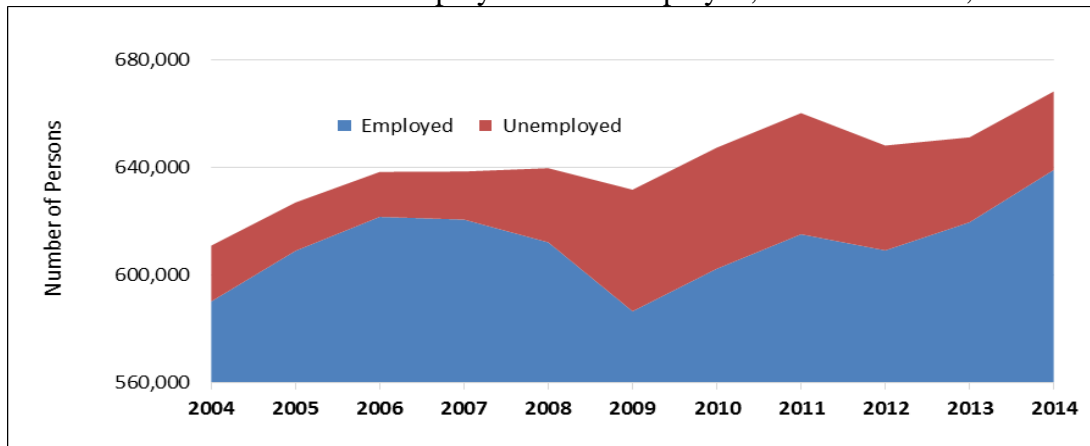
**Table 24.** State of Hawaii's Civilian Labor Force (not seasonally adjusted), 2004-2014



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.

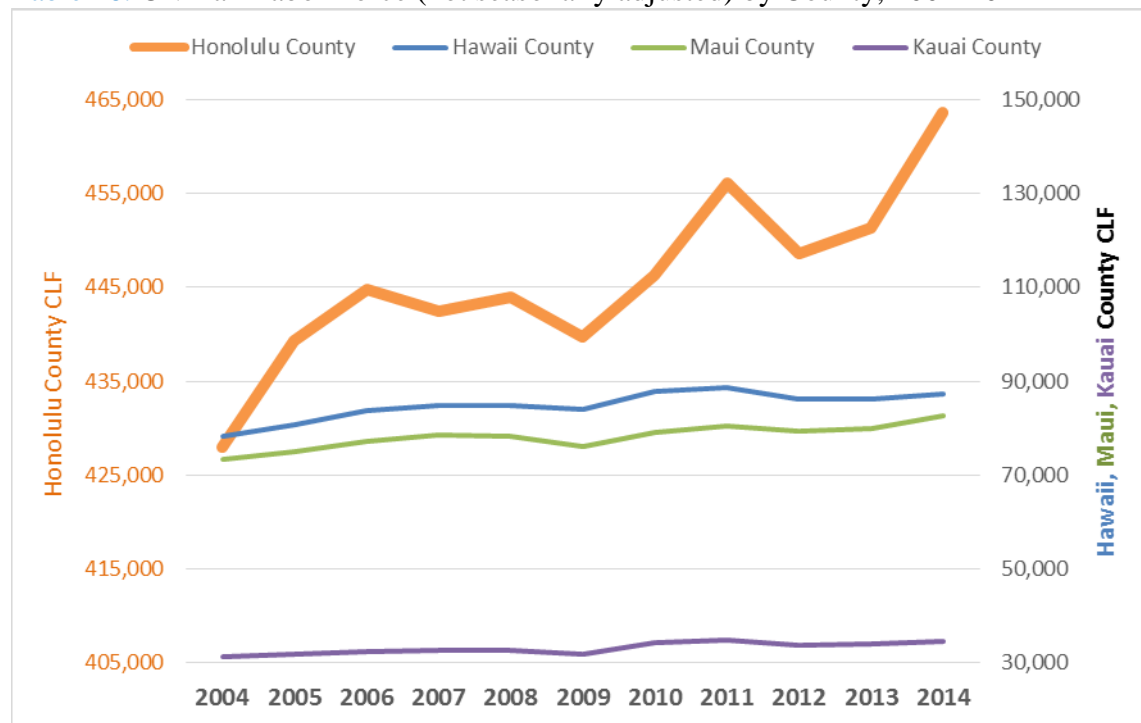
**Table 25.** Number of Persons Employed and Unemployed, State of Hawaii, 2004-2014



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.

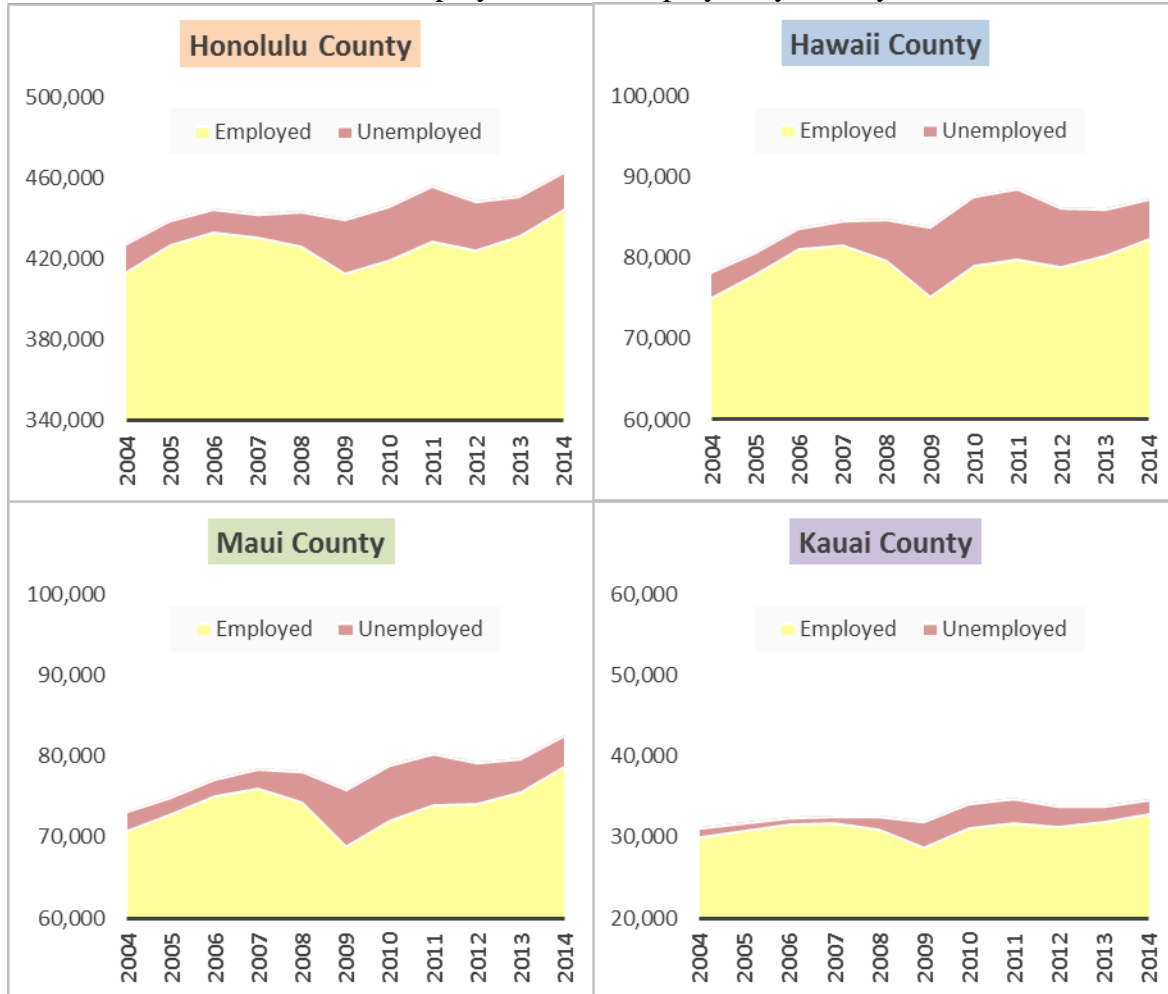
Over the same ten-year period (2004-2014), employment in Honolulu County expanded by 7.4 percent while unemployment rose by 34.0 percent. The number of employed in Hawaii County increased 9.8 percent, while the number of unemployed jumped by 51.6 percent. Maui County had the greatest growth in both employed (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.

### 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 10<sup>th</sup> lowest in the nation.

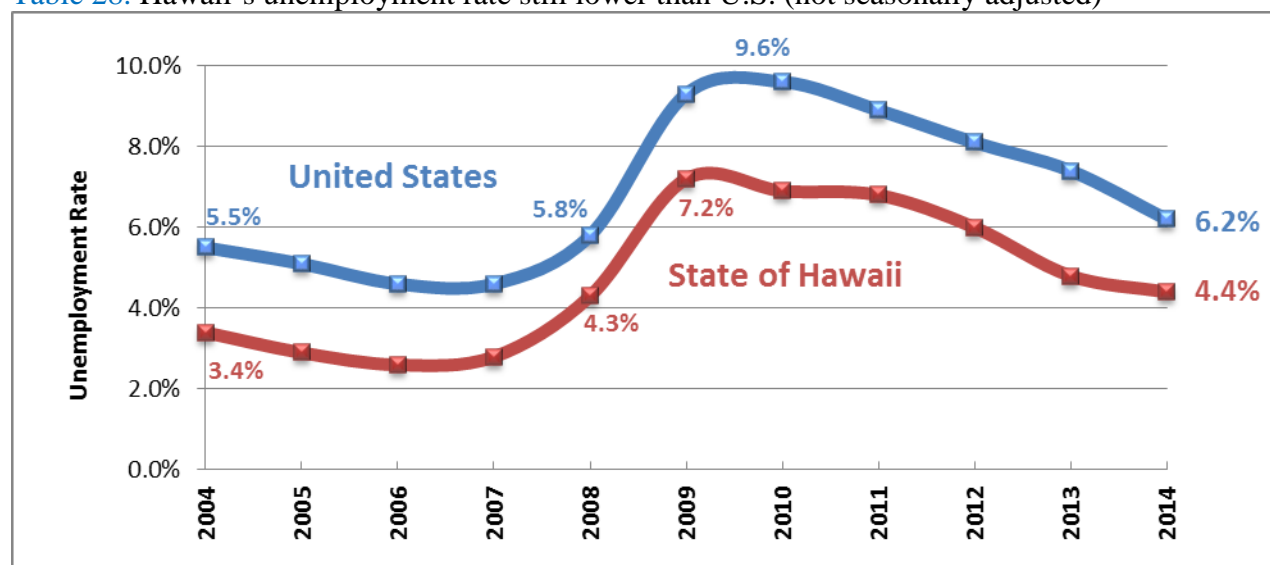
As of September 25, 2015, the University of Hawaii Economic Research Organization (UHRO) projected the state's unemployment rate to be at 3.9 percent in 2015, 3.3 percent in 2016, and 3.1 percent in 2017.

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



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

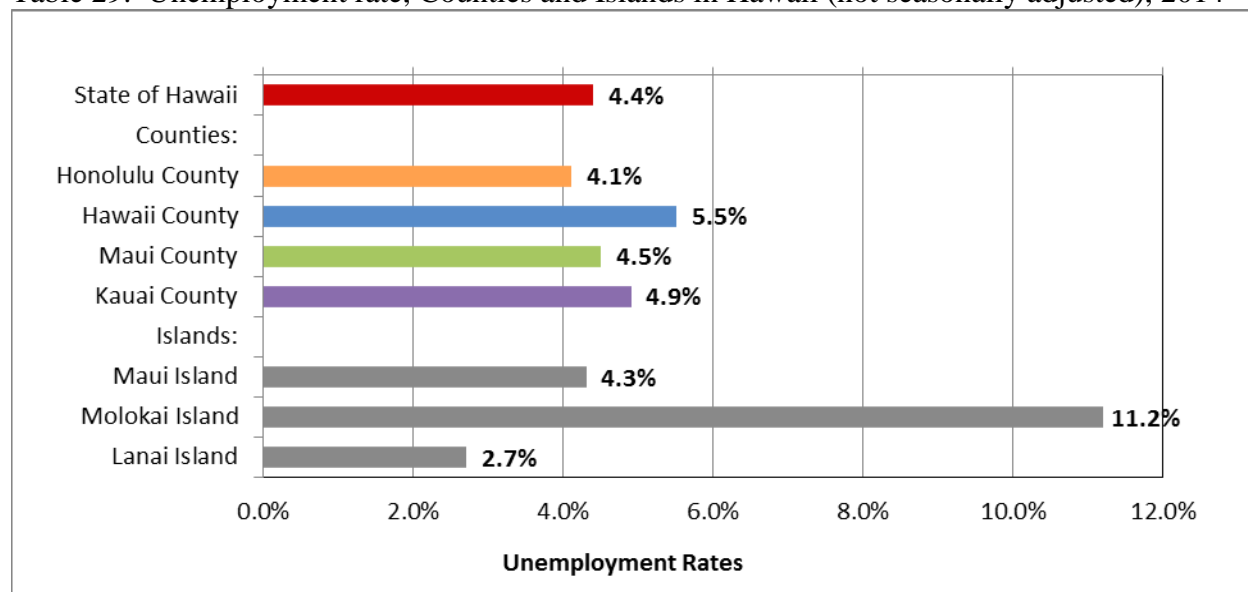
**Table 28.** Hawaii's unemployment rate still lower than U.S. (not seasonally adjusted)



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



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

### 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 ten 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 13<sup>th</sup> lowest in the nation. After accounting for discouraged workers, plus marginally attached workers (U-6), Hawaii's overall ranking dropped to 14<sup>th</sup> 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
<b>United States</b>	3	3.1	6.2	6.6	7.5	12
<b>Hawaii</b>	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

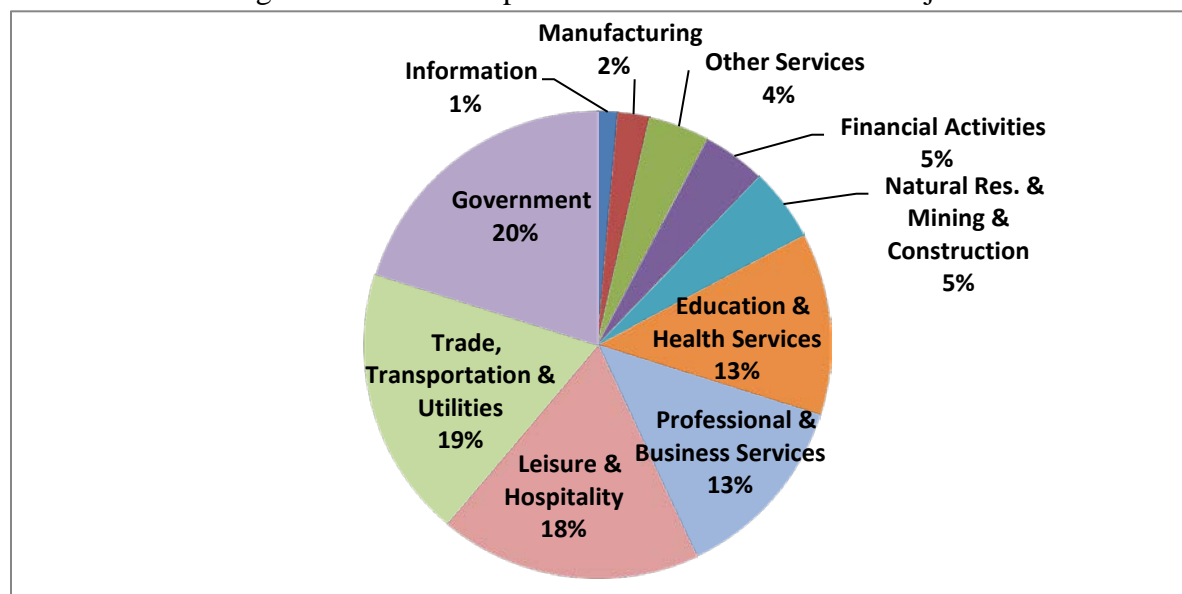
## (ii) Labor Market Trends

### Over One-Fifth Employed in Government

There are ten 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 visitor 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 skills 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 2 – 6.

The next three industry sectors are of similar size: the Natural Resources, Mining, and Construction group generated 31,600 jobs or about five percent of all state jobs as well as the Financial Activities group which contributed 27,400, a four percent share. Close behind was the Other Services sector that reported 26,500 or another four 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%

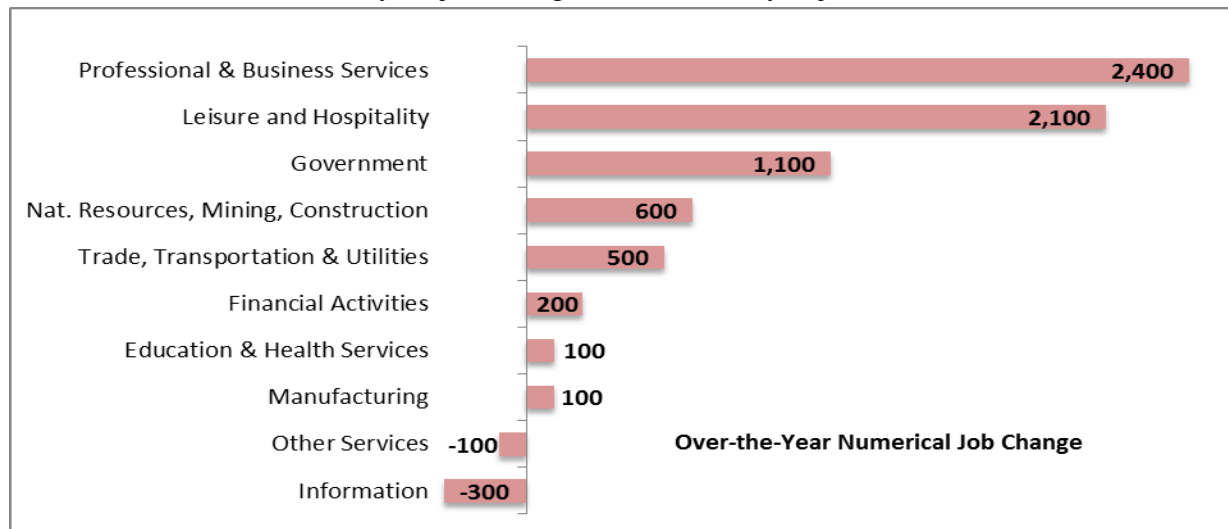
Nat. Resources, Mining, Construction	23,800	5%	Nat. Resources, Mining, Construction	3,300	5%
Other Services	20,900	5%	Financial Activities	2,600	4%
Financial Activities	20,700	4%	Other Services	1,800	3%
Manufacturing	11,000	2%	Manufacturing	1,200	2%
Information	7,100	2%	Information	600	1%

<b>Maui County</b>	<b>Jobs</b>	<b>% Dist.</b>	<b>Kauai County</b>	<b>Jobs</b>	<b>% Dist.</b>
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 over-the-year job change (not seasonally adjusted), 2013-2014

<b>Honolulu County</b>	<b>QTY Chg.</b>	<b>Hawaii County</b>	<b>QTY Chg.</b>
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

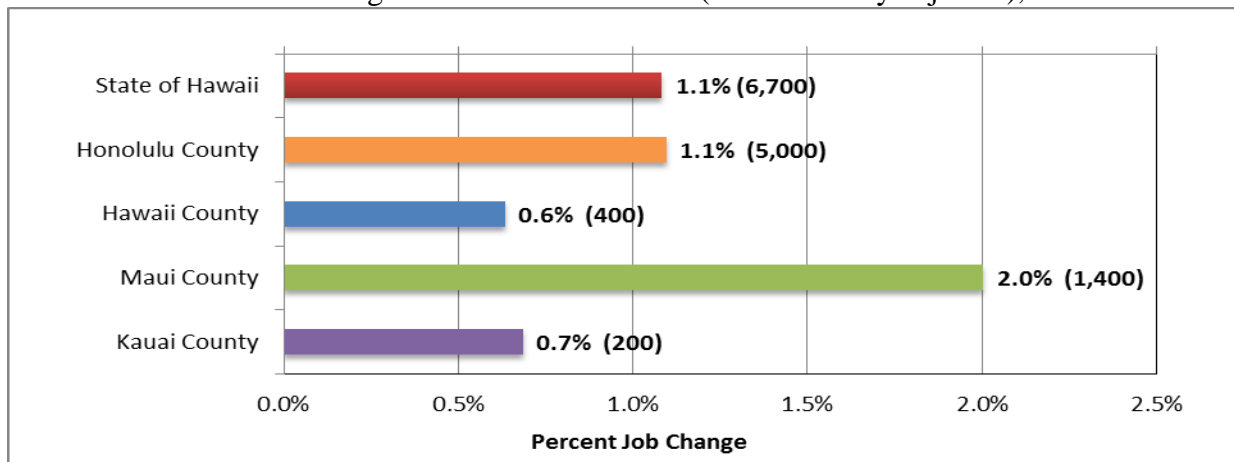
<b>Maui County</b>	<b>QTY</b>	<b>Kauai County</b>	<b>QTY</b>
	<b>Chg.</b>		<b>Chg.</b>
Leisure and Hospitality	600	Leisure and Hospitality	200
Trade, Transportation & Utilities	300	Government	100
Professional & Business Services	300	Trade, Transportation & Utilities	0
Nat. Resources, Mining, Construction	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.

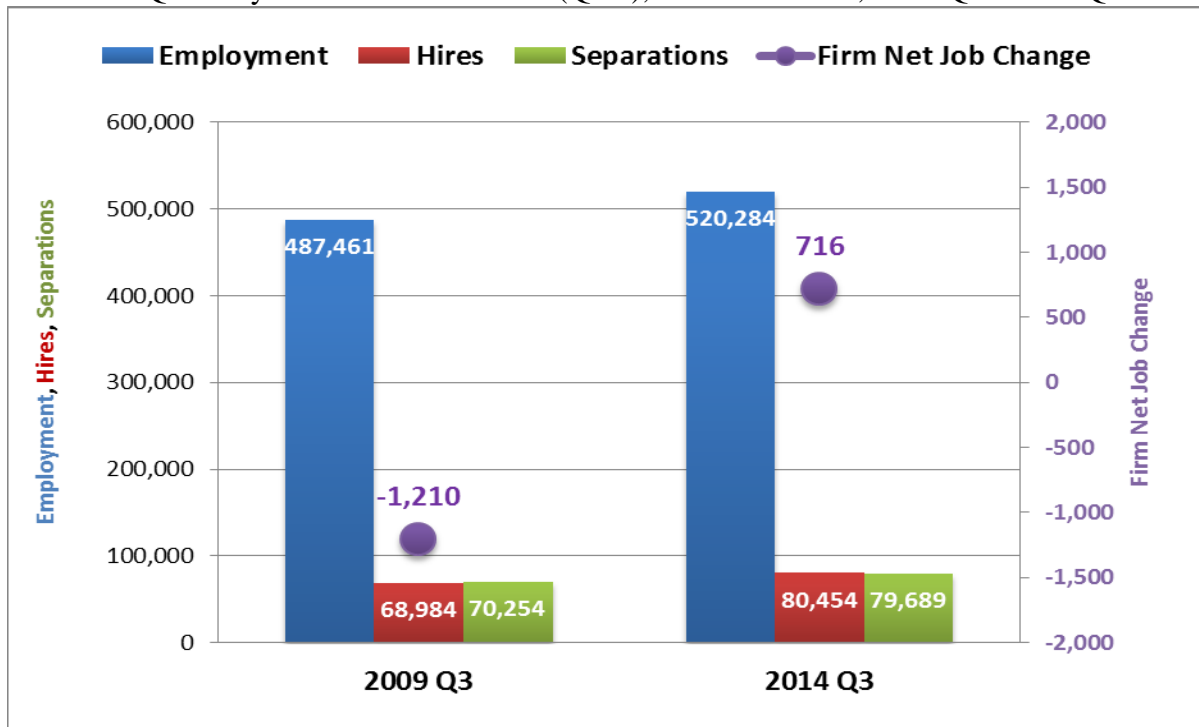
### Workforce Is Continually Churning

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 five-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 (3<sup>rd</sup> Qtr.)

<b>Honolulu County</b>	<b>2009 Q3</b>	<b>2014 Q3</b>	<b># Chg.</b>	<b>% Chg.</b>	<b>Hawaii County</b>	<b>2009 Q3</b>	<b>2014 Q3</b>	<b># Chg.</b>	<b>% Chg.</b>
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%	Separations	7,819	8,727	908	11.6%
Firm Net Job Chg.	-1,350	648	1,998	-----	Firm Net Job Chg.	-318	528	846	-----
<b>Maui County</b>	<b>2009 Q3</b>	<b>2014 Q3</b>	<b># Chg.</b>	<b>% Chg.</b>	<b>Kauai County</b>	<b>2009 Q3</b>	<b>2014 Q3</b>	<b># Chg.</b>	<b>% Chg.</b>
Employment	58,302	61,655	3,353	5.8%	Employment	22,851	24,908	2,057	9.0%
Hires	9,645	9,610	-35	-0.4%	Hires	3,960	3,529	-431	-10.9%
Separations	9,698	9,525	-173	-1.8%	Separations	3,532	3,654	122	3.5%
Firm Net Job Chg.	61	70	9	-----	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 five-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
<b>Total, All Industries</b>	<b>487,461</b>	<b>520,284</b>	<b>32,823</b>	<b>6.7%</b>	<b>68,984</b>	<b>80,454</b>	<b>11,470</b>	<b>16.6%</b>	<b>70,254</b>	<b>79,689</b>	<b>9,435</b>	<b>13.4%</b>	<b>-1,210</b>	<b>716</b>	<b>1,926</b>
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 DLIR, 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.

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.

## Veterans

### Employment and Unemployment

The average unemployment rate for Hawaii veterans in 2014 was 5.1%<sup>19</sup>, nationwide it was 5.3%.<sup>20</sup> The average unemployment rate for Hawaii non-veterans in 2014 was 4.4%<sup>21</sup>, nationwide it was 6.2%.<sup>22</sup>

<sup>19</sup> <http://www.bls.gov/news.release/vet.t06B.htm>

<sup>20</sup> <http://www.bls.gov/news.release/vet.nr0.htm>

<sup>21</sup> <https://www.hiwi.org/gsipub/index.asp?docid=417>

<sup>22</sup> <http://www.bls.gov/cps/cpsaat01.htm>

Hawaii's 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. 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.

### 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.<sup>23</sup>

### 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.<sup>24</sup> 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.<sup>25</sup>

### 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

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<sup>23</sup> [https://www.hiwi.org/admin/gsipub/htmlarea/uploads/LT\\_2012-22\\_Highlights\\_State%28Revised%29.pdf](https://www.hiwi.org/admin/gsipub/htmlarea/uploads/LT_2012-22_Highlights_State%28Revised%29.pdf)

<sup>24</sup> <http://www.ed.gov/news/press-releases/us-high-school-graduation-rate-hits-new-record-high>

<sup>25</sup> [http://download.militaryonesource.mil/12038/MOS/Reports/2012\\_Demographics\\_Report.pdf](http://download.militaryonesource.mil/12038/MOS/Reports/2012_Demographics_Report.pdf)

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.

### (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 was 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	
	#	%	#	%	#	%	#	%	#	%
<b>EMPLOYMENT STATUS</b>										
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%
<b>EDUCATIONAL ATTAINMENT</b>										
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 persons with disabilities. 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 persons with disabilities 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 persons with disabilities in the labor force with 46.2 percent employed and 8.3 percent unemployed - only 45.5 percent were out of the labor force. Kauai County had 36.3 percent of its persons with disabilities in jobs and only 1.8 percent out of work. The remaining 61.9 percent of persons with disabilities 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
<b>Total</b>	<b>836,069</b>	<b>576,940</b>	<b>116,239</b>	<b>100,963</b>	<b>41,875</b>
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
<b>Total population 16+ years</b>	<b>1,143,931</b>	<b>800,437</b>	<b>156,199</b>	<b>130,748</b>	<b>56,493</b>
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
<b>Total Population 18+ years old</b>	<b>1,111,207</b>	<b>778,201</b>	<b>151,363</b>	<b>126,903</b>	<b>54,686</b>
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 Hawaii 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 four percent of households consisting of families without children. The average size of family households was 3.4 persons statewide. Honolulu County 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

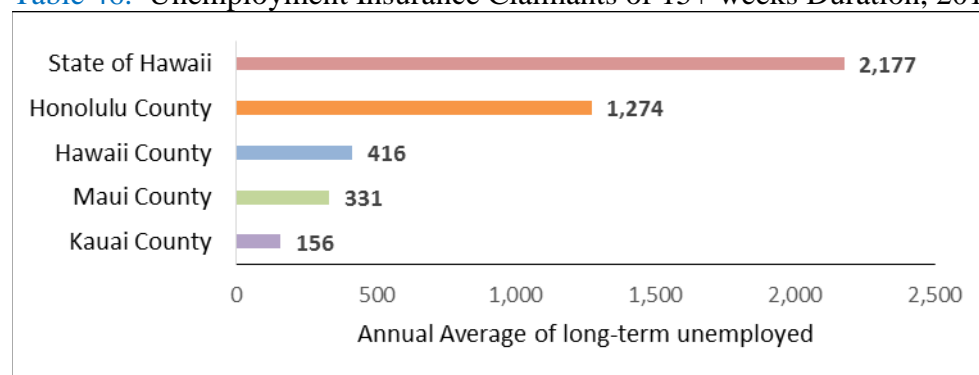
	State of Hawaii		Honolulu County		Hawaii County		Maui County		Kauai County	
	#	%	#	%	#	%	#	%	#	%
<b>No. of Clients, Total</b>	<b>14,282</b>	<b>100%</b>	<b>9,548</b>	<b>100%</b>	<b>1,770</b>	<b>100%</b>	<b>2,332</b>	<b>100%</b>	<b>632</b>	<b>100%</b>
Singles	7,510	53%	4,816	50%	843	48%	1,503	64%	348	55%
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%
<b>No. of Households, Total</b>	<b>9,476</b>	<b>100%</b>	<b>6,130</b>	<b>100%</b>	<b>1,137</b>	<b>100%</b>	<b>1,773</b>	<b>100%</b>	<b>436</b>	<b>100%</b>
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 five 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	---
<b>Foreign born</b>	<b>249,280</b>	<b>100.0%</b>	<b>189,052</b>	<b>100.0%</b>	<b>21,213</b>	<b>100.0%</b>	<b>28,181</b>	<b>100.0%</b>	<b>10,834</b>	<b>100.0%</b>
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 five percent of the state's veterans are unemployed, below the statewide rate of approximately 6.7 percent. Median income of veterans averaged \$44,703.

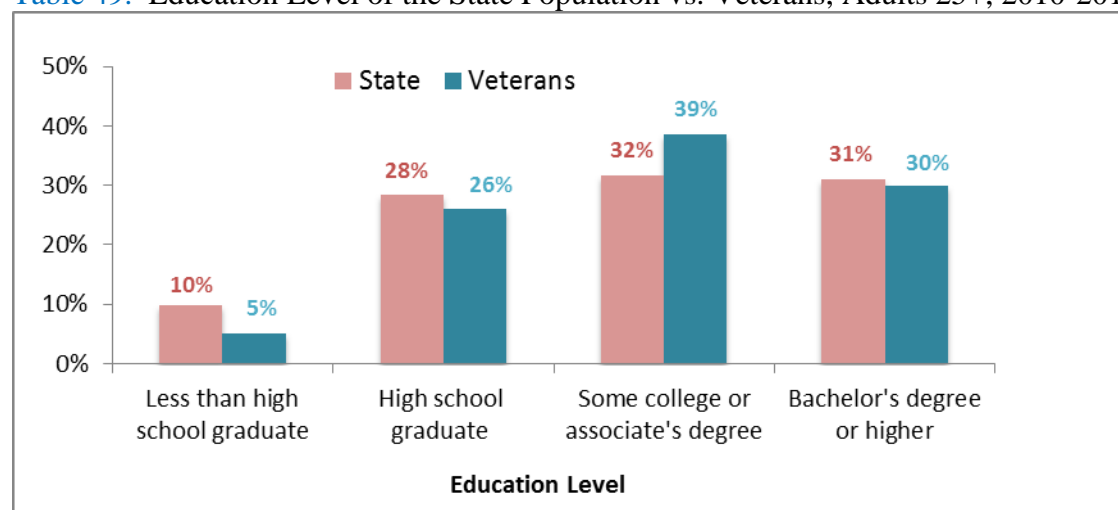
**Table 48.** Veterans Status, State and County, 2010-2014

	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	---
<b>Civilian veterans</b>	<b>112,217</b>	<b>10.7%</b>	<b>83,004</b>	<b>11.5%</b>	<b>14,959</b>	<b>10.2%</b>	<b>9,639</b>	<b>7.9%</b>	<b>4,615</b>	<b>8.7%</b>

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

In terms of education, about five 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

### The Skills of U.S. Adults

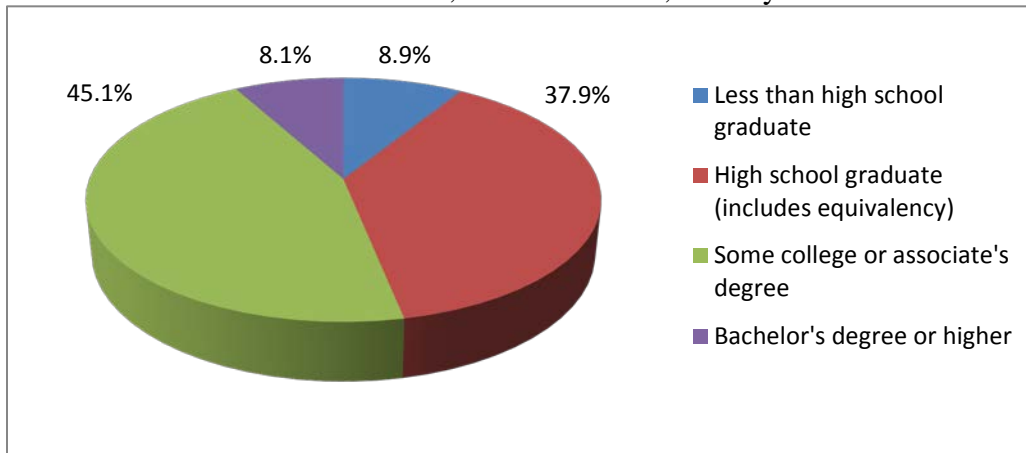
In October 2013, the U.S. Department of Education's National Center for Education Statistics (NCES) and its international partner, the Organization for Economic Co-operation and Development (OECD), released the results from the Program for the International Assessment of Adult Competencies (PIAAC). PIAAC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

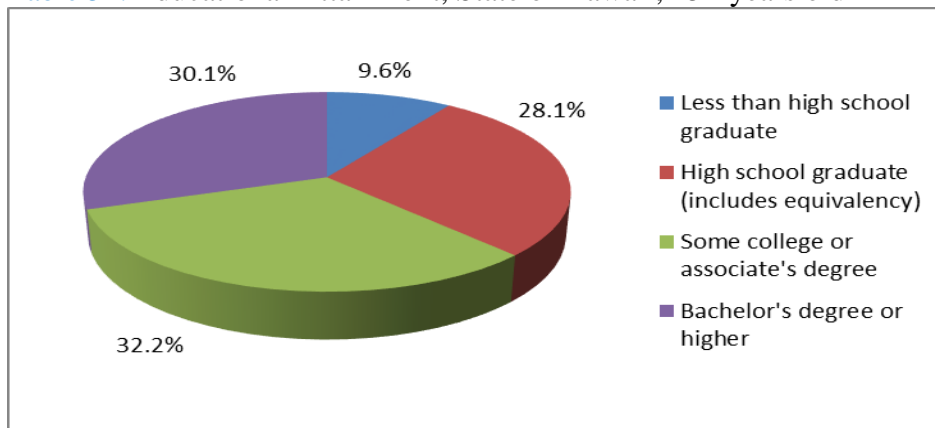


Source: U.S. Census Bureau, 2009-2013 American Community Survey 5-Year Estimates, Table S1501.

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.

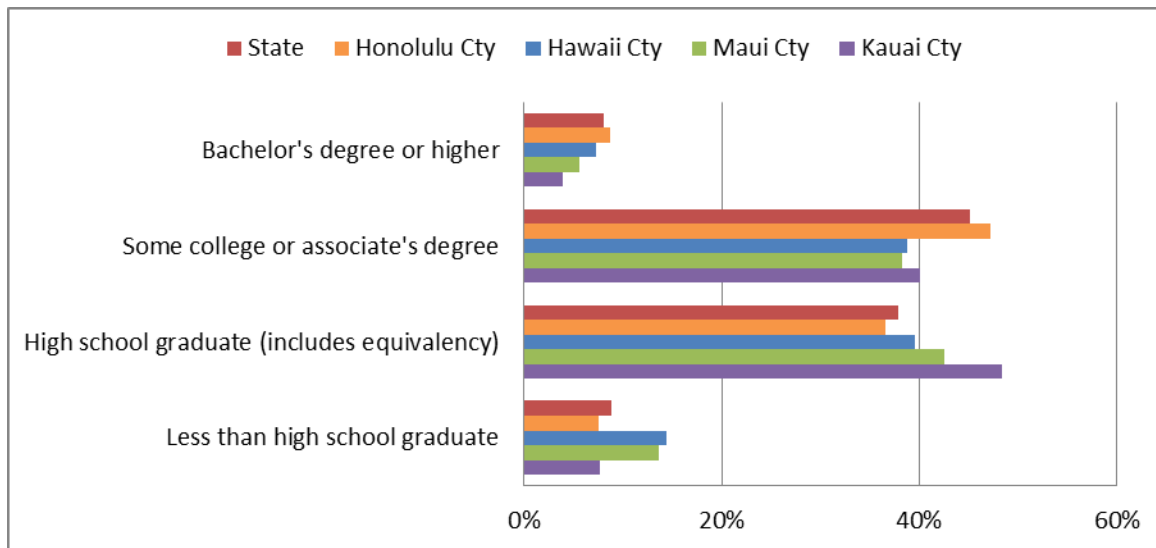
Among the four counties in Hawaii, Honolulu County fared the best in terms of educational attainment for youth aged 18-24 years old. Honolulu had the smallest percentage of those without a high school diploma and the highest share of those with some college or degrees.

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



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

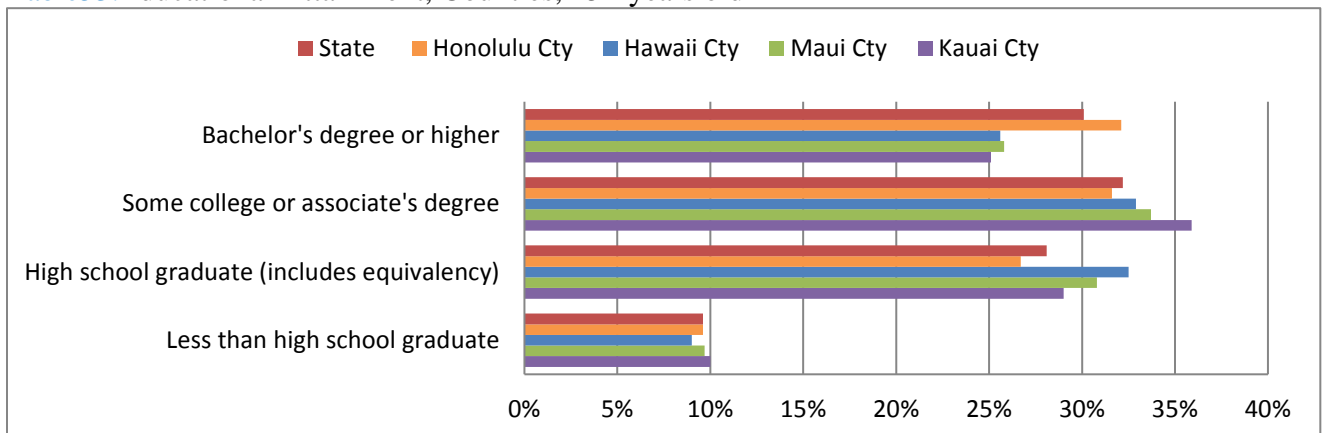
**Table 52.** Educational Attainment, Counties, 18-24 years old



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



Source: 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
<b>All Degrees</b>	<b>11,278</b>	<b>4,949</b>	<b>806</b>	<b>352</b>	<b>660</b>	<b>683</b>	<b>1,513</b>	<b>203</b>	<b>1,090</b>	<b>353</b>	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 four-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 fewer 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
Post baccalaureate 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
<b>Total</b>	<b>27</b>	<b>14,417</b>

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
<b>Any field of study</b>	<b>27</b>	<b>9,313</b>

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 job seekers 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

### **Individuals with Disabilities, Including Youth with Disabilities**

The reauthorization of the Rehabilitation Act under WIOA places a greater emphasis on the provision of transition services to youth and students with disabilities, especially their need for pre-employment transition services (PETS). The Notice of Proposed Rule Making (NPRM) for 34 CFR 361 and 363 released recently by RSA indicates that the comprehensive statewide needs assessment must include an assessment of the needs of youth and students with disabilities in the State, including their need for PETS. The project team has routinely included an assessment of the needs of youth in transition as a part of the CSNA, even though it was not required by RSA's 2010 technical assistance guide. We investigated the needs of youth and students with disabilities in this assessment and include the results in this section.

It is clear from the interviews and the survey results that youth with disabilities 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

Each of these PETS services was noted as a need on a recurring basis when discussing the needs of transition-age youth in Hawaii.

The Rehabilitation Act as reauthorized in WIOA also indicates that the following authorized services can be provided if funds remain after the provision of the five required services noted above:

1. Implementing effective strategies to increase the likelihood of independent living and inclusion in communities and competitive integrated workplaces;
2. Developing and improving strategies for individuals with intellectual disabilities and individuals with significant disabilities to live independently, participate in postsecondary education experiences, and obtain and retain competitive integrated employment;
3. Providing instruction to vocational rehabilitation counselors, school transition personnel, and other persons supporting students with disabilities;
4. Disseminating information about innovative, effective, and efficient approaches to achieve the goals of this section;
5. Coordinating activities with transition services provided by local educational agencies under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
6. Applying evidence-based findings to improve policy, procedure, practice, and the

- preparation of personnel, in order to better achieve the goals of this section;
- 7. Developing model transition demonstration projects;
- 8. Establishing or supporting multistate or regional partnerships involving States, local educational agencies, designated State units, developmental disability agencies, private businesses, or other participants to achieve the goals of this section; and
- 9. Disseminating information and strategies to improve the transition to postsecondary activities of individuals who are members of traditionally unserved populations.

The 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 emerged in the area of the needs of individuals in transition:

- 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.

Table 58 identifies the number of transitions age individuals served by DVR.

Table 58

*Transition Consumers Served by DVR*

<b>Applications</b>	2011	2012	2013	2014
Transition Age Youth	186	169	440	295
% of total	25.00%	27.00%	43.00%	34.00%
<b>Transition Consumers</b>				
Rehabilitation Rate	39.84%	20.12%	29.75%	22.22%
Overall DVR Rehab Rate	34.63%	23.5%	31%	45.45%
Difference	5.21%	-3.38%	-1.25%	-23.23%

**Observations Based on the Data:**

The number of transition-age youth that applied for DVR services increased significantly in 2013, more than doubling from the previous year. The number decreased in 2014, but remained at over one-third of the total population of individuals with disabilities seeking DVR services. The rehabilitation rate of this population has varied over the four-year period under study and has been below the overall rehabilitation rate for all DVR consumers the last three years.

**Barriers to Employment for Youth in Transition**

Respondents were asked if the barriers to achieving employment goals for youth in transition were different from the overall population of persons with disabilities. Of the 28 partner respondents, 53.6% (n = 15) indicated that the barriers to achieving employment goals were different for youth in transition. Respondents were then asked to indicate the top three barriers to achieving employment goals for youth in transition from a list of 18 barriers. Table 59 lists the

barriers along with the number of times each of the barriers was mentioned as one of the top three barriers for youth in transition by partner survey respondents.

Table 59. Top Three Barriers to Achieving Employment Goals for Youth in Transition

<b>Top three barriers to achieving employment goals: Youth in Transition</b>	<b>Times identified as a barrier (n)</b>
Poor social skills	10
Not having job skills	9
Employers' perceptions about employing persons with disabilities	6
Not having education or training	4
Not enough jobs available	2
Perceptions regarding impact of income on benefits	2
Other transportation issues	2
Mental health issues	1
Not having job search skills	1
Disability-related transportation issues	0
Language barriers	0
Other health issues	0
Lack of help with disability-related personal care	0
Not having disability accommodations	0
Housing issues	0
Substance abuse issues	0
Childcare issues	0
Convictions for criminal offenses	0

Poor social skills (n = 10), lack of job skills (n = 9), and employers' perceptions about employing persons with disabilities (n = 6) were the items most frequently mentioned in the top three barriers to achieving employment goals for youth in transition.

### **Barriers to Employment for Youth in Transition**

Staff respondents were asked if the barriers to achieving employment goals for youth in transition were different from the overall population of persons with disabilities. Of the 38 staff respondents, 60.5% (n = 23) indicated that the barriers to achieving employment goals were different for youth in transition. Respondents were then asked to indicate the top three barriers to achieving employment goals for youth in transition from a list of 18 barriers. Table 60 lists the barriers along with the number of times each of the barriers was mentioned as one of the top three barriers for youth in transition by staff survey respondents.

Table 60. Top Three Barriers to Achieving Employment Goals for Youth in Transition

<b>Top three barriers to achieving employment goals - Youth in Transition</b>	<b>Times identified as a barrier (n)</b>
Not having job skills	17
Poor social skills	15
Not having education or training	10
Not having job search skills	8
Employers' perceptions about employing persons with disabilities	4
Other transportation issues	4
Mental health issues	3
Language barriers	2
Disability-related transportation issues	2
Not enough jobs available	1
Substance abuse issues	1
Other health issues	1
Convictions for criminal offenses	1
Housing issues	1
Perceptions regarding impact of income on benefits	0
Not having disability accommodations	0
Lack of help with disability-related personal care	0
Childcare issues	0

Lack of job skills (n = 17), poor social skills (n = 15), and lack of education or training (n = 10) were the items most frequently mentioned by DVR staff as among the top three barriers to achieving employment goals for youth in transition.

### **Barriers to Accessing DVR Services for Youth in Transition**

Partner survey respondents were asked if the reasons for finding it difficult to access DVR services by youth in transition were different from the general population of persons with disabilities. Of the 28 respondents, 32.1% (n = 9) indicated that the reasons for finding it difficult to access DVR services by youth in transition were different from the general population of persons with disabilities. These respondents were then asked to indicate the top three reasons for finding it difficult to access DVR services by transition-aged youth. Table 61 lists the reasons along with the number of times each was mentioned as one of the top three barriers to access for youth in transition.

Table 61. Difficulties Accessing DVR Services for Youth in Transition

<b>Barriers to Accessing DVR Services for Youth in Transition</b>	<b>Times identified as a Barrier (n)</b>
Difficulties accessing training or education programs	4
Inadequate assessment services	3
Language barriers	3
Slow service delivery	2
Limited accessibility of DVR via public transportation	2
Inadequate disability-related accommodations	1
DVR staff are not responsive to communication from clients or potential clients	1
Difficulties completing the application	1
Other challenges related to the physical location of the DVR office	0
Difficulties completing the Individualized Plan for Employment	0
DVR staff do not meet clients in the communities where the clients live	0

Difficulties accessing education or training programs (n = 4), inadequate assessment services (n = 3), and language barriers (n = 3) were the items most commonly cited as presenting barriers to accessing DVR services for youth in transition.

### **Barriers to Accessing DVR Services for Youth in Transition**

Staff survey respondents were asked if the reasons for finding it difficult to access DVR services by youth in transition were different from the general population of persons with disabilities. Of the 38 respondents, 44.7% (n = 17) indicated that the reasons for finding it difficult to access DVR services by youth in transition were different from the general population of persons with disabilities. These respondents were then asked to indicate the top three reasons for finding it difficult to access DVR services by transition-aged youth. Table 62 lists the reasons along with the number of times each was mentioned as one of the top three barriers to access for youth in transition.

Table 62. Difficulties Accessing DVR Services for Youth in Transition

<b>Barriers to Accessing DVR Services - Youth in Transition</b>	<b>Times Identified as a Barrier (n)</b>
Difficulties completing the application	11
Difficulties accessing training or education programs	5
Other challenges related to the physical location of the DVR office	5
Slow service delivery	4
Difficulties completing the Individualized Plan for Employment	3
Limited accessibility of DVR via public transportation	2

Inadequate assessment services	2
DVR staff do not meet clients in the communities where the clients live	2
Language barriers	0
Inadequate disability-related accommodations	0

Difficulties completing the application (n = 11) was identified most commonly as a barrier to accessing DVR services for transition-age youth. Other barriers mentioned somewhat frequently were difficulties accessing training or education programs (n = 5) and other challenges related to the physical location of the DVR office (n = 5).

### **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 63.** 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 ten 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 64.** 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 skills 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 DLIR 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.

### 2. A. B. C. Workforce Development, Education and Training Activities Analysis

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

**Capacity to Provide Services:**

- 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**

<b>Activities</b>	<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• Assessment of experience, skills, and interests</li> <li>• Career guidance</li> <li>• Labor market information</li> <li>• Job search workshops</li> <li>• Referral to training &amp; other services</li> <li>• Referral of job seekers to job openings, include matching job requirements with job seeker experience, skills and other attributes</li> <li>• Helping employers with special recruitment needs</li> <li>• Assisting employers analyze hard-to-fill job orders</li> <li>• Supporting and managing Hawaii's PMIS, the state-sponsored Job Board</li> <li>• Federal bonding for at-risk employers</li> <li>• Facilitating Federal Tax Credit for hiring offenders, persons with disabilities, other target groups</li> <li>• Counseling and job referrals for veterans with significant barriers</li> <li>• Promoting hiring of veterans</li> <li>• Helping employers and employees deal with layoffs</li> </ul>	<ul style="list-style-type: none"> <li>• Long history of strong interagency partnerships</li> <li>• Relationships with business and industry</li> <li>• Responsiveness to business hiring needs</li> <li>• Statewide services</li> <li>• Use of technology such as self-service features in the PMIS</li> <li>• Resource Centers that provide public access to computers, internet, job search materials and job information</li> <li>• Access to other funding sources to assist job seekers and business</li> <li>• Flexibility in serving business and job seekers</li> </ul>	<ul style="list-style-type: none"> <li>• Funding levels constrain business outreach and individualized services to customers</li> </ul>

**Capacity to Provide Services:**

- Capacity is enlarged because of braided resources with partners such as Adult Ed, VR, TANF, Community Colleges
- Inadequate funding to support direct staff assistance to public during all office hours
- Insufficient funds for professional development

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

	progressive, articulated) <ul style="list-style-type: none"> <li>• Curricula and instructional strategies instill work readiness</li> <li>• Curricula competency-based rigorous and contextualized</li> </ul>	
<b>Capacity to Provide Services:</b> <ul style="list-style-type: none"> <li>• Existing structures have capacity to provide services.</li> <li>• Financial and other support for clients to access the services are a challenge.</li> </ul>		
<b>Community Services Block Grant Program</b>		
<b>Activities</b>	<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• Customized program to address effects of poverty</li> <li>• Community needs assessment</li> <li>• Child health services</li> <li>• Substance abuse services</li> <li>• Career planning</li> <li>• Worker training programs</li> <li>• Housing assistance</li> <li>• Employment search and placement assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Assists individuals in need into housing and sustainable employment</li> </ul>	<ul style="list-style-type: none"> <li>• More outreach and promotion to reach most in need</li> </ul>
<b>Capacity to Provide Services:</b> Sufficient staffing and resources to meet needs of individuals in poverty.		
<b>Indian and Native American Programs (CSP and SYSP)</b>		
<b>Activities</b>	<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• Training, career, and follow-up services for adults who need to enter, re-enter, retain, or upgrade their unsubsidized employment leading to self-sufficiency.</li> <li>• 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 which must include priority consideration for training programs that lead to recognized postsecondary credentials that are</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	

aligned with in-demand industry sectors of occupations or occupations in the local area; work experiences that have academic and occupational educational component; etc.	<p>Investment Act); and presently under WIOA.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<b>Capacity to Provide Services:</b> <ul style="list-style-type: none"> <li>• Statewide program with offices and staff on the islands of Hawaii, Kauai (also serving Niihau), Maui, Molokai (also serving Lanai), and Oahu.</li> <li>• Statewide program with offices and staff on the islands of Hawaii, Kauai (also serving Niihau), Maui, Molokai (also serving Lanai), and Oahu.</li> </ul>		
<b>Job Corps</b>		
<b>Activities</b>	<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• An academic and vocational skills training program for ages 16-24.</li> <li>• Residential program with free room and board.</li> <li>• A self-paced program that allows participants two years to complete the program.</li> <li>• Income eligibility is required.</li> <li>• 10 vocational options in addition to college and advanced training at another Job Corps Center.</li> <li>• Job Placement Services provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes career pathways.</li> <li>• Many opportunities to obtain industry recognized certification.</li> <li>• GED and C-Based diploma program</li> <li>• Recreational activities provided</li> <li>• Counseling services provided</li> <li>• Basic Medical , dental , mental health services</li> <li>• Open entry/open exit program</li> </ul>	

	<ul style="list-style-type: none"> <li>No cost to the participants.</li> <li>Driver's education available.</li> </ul>	
<b>Capacity to Provide Services:</b> <ul style="list-style-type: none"> <li>Hawaii Job Corps has the capacity for 211 students on Oahu and 128 on Maui.</li> </ul>		
<b>Local Veterans' Employment Representatives (LVER)</b>		
<b>Activities</b>	<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>Facilitates employment, training and placement services furnished to eligible veterans and spouses by the American Job Centers</li> <li>An outreach strategy that effectively links clients to jobs with achievable placement potential</li> <li>Employer seminars to promote the hiring of veterans</li> <li>Job search workshops conducted in conjunction with employers</li> <li>Engages veteran job search groups to facilitate access to employers</li> <li>Educates partner staff on veteran program initiatives and changes</li> </ul>	<ul style="list-style-type: none"> <li>All LVER staff finished professional development training required by DOL</li> <li>LVER are some of the most experienced staff in the agency</li> <li>LVER keep partner and American Job Center staff vigilant on program standards with services and changes.</li> </ul>	<ul style="list-style-type: none"> <li>Existing unfulfilled potential in collaborating with employers to create robust job search workshops and job search groups</li> <li>DOL has yet to establish uniform LVER performance standards for states</li> </ul>
<b>Capacity to Provide Services:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>		
<b>Disabled Veterans Outreach Program (DVOP)</b>		
<b>Activities</b>	<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>Provides intensive employment services to a prioritized group of eligible veterans and spouses as directed by the Secretary of DOL</li> <li>Facilitates placements with intensive service to 90% of all clients served</li> <li>Conducts relationship building, outreach and recruitment activities with other service providers in the area, to enroll priority clients</li> <li>Conducts targeted outreach to promote intensive employment services for priority clients</li> </ul>	<ul style="list-style-type: none"> <li>Hawaii DVOPs are on pace to achieve the DOL standard of 90% of clients served will receive intensive services</li> </ul>	<ul style="list-style-type: none"> <li>Working earnestly to master their craft to mitigate all shortcomings</li> </ul>

<ul style="list-style-type: none"> <li>Provides dynamic labor market information on occupational wage trends, growth projections, etc., resulting in sensible informed vocational decisions</li> <li>Assists clients with targeted cover letter and resume development</li> </ul>		
<b>Capacity to Provide Services:</b> <ul style="list-style-type: none"> <li>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.</li> </ul>		
<b>Senior Community Service Employment Program (SCSEP)</b>		
<b>Activities</b>	<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>Provides economically disadvantaged older persons, fifty-five years or older, an opportunity for employment</li> <li>Fosters useful part-time opportunities in community service activities</li> <li>Seniors earn income while developing employable skills</li> <li>Yearly physical examinations</li> <li>General and specialized training</li> <li>Opportunity for unsubsidized employment</li> </ul>	<ul style="list-style-type: none"> <li>Individualized plan for employment</li> <li>Meaningful activities outside the home environment, including the continuation of mental, physical and socialization activities</li> <li>Referral to other supportive services</li> <li>Workers' compensation coverage</li> <li>Eligible for unemployment benefits</li> <li>Earn social security credits</li> </ul>	<ul style="list-style-type: none"> <li>Limited number of slots available for program participation</li> <li>Participants lack education and experience to apply for high paying jobs</li> </ul>
<b>Capacity to Provide Services:</b> <ul style="list-style-type: none"> <li>Limited number of slots for program participants based on funding from USDOL</li> <li>Limited staffing to do employer outreach for unsubsidized employment placement</li> <li>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</li> </ul>		
<b>Temporary Assistance for Needy Families</b>		
<b>Activities</b>	<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>Work Program for families that receive TANF benefits</li> <li>Case Management</li> </ul>	<ul style="list-style-type: none"> <li>Statewide work program</li> <li>Partnership w/ other state &amp; county</li> </ul>	<ul style="list-style-type: none"> <li>Unable to assist families w/out children</li> <li>Must be TANF recipient to</li> </ul>



<ul style="list-style-type: none"> <li>▪ Assessments and Employment / Barrier Reduction Plan Development</li> <li>▪ Job Placement Services (subsidized and unsubsidized)</li> <li>▪ Job Search Assistance</li> <li>▪ Job Readiness Training</li> <li>▪ Work Experience</li> <li>▪ Education assistance (ABE, VET, Post-Sec)</li> <li>▪ Advocacy and supportive services for parents w/ DV-status, temp disabled (VR), substance abuse</li> <li>▪ Extended services through POS contracts with CBOs to provide services that meet TANF Purposes 1 and 2</li> </ul>	<p>agencies to provide specific services</p> <ul style="list-style-type: none"> <li>▪ Procure broad range of services under TANF Purposes 1 &amp; 2</li> <li>▪ Individualized case management services</li> <li>▪ Support service payments, i.e. transportation, work-related experience, education, child care, limited rent assistance through work program</li> <li>▪ Transitional supportive services for employed families who exit TANF</li> <li>▪ Assist families w/no TANF months but temporarily disabled, DV-status or recovering from substance abuse</li> </ul>	<p>participate in work program and TANF-eligible to receive procured CBO services (TANF Purposes 1 &amp; 2)</p> <ul style="list-style-type: none"> <li>▪ Temp disabled, DV-status and recovering substance abuse parents are considered work eligible individuals (i.e. meet work activity requirements)</li> <li>▪ Core educational activity limited to 12 months in lifetime</li> <li>▪ Other educational activities are non-core (i.e. ABE, JSK, EDRE)</li> <li>▪ Limited job search activities, 120 or 180 hours in 12-mos period</li> <li>▪ Requirement to meet Work Participation Rates</li> </ul>
<p><b>Capacity to Provide Services:</b></p> <ul style="list-style-type: none"> <li>▪ Design the work program to meet TANF families' needs, in accordance with federal regulations.</li> <li>▪ Continue to develop partnerships with other workforce development agencies (public and private)</li> <li>▪ Continue to develop partnerships with UH/CC</li> <li>▪ Better inform work program participants and case managers of available education and training opportunities and resources</li> <li>▪ Connect work program participants, case managers, educational institutions and employers</li> <li>▪ Able to service TANF recipient families statewide but limited/no resources to service 2<sup>nd</sup> parents of 2-Parent TANF families</li> <li>▪ Limited to 60 TANF months in lifetime</li> <li>▪ 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)</li> </ul>		

<b>Trade Adjustment Assistance (TAA) Programs</b>		
<b>Activities</b>	<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• Reemployment and case management services</li> <li>• Training</li> <li>• Job search allowance</li> <li>• Relocation allowance</li> <li>• Additional unemployment insurance in the form of Trade Readjustment Allowances (TRA)</li> <li>• Health Coverage Tax Credit (HCTC)</li> <li>• A wage subsidy for re-employed workers aged 50 or older</li> </ul>	<ul style="list-style-type: none"> <li>• Provides in-depth training and support for trade-affected workers for job training and/or job search</li> <li>• Offers older workers (50+ years old) a choice of training or income support if working part-time</li> </ul>	<ul style="list-style-type: none"> <li>• Services available to limited population who are adversely affected by foreign trade as certified by USDOL</li> <li>• Petitioning process takes time, requires data about employer's business and reasons for layoffs</li> </ul>
<b>Capacity to Provide Services:</b> <ul style="list-style-type: none"> <li>• Extensive support for TAA participants</li> <li>• Allows requests for more funds, as needed for eligible participants</li> </ul>		

### **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, Participant Management Information System (PMIS) 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 ex-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 DLIR, Workforce Development Division has been contracted by the State Department of Public Safety (PSD) to provide job search and job placement activities to offenders or parolees in Kona on Hawaii County. These activities include conducting an assessment of their employability skills, job interest, and academic levels and providing them with job readiness, computer literacy and other 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 the PMIS in order to receive UI benefits. These requirements assist claimants with their job search efforts and allow employers to search for potential employees.

All initial claimants for UI, except those who are referred to jobs by union halls or partially employed, are mandated to attend Reemployment Services and Eligibility Assessment (RESEA) workshops and individual sessions conducted by WDD and UI staff to facilitate the claimant's transition to employment. Priority is given to those claimants who are most likely to exhaust UI benefits through a statistical analysis of factors associated with exhaustion. This program is a refinement of its predecessor program, Reemployment Eligibility Assessment, which also mandated UI claimants to attend similar workshops and individual sessions, but required a control group. Having a control group enabled the difference to be calculated among UI claimants who participated in the mandatory sessions versus those who did not. Results showed that the program reduced the duration of UI benefits by an average of one week, which amounted to a net reduction of about \$2 million in UI trust fund costs each year. Its success led to the RESEA program that did away with a control group and required almost all UI claimants to participate.

#### **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.<sup>26</sup> Hawaii's Superintendent endorsed the findings of

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<sup>26</sup> 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.

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 HIDOE work team consisting of members of the WDC (including its Chair), UH, 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**

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 federal 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 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 WIOA, 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 WIOA 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**

Registered Apprenticeship is an employer-driven model that combines on-the-job learning with related classroom instruction that increases an apprentice's skill level and wages. It is a flexible training strategy that can be customized to meet the needs of every business. Apprenticeship is also an "earn and learn" model – apprentices receive a paycheck from day one, so they earn wages while they learn on the job. DLIR is the State Apprenticeship Agency for Hawaii that is recognized and authorized by USDOL Office of Apprenticeship to oversee and report on Registered Apprenticeship programs as well as approve transactions such as new apprentice registrations and completions for each individual. Currently, the vast majority of apprenticeship programs in Hawaii are in construction trades, but apprenticeship programs are also found in utility companies and hotels. Lists of Hawaii's construction apprenticeship programs (union and non-union) and non-construction apprenticeship programs are found at:

<http://labor.hawaii.gov/wdd/home/job-seekers/apprenticeship/type-of-apprenticeships-available/>

Because apprenticeship is a proven strategy for building a highly-skilled workforce with low turnover, USDOL has been encouraging the expansion of apprenticeships to other occupations and industries such as healthcare and Information Technology (IT). The federal American Apprenticeship Initiative (AAI) grant administered by DLIR registered its first IT Apprenticeship program and IT apprentice in July 2016 and plans to increase the number of IT apprenticeship programs and apprentices by the end of the grant in 2020. A new two-year State



Apprenticeship Accelerator grant will support apprenticeship staff capacity building, employer engagement, and more integration with WIOA and AJCs.

### **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%.<sup>27</sup>

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<sup>27</sup> [http://www.doleta.gov/tradeact/TAPR\\_2013.cfm](http://www.doleta.gov/tradeact/TAPR_2013.cfm)



- **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.<sup>28</sup>
- **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 six 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."<sup>29</sup>

### **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.

### ***B. State Strategic Vision and Goals***

#### **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

<sup>28</sup> HireNet Hawaii data for period from October 1, 2011 to September 30, 2015

<sup>29</sup> 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.

priorities can be seen here: <http://governor.hawaii.gov/governor-david-iges-priorities-for-hawai%CA%BB/>.

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 job seekers 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:*

- Goals for preparing an educated and skilled workforce, including individuals with barriers to employment, and*
- 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 veterans, unemployed workers, youth with disabilities, 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 job seekers 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 Plan through the following mechanisms:

- state and local level fiscal and programmatic monitoring;
- surveys of stakeholders;
- data validation; and
- analysis of data.

In general, WDC will implement the following strategies to assess the overall effectiveness of the workforce system:

1. Conduct annual on-site and desk monitoring of workforce service providers.
2. Review quarterly reports of workforce services providers to ensure performance benchmarks are being met.
3. Conduct periodic customer satisfaction surveys, including mystery shopper, and data validation.

4. Require corrective action plans from providers who fail to meet expenditure targets and performance goals.
5. Specifically, in relation to Hawaii's vision and goals, the following will be done:

Strategic Vision or Goal	How Overall Effectiveness will be Assessed	How Results will be Used to Make Continuous/Quality Improvements
<b><u>Vision:</u></b> All employers have competitively-skilled employees and all residents have sustainable employment and self-sufficiency.	<ol style="list-style-type: none"> <li>a. Compile existing survey results from groups such as chambers of commerce, Hawaii Employers Council and unions on shortages of competitively-skilled workers and track improvements/decline over time.</li> <li>b. Use survey results from the Department of Labor and Industrial Relations Research and Statistics Office to measure employer satisfaction with job seekers and employee satisfaction with their jobs.</li> <li>c. Solicit anecdotal statements from the State/Local Board, skill panel employer network for feedback on recruitment experiences.</li> </ol>	<ol style="list-style-type: none"> <li>i. Services offered by core and mandatory programs will be revised to correct deficiencies and produce better outcomes.</li> <li>ii. Academic coursework and paid as well as unpaid work experience opportunities will be modified to adapt to industry needs.</li> </ol>
<b><u>Goal 1:</u></b> Provide coordinated, aligned services	<ol style="list-style-type: none"> <li>a. Determine starting points and end goals for areas slated for alignment e.g. MIS systems, co-location of core and mandatory partners, etc.</li> </ol>	<ol style="list-style-type: none"> <li>i. Consult end users to determine whether revised processes or systems are working.</li> <li>ii. Make adjustments to improve.</li> </ol>

Strategic Vision or Goal	How Overall Effectiveness will be Assessed	How Results will be Used to Make Continuous/Quality Improvements
	b. Assess progress on a quarterly basis and take corrective action as needed.	
<b>Goal 2:</b> Prioritize services to veterans, unemployed workers, youth with disabilities, homeless individuals and Native Hawaiians	a. Determine baseline participant counts and their educational and employment outcomes. b. At least annually compute the difference between the baseline and actual counts of participants served and their educational and employment outcomes. c. Survey case managers/ counselors, and participants to gauge levels of customer satisfaction.	i. Use data acquired to evaluate outcomes relative to the number served and the complexity of barriers they face. ii. Engage community partners and Local/State board members in finding solutions to problems.
<b>Goal 3:</b> Develop sector strategies and a career pathways system that integrates education and training, and moves skilled job seekers into growth industries	a. Catalogue existing sector strategies and career pathways and compile data on the movement of job seekers into jobs (indicate whether jobs are related to education/training and if they are in growth industries) b. Consult agricultural, healthcare and other skills panels on the status of their initiatives.	i. Work closely with employers and education partners to expand and/or modify strategies and pathways for high demand occupations and industries. ii. Coordinate efforts with the skills panels.
<b>Goal 4:</b> Augment high employment rate.	a. If data is available, document unemployment rates for priority	i. Adjust strategies and/or programs to improve employment

Strategic Vision or Goal	How Overall Effectiveness will be Assessed	How Results will be Used to Make Continuous/Quality Improvements
	populations listed in <b>Goal 2</b> and track improvements or set-backs over time. b. Do the same for in-demand occupations.	outcomes as needed and when possible.
<b>Goal 5:</b> Fully engage employers in the workforce development system to address the talent shortage.	a. Begin by addressing State/Local board and skill panel member recommendations for resolving the talent shortage. Evaluate outcomes.	i. Refine methodology. ii. Expand network of employers/ community partners when practical.

In addition, each core partner will employ their own strategies to ensure effectiveness of services:

1. WDD will conduct on-site monitoring of branch sites.
2. DVR will conduct random case reviews annually.
3. Adult Education will conduct on-site and desk review monitoring, and require grantees to pursue WASC accreditation.
4. One-stop providers will conduct an annual internal self-assessment.

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 2<sup>nd</sup> and 4<sup>th</sup> 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.*

## 1. 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 Memoranda of Agreement (MOA) 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 unemployed workers, veterans, youth with disabilities, 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 job seekers 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 PMIS and have 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 PMIS by promoting the benefits of using it; 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, "one is a placement for all." Meaning that if Workforce Development (WDD) is able to place a job seeker with a company; that can open the doors for all core partners to do so in the future.

***NOTE:** USDOL will 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 County 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, HIDOE, 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 job seekers 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 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 job seekers 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/>
- Hawaii Department of Education  
[www.mcsahawaii.org](http://www.mcsahawaii.org) (McKinley Community School for Adults)  
[www.wscahawaii.org](http://www.wscahawaii.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/](http://uhcc.hawaii.edu/OVPCC/workforce_academic/)
- Chamber of Commerce Hawaii  
*For more information:* <http://www.cochawaii.org/>
- Society for Human Resource Management Hawaii 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/>
- Hawaii Island Economic Development Board  
*For more information:* <http://www.hiedb.org/>
- Hawaii'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/Item\\_2\\_Governor\\_s\\_Report.pdf](http://www.hawaii.edu/offices/bor/sbcte/materials/201505210900/Item_2_Governor_s_Report.pdf)  
[http://www.hawaii.edu/offices/bor/sbcte/materials/201505210900/Item\\_3\\_Review\\_of\\_DOE\\_UHCC\\_and\\_DPS\\_2015\\_Perkins\\_Basic\\_Grant\\_Annual\\_Plans.pdf](http://www.hawaii.edu/offices/bor/sbcte/materials/201505210900/Item_3_Review_of_DOE_UHCC_and_DPS_2015_Perkins_Basic_Grant_Annual_Plans.pdf)
- Hawaii 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/](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 a 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 a high school diploma, short-term OJT and/or a certificate or credential:*

Home Health Aide, Personal Care Aide, Certified Nurse 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.

*2. 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.

## 1. State Board Function

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

*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.*

### A. Core Program Activities

Core program activities are described in each program's subsection of the Plan below; however 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 Disability Employment Initiative (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 (BLN) 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 the PMIS, a 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; and Trade Adjustment Act. 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 by the vendor to Core Partners. DVR's data specialist and the WIOA data specialist attended a conference in California convened by the vendor. 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 the current system as their centralized data base to facilitate coordination of services to job seekers 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 the PMIS that will populate the fields required for registration in the system. DVR participants who use the PMIS 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 the PMIS 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 the PMIS, 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 job seekers in the system. Often, the first service prompting registration in Wagner-Peyser is a search for jobs posted in the PMIS, 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 the PMIS system 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.*

#### **B. Alignment of Core Program Activities to Non-Core Program Activities**

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 the PMIS for staff and job seekers 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 ten 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 and/or Adult Education.

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.*

### **C. Coordinated Services to Individuals**

WDC will facilitate the development of a common intake and assessment process for Hawaii's workforce development system in the coming year (FY17) for all core partner services, one-stop providers, and other workforce service providers. The intent of this process will be to gather comprehensive and consistent information so that appropriate workforce development services will be provided. Referrals will be made to services that are deemed appropriate and each provider will be responsible for following up with those referrals in order to provide services. This process will help coordinate and align services that are provided through the workforce development system and will ensure those needing services through the workforce system are receiving appropriate services.

This common intake and assessment process will also help to ensure that workforce services are streamlined and aligned across agencies, so that providers are providing the services they are specifically funded to provide rather than all providers attempting to "do it all for everyone that comes through their doors."

Targeted outreach efforts will be coordinated with Veterans Services, postsecondary institutions, employers, community service providers, etc., to ensure that vulnerable populations, including unemployed workers, youth with disabilities, Native Hawaiians, homeless individuals and ex-offenders in re-entry are able to access needed services and are given priority of services. This common intake and assessment process will be implemented July 1, 2017.

### **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% bachelor 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.*

#### **D. Coordinated Services to Employers**

<b>Employer Partners</b>	
<ul style="list-style-type: none"> <li>• Federal/State/County Governments</li> <li>• Department of Defense</li> <li>• Safeway</li> <li>• Longs/CVS</li> <li>• Society of Human Resource Managers</li> <li>• Hospitality and Tourism Industry</li> <li>• Starwood Hotels</li> <li>• Healthcare</li> <li>• Construction</li> <li>• Agriculture</li> </ul> <p><b>Top 50 Employers:</b>  Y. Hata &amp; 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 &amp; Resorts Worldwide, Inc.  Starbucks Corporation  Snelling Staffing, LLC  Securitas Security Services USA, 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. Bloomingdale's, Inc. Bishop & Company, Inc. Bank of Hawaii AT&T, Inc. Aston Hotels & Resorts

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. .	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 the PMIS 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.

WDC, core partners and one-stop service providers will provide ongoing outreach to employers in order to identify staff needs and fill them. They will provide technical assistance to employers related to hiring and maintaining individuals with disabilities, they will work with employers on ADA compliance, provide education, training and credentials to low-skilled adults and youth for specific jobs, will establish a Business Leadership Network to engage employers in order to identify and meet their needs, expand the capacity of the one-stop providers to serve individuals with disabilities, provide more workplace training and provide customized training to employers, such as OSHA.

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.

**E. Partner Engagement with Education Institutions**

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

The WDC has worked closely with the following entities on a wide range of workforce development issues:

Transition services will be a significant focus of Hawaii’s workforce development system under WIOA. Adult Education will employ transition coordinators to assist those who complete adult education service transition into postsecondary programs for credentials. Adult Education will also offer dual enrollment options for students in order to help them more readily complete education and training requirements for credentials and employment. Veterans counselors on each campus will be utilized to target veterans and assist their access to postsecondary education and training programs.

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 WDC, 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.*

**F. Partner Engagement with Other Education and Training Providers**

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

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, video game designer and entrepreneur 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 21<sup>st</sup> 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 ten 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.*

### **G. Leveraging Resources to Increase Access to Workforce Development**

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 Skills Panels, has actually improved the alignment of "siloes" 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.***

## **H. Improving Access to Postsecondary Credentials**

All workforce service providers will emphasize access to postsecondary education and training in order that more job seekers acquire the skills, knowledge and credentials they need to get meaningful employment. Transition services provided by core partner agencies will ensure job seekers get into and through postsecondary programming by providing the necessary support in order that they persist through the achievement of a credential. The following strategies will ensure improved access to postsecondary credentials in Hawaii:

- Ensuring postsecondary institutions have quality education and training programs that prepare job seekers for the jobs that are available in the state. This will require strong collaboration among employers, postsecondary institutions and workforce development providers.
- Ensuring that postsecondary education and training is accessible to job seekers so they have the financial resources and support services necessary to obtain credentials and enter employment.
- Providing aggressive outreach throughout the state to assist vulnerable populations, including unemployed workers, veterans, individuals with disabilities, Native Hawaiians and home individuals access to postsecondary education and training.

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.

DVR is collaborating with Adult Education and Literacy from the Department of Education, the Workforce Development from the University of Hawaii Community Colleges and the Workforce Development Division from the Department of Labor to improve access to postsecondary credentials for individuals with disabilities. Workforce Development will identify employer needs specific to each county. VR will meet with those employers to ascertain the work skills and training needed to qualify for employment with the companies; not limited to “entry level positions.” If postsecondary training is available, VR will provide financial and case management support. If customized postsecondary training is needed, VR will work with Adult Education to develop postsecondary training.

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.*

## **I. Coordinating Activities with Economic Development Strategies**

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/](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 four 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-that support implementation of state strategies (i.e., labor market information systems, data systems, communication systems, case management systems, job banks, etc.)*

### **1. A. State Operating Systems and Policies**

Hawaii's Workforce Development System uses a standardized record data collection by means of a Virtual One-Stop (VOS) participant management information system (PMIS). The system will be WIOA compliant related to data collection and maintenance. The system will collect all new required performance data as well as the new employer engagement data.

Access to the electronic data maintained by in the system is limited to such persons authorized by WDC and WDD who have legitimate need. Information contained in the PMIS is used only for the purposes intended.

The PMIS provides core employment services to individuals via the internet. Job seekers are able to create and post their resumes on line, find available jobs in Hawaii, assess their skills, get career information, review the latest labor market data, and locate suitable training.

Employers are able to post their job openings, search through resumes for possible candidates, and access industry statistics. Employers may also receive direct referrals from the PMIS virtual recruiter to assure they get the best match for their positions. These services are available at no cost to the employer.

The PMIS matches job seekers and employers and provides immediate notification when a match is found. The system also provides labor market information to all users. It directly accesses data stored in the America's Labor Market Information System (ALMIS) structure. The system displays occupational wages, industry projections, unemployment statistics, economic indicators, and industry data.

Career Kokuia (CK, <https://careerkokua.hawaii.gov/>), the Hawaii Career Information Delivery System, is a comprehensive system that provides current occupational, educational, and related information that is easily accessible. It also provides localized career information from Hawaii employers and training providers. CK covers over 90% of the employment and all licensed and accredited training programs and postsecondary schools in Hawaii. It also provides information on job searching, job success, and links directly to the PMIS, the state's job matching system. The information on CK is available to One-Stop career counselors and to job seekers through their counselors.

Hawaii's Workforce Infonet (HIWI, <https://www.hiwi.org/vosnet/Default.aspx>) is one of the required deliverables of Hawaii's Workforce Information Grant. It is a virtual Labor Market Information (LMI) system that is capable of delivering labor market information, projections data, labor force statistics, employment/unemployment and employer data, industry and occupational information, local employment dynamics, and wage information. The system is designed to meet the labor market information needs of the State's workforce system, the general public, including job seekers and employers; labor market intermediaries such as employment counselors, case managers at the One-Stops, community-based organizations who help

individuals find a job or make career decisions, policymakers, employment and economic program planners and operators; researchers, data providers, and the media. Data from HIWI is integrated into the PMIS labor market information modules and HIWI includes linkages to the job search component that provides real-time job and applicant information.

The HIWI system consists of the following components:

- **HIWI home page:** Highlights the latest articles tables, publications, and links. It features a powerful search engine that scans web pages, articles, data, and Portable Document Files (PDF) which help users explore and find information within the site.
- **Latest reports:** Points users to the latest employment and wage data, employment forecasts, job opportunities in the State, and the newest online releases.
- **Press release:** Provides direct links to the Department's current press release and accompanying data.
- **Quick data links:** Provides direct links to topics that are of interest to workforce development professionals, researchers, economists, program planners, and others. Topics include unemployment, job count, wages, employment projections, industry information, employer information, and local employment dynamics.
- **Services for job seekers:** Includes a dashboard of services and information for job search, training, and assistance.
- **Services for employers:** Provides a dashboard of services for recruitment and information on job market trends and other helpful information for employers.
- **Data dashboard and tools:** Features information available in the system such as employment, unemployment, wages, labor market facts, occupational and industry projections, and other related information.
- **Publications and Tables:** A menu of quick links to data sets produced by the Research and Statistics Office. In addition to publications, users are able to download the latest data tables.

WDC maintains webpages (<http://labor.hawaii.gov/wdc/>) on the State of Hawaii/DLIR website. WDC posts meeting notices, meeting minutes, plans, reports, and WIOA bulletins on the site to be available for public access and for access by local boards and service providers. The site also contains links to the various workforce entities and other pertinent sites.

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

#### **B. Data-Collection and Reporting Processes**

Hawaii's Workforce Development System uses Geographic Solution's Virtual One Stop (VOS) for service delivery, program enrollment and federal reporting. The system helps match job seekers with employers and provides access to self-service labor exchange services. The VOS tracks every service provided. Services are tracked and measured by individual, event, location, and staff member.



The employer features include tools for creating and posting jobs online and searching for candidates either through quick, simple searches or through more advanced searches using multiple criteria.

The system's fully integrated case management tools for staff and management provide the ability to create, track, share, and report participant information for multiple programs. Case management reports enable staff to monitor their caseloads in preparation for quarterly and annual reporting. Staff can investigate and update participant data to promote positive outcomes for program participants. The programs that the Individual Case Management modules support include:

- WIOA
- Wagner-Peyser Act
- Migrant and Seasonal Farm Workers Program (MSFW)
- Worker Profiling and Reemployment
- WIOA Title I Adult Dislocated Worker and Youth
- Trade Adjustment Assistance (TAA)
- Veterans Employment and Training

One Stops are required to collect specific information during the intake process and update as needed, paper files and the VOS database system data pertaining to an individual's participation in WIOA Title I, Title III, and TAA programs. A working group consisting of the WIOA core partners, mandatory partners, and One-Stop case managers are collaborating on a common intake system to become WIOA compliant.

The data collection system collects information on the quality and quantity of services provided to: program applicants, applicants for program employment, registrants, eligible applicants/registrants, participants, "terminees," and employees. The VOS reports the core indicators of the workforce system's performance, including job placement rates, earnings, employment retention, skill gains, and credentials earned. The system will be WIOA compliant related to data and information collection and maintenance. The system will collect all new required performance data as well as the new employer engagement data.

The reports component of the VOS allows WDC authorized staff to run various federal reports on specific data sets at any time from their own workstations. Reports run in real time and there is no requirement to export data to an external reporting system. Staff can specify federal report parameters such as the timeframe (e.g. Fourth Quarter, 2015) and location (e.g. a specific LWBD or Office).

Every quarter, the WDC Data Coordinator extracts the data necessary for reporting to the Participant Individual Record Layout (PIRL) from the VOS and requests the data match with the Unemployment Insurance Division (UI) wage records. This process is also used for the annual report. The Coordinator follows the schedule for PIRL reporting.

The system accommodates any change of U.S. DOL-mandated data elements, categories, and/or reports and has flexible core components that are modifiable to meet any new federal reporting



requirements. New system releases address areas related to federal changes such as WIOA, as well as supporting state and federal initiatives. The system satisfies the current Common Measures reporting.

WDC is working on updating the MOU with UI. WDC and WDD have also completed new PACIA agreements with WRIS, the Wage Record Interchange System to obtain out-of-state wage records. The WDC Data Coordinator is responsible for requesting and reporting the WRIS data.

The records of applicants, registrants, eligible applicants/registrants, participants, “terminees,” employee, applicants for employment, and other required records must be maintained for a period of three years from the close of the applicable program year. [OMB 20 CFR 200.333: Three years from submission of final expenditure report.]

Access to the electronic data maintained by in the system is limited to such persons authorized by WDC and WDD who have legitimate need. Information contained in the PMIS is used only for the purposes intended.

Medical information for a participant shall be collected only when necessary to fulfill the intent of the program. Such information shall be confidential and kept separate from the participant’s general information where feasible.

DVR uses a web-based automated vocational rehabilitation case management system known locally as *Akamai*. It is a commercial off-the-shelf system sold under the software label Aware. *Akamai* is hosted by its developer Alliance Enterprises, Inc., (Alliance) located in Dupont, Washington. *Akamai* is able to manage Vocational Rehabilitation and Older Blind case types, track efficiency, costs, and meet all federal Rehabilitation Services Administration (RSA) data management and reporting requirements.

Hawaii’s adult education programs utilize LACES by LiteracyPro Systems, Inc., a cloud-based system that manages student performance, provides outcome management, access to reports, and satisfies federal requirement of reports with automatic modifications. LACES will be able to report the new WIOA performance measures,

Current plans are for extracts of the Vocational Rehabilitation and Adult Education data to be sent to Hawaii’s State Longitudinal Data System, DXP. DXP will request the wage match from UI and provide data to WDC to be reported on the PIRL for DVR and AEFLA. DXP has an MOU with UI for the wage data. WDC’s data coordinator is responsible for completing and submitting the PIRL.

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

## **2. State Policies**

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. The State Board meets at least once per quarter. The Local Boards present written and oral reports at each of these meetings.

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.

WDD has issued WIOA bulletins, Wagner-Peyser Job Service Bulletins, and “Hirenet Hawaii” Bulletins; and WDC as the current administrative entity for Title I funds has also issued WIOA bulletins starting in 2015. These bulletins provide policies and guidance for the statewide workforce development system. For accessibility to the workforce system, WIA and WIOA bulletins are posted on the WDC website at: <http://labor.hawaii.gov/wdc/wia-docs/>.

The following Operating Policies have been issued:

- WIOA 01-15 Mailing List
- WIOA 01-15 Communication System
- WIOA 02-15 Hirenet Maintenance fee
- WIOA 03-15 Initial Local Area Designation Application
- WIOA 03-15 Performance Summary
- WIOA 03-15 Initial Designation
- WIOA 04-15 Local Board Member Requirements
- WIOA 04-15 Certification Request
- WIOA 05-16 Distribution of WIOA Bulletins and Memoranda
- WIOA 09-16 Initial Local Plan Guidance
- WIOA 10-16 Eligible Training Provider Policies and Procedures
- WIA Bulletin 5-00 Conflict of Interest
- WIA 5-03 Grievance Procedures
- WIA 13-04 Incident Report Procedures
- WIA 4-00 Change 1: Revised WIA Nondiscrimination and Equal Opportunity Provisions
- WIA 07-05 Veterans’ Priority
- WIA 9-09 Data Validation Policies and Procedures
- WIA 07-05, Change 2 Implementation of Priority of Service for Veterans and Eligible Spouses

FISCAL POLICIES:

Fiscal Forms:

Adult/Dislocated Worker/Local Administrative Cost Forms:

- Budget Detail A
- Budget Detail A-1, Personnel Cost of Subrecipient Staff
- Budget Detail A-2, Equipment Purchases
- Budget Detail A-3, Travel; Intra-State
- Budget Detail A-4, Travel; Inter-State
- Budget Detail A-5, Contractual Services-Subcontracts
- Budget Detail B. Worksheet by Funding Source
- Budget Information Summary

Youth Forms:

- Budget Detail A
- Budget Detail A-1, Personnel Cost of Subrecipient Staff
- Budget Detail A-2, Equipment Purchases
- Budget Detail A-3, Travel; Intra-State
- Budget Detail A-4, Travel; Inter-State
- Budget Detail A-5, Contractual Services-Subcontracts
- Budget Detail B. Worksheet by Funding Source
- Budget Information Summary

Rapid Response Forms:

- Budget Detail A
- WIA 6-00 WIA Financial Management Manual
- WIA 9-02 Resolution of Findings from Monitoring and Oversight Reviews
- WIA 14-04 Revisions to OMB Circulars A-87, A-122, and A-21

The following policies and procedures are currently being drafted and will be issued by September 30, 2016:

- Conflict of Interest
- Infrastructure Funding for One Stops
- Priority of Service
- Memoranda of Understanding or Agreement
- Certification of One Stops

The following policies and procedures will be issued by December 31, 2016

- Sector/Career Pathway Approach
- Job Seeker Services (Including Enrollment) Framework
- Data/Program Reporting/Data Validation
- Coordination Points with Other State/Federal Programs
- Self-Employment

**FISCAL POLICIES AND PROCEDURES WILL BE ISSUED BY THE FOLLOWING DATES:**

- Oversight and Monitoring 10/31/16
- Procurement WDC uses Hawaii State Procurement law (9/30/19)
- Business Services Framework 1/31/17
- Records Retention/Access to Records 12/31/16
- Audit Requirements and Audit Resolution 12/31/16

- Indirect Costs (IDC Approval for DLIR dated 1/14/16)
- Financial Reporting-process and timelines 9/30/16
- Program Income 1/31/17
- Personnel: meals, leave, payroll/time,
- distribution, pension, severance, travel 10/31/16
- Salary/Bonus Limitation 12/31/16
- Allowable Costs/Cost Limitations Tracking 12/31/16
- Cash Management 12/31/16
- Closeout 3/31/17
- Debt Collection 1/31/17
- Fixed Assets Inventory and Disposition 1/31/17
- Petty Cash 12/31/16
- Property Management 1/31/17
- Intellectual Property (Creative Commons) 1/31/17

In addition, to avoid confusion, the WDC staff will review all bulletins to determine which bulletins are not currently in effect and remove them from the website. When that work is complete, the website will be a useful and up-to-date resource for local boards, board members, service providers, and members of the public. This review should be completed by December 31, 2016.

#### METHODS OF ADMINISTRATION

DLIR has appointed a new Equal Opportunity Officer. The State WIOA Officer Position Description is posted here: <http://labor.hawaii.gov/wp-content/uploads/2015/10/20151013EEO-Compliance-officer-42360.pdf>

An executive DLIR committee has started to update DLIR's Methods of Administration and has a completion goal of the end of the 2017 legislative session. These policies are:

- Designation of State and Local Level EOO
- Notice and Communication
- Assurances, Job Training Plans, Contracts, Policies, and Procedures
- Universal Access
- Compliance with Sec. 504 of the Rehabilitation Act
- Data Information Collection and Maintenance
- Monitoring Recipients for Compliance
- Complaints Processing Procedures
- Corrective Actions/Sanctions
- WIOA Compliant Grievance Procedures, Incident Reporting
- WIOA Non-Discrimination/EEO Policy

In addition, the State of Hawaii includes the following assurance:

As a condition to the award of financial assistance from the Department of Labor under Title I of WIOA, the grant applicant assures that it has the ability to comply with the nondiscrimination and equal opportunity provisions of the following laws and will remain in compliance for the duration of the award of federal financial assistance:

- Section 188 of the Workforce Innovation and Opportunity Act (WIOA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions, transgender status and gender identity), national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship status or participation in any WIOA Title I-financially assisted program or activity;
- Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color and national origin;
- Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;
- The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and
- Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.

The grant applicant also assures that, as a recipient of WIOA Title I financial assistance, it will comply with 29 CFR part 38 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the WIOA Title I-financially assisted program or activity, and to all agreements the grant applicant makes to carry out the WIOA Title I-financially assisted program or activity. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.”

### **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).*

#### **A. State Agency Organization**

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 allocates funds by federal formula to the four 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 (LWDBs). Adult and Dislocated Worker Program service providers are either selected through government to government contracts or competitively procured. The LWDBs can operate the youth programs directly or competitively procure them.

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. This bill passed 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)

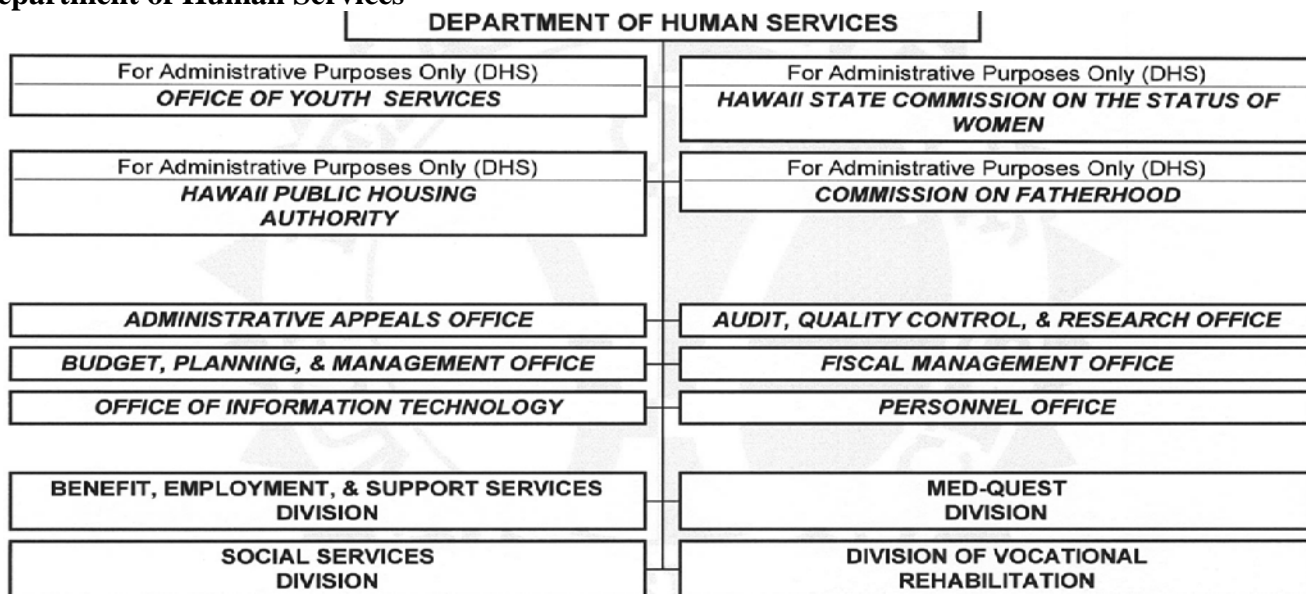
**Department of Labor and Industrial Relations Organizational Chart** (See appendix 3)

**Department of Education**

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



## Department of Human Services



## B. State Board - Membership Roster

The Council consists of forty-one (41) members. A majority of twenty-one board members represent the private sector organizations. Of these, four 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 the Governor, four members of the Governor's cabinet, all four county Mayors, two 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 Governor, 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

<b>Private Sector Members (Majority of the Board)</b>	<b>Consists of Members</b>		<b>21 Members</b>
	Representing Private Sector Organizations	17	
	Representing Private Sector of Local Workforce Development Boards	4	
<b>Labor and Workforce Members (20% of the Board)</b>			<b>8 Members</b>
	Representing Labor, Workforce, or Apprenticeship Organizations (at least 2 from labor)	7	
	Representing a Native Hawaiian Organization	1	
<b>Governor</b>			<b>1</b>
<b>Legislator from each chamber</b>			<b>2</b>
<b>Mayors of Hawaii's four counties (local areas)</b>			<b>4</b>
<b>Directors representing core government partners</b>	Human Services, Economic Development and Tourism, Education, Labor, University of Hawaii		<b>5</b>
<b>TOTAL</b>			<b>41</b>

#### 1. Roster of WDC Members:

<b>Last Name</b>	<b>First Name</b>	<b>Title</b>	<b>Organization</b>	<b>WIOA Requirement</b>
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
Kaneshige	Glen	President	Nordic PCL Construction	Private Sector
Topping	Sunshine	VP Human Resources	Hawaiian Telcom	Private Sector
Tatsumura	Brian	Store Manager	Nordstrom	Private Sector
Hayashi	Alan	Owner/Principal	Consult 808	Private Sector

<b>Last Name</b>	<b>First Name</b>	<b>Title</b>	<b>Organization</b>	<b>WIOA Requirement</b>
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
Moy	Alicia	President & CEO	Hawaii Gas Co.	Private Sector
Barfield	Evelyn	Vice President – Human Resources	Meadow Gold Dairies	Private Sector
Okinaka	Shannon	Executive Vice President, Chief Financial Officer	Hawaiian Airlines	Private Sector
Yamamura	Edward	Franchise Owner	McDonald's	Private Sector
Richardson	Edward	Owner (Major General Ret)	Edward V. Richardson, LLC	Private Sector
Vacant	Vacant	Vacant	Vacant	Private Sector
Vacant	Vacant	Vacant	Vacant	Private Sector
Deluz, Jr.	David	Vice President Chair	Big Island Toyota Hawaii County Workforce Development Board	Private Sector
Sanchez	Leialoha	Youth Service/Prevention Ed Coordinator Chair	YWCA Kauai Workforce Development Board	Private Sector
Tollefson	James	Chair	Oahu Workforce Development Board	Private Sector
Wilkins	Leslie	Vice-President Chair	Maui Economic Development Board Maui Workforce Development Board	Private Sector
Tsuji	Marian	President & CEO	Lanakila Pacific	Workforce
Alcalde	Glenn	Training Coordinator	Hawaii Carpenters Apprenticeship and Training Fund	Labor
Kealoha	Joanne	Social Services Coordinator	ILWU Local 142	Labor

<b>Last Name</b>	<b>First Name</b>	<b>Title</b>	<b>Organization</b>	<b>WIOA Requirement</b>
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
Bhanot	Pankaj	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

## 2. Board Activities

The Governor signed Act 57 (6/6/2016), resulting from HB 2362, which legislatively authorized the WIOA compliant Workforce Development Council, with 41 members. Act 57 aligns the purpose, objectives, roles and responsibilities of the Council with the requirements of WIOA. (HB2362: [http://www.capitol.hawaii.gov/session2016/bills/HB2362\\_CD1\\_.pdf](http://www.capitol.hawaii.gov/session2016/bills/HB2362_CD1_.pdf))

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 and confirmed by the State Senate in the 2017 Legislative session.

The Council's Chair is appointed by the Governor. The Vice Chair is elected by the members of the Council. The Chair and Vice Chair, along with the Chairs of the Council Committees constitute the Executive Committee. All Council Committees will operate under Hawaii's

Sunshine Laws and will meet as necessary. Chairs for each committee have been selected and committees are being formulated. The Council will have two strategic planning sessions in August and October 2016. At that time, it is anticipated that the committees and their scope of work will be defined.

#### WDC Committees:

At the June 9, 2016 meeting of the WDC, the board adopted new committee titles to align with the functions of WIOA. The committees are:

- Data Management and Technology
- Employer Engagement
- Finance
- Performance Measures and Accountability
- Sector Strategies and Career Pathways
- Youth Services

The Data Management and Technology committee will evaluate the current PMIS, WDC websites, and data collection system and other available systems and make recommendations.

The Sector Strategies and Career Pathways committee will convene sub-committees based on key industry sectors identified in the Unified Plan. These sub-committees will provide employer and industry perspective. The objectives of the sub-committees are:

- Assess training needs and skills gaps, inventory current resources and services, identify high priority gaps;
- Build stronger networks between firms and among education and training partners to identify high-priority skill gaps and in-demand sectors;
- Review and provide feedback on HDOE and UHCC's standards and assessments, academic and career technical content and work skills;
- Increase high quality, work-based learning opportunities for secondary and postsecondary students that lead to industry recognized credentials;
- Identify new industry-recognized credentials or work-based programs that give companies confidence in skills of new hires and provide workers with more mobility;
- Develop opportunities for professional development training for teachers, school/job counselors, training providers, etc.;
- Identify policies and/or strategies to sustain the model.

The Sector Strategies and Career Pathways committee will also engage two additional boards:

1) The Hawaii Agricultural Workforce Advisory Board, established two years ago by State law, includes as members the DLIR Director (as Chairperson), Farm Bureau, a farmer, State Department of Agriculture, College of Tropical Agriculture and Human Resources of University of Hawaii, State Department of Education, University of Hawaii at Hilo Dean of Agriculture, and a Community College representative. The Board was established to help build a pipeline of agricultural workers to contribute towards the State's goal of self-sustainability in food production. It has used recommendations of WDC and DLIR-initiated Agricultural Skill Panels convened from December 2011 through 2012 on all counties among members of the agricultural industry, educators, and workforce system members that identified workforce needs and recommended solutions. The Board has been actively engaged in carrying out its purpose and

recommended State General revenue funding for small pilot projects that invigorated and expanded high school chapters of FFA (formerly called Future Farmers of America), supported agricultural youth internships, provided teacher training in agriculture from elementary to high school levels, supported a Career Day for 4-H, and provided financial discounts to business skills training for adult farmers.

2) The Healthcare Workforce Advisory Board, newly formed this year based on a recent State law, consists of healthcare professionals, educators, State Department of Health, and DLIR Director as Chair. This Board also has recommended small State-funded pilot projects that implement recommendations made by a WDC-sponsored Healthcare Skills Panel in 2010 to address healthcare workforce skills shortages.

### **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).

##### **A. Assessment of Core Programs**

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 the PMIS 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 the PMIS 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.

##### **B. Assessment of One-Stop Program**

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.

### **C. Previous Assessment Results**

#### **Title I-B – Adult, Dislocated Worker, Youth**

In the previous two years, Adult and Dislocated Worker 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 Dislocated Worker measures; failed to meet all Youth measures in 2013, but improved performance in 2014 by meeting two of the three Youth measures. After failing one Adult and one Youth measure in 2013, Kauai improved in 2014 by meeting or exceeded all Dislocated Worker 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 HDOE 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 postsecondary 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 (UHCC) 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 the PMIS while the number of job seekers 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 job seeker 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 ex-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 four 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.*

#### **D. Evaluation**

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.*

#### **5. Distribution of Funds for Core Programs**

##### **A. Title I – Adult, Youth and Dislocated Worker Program**

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.

## 1. Youth

**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
<b>Total</b>	<b>1.0000</b>

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

## 2. 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
<b>Total</b>	<b>1.0000</b>

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

## 3. 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 nine 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 Dislocated Worker 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 Dislocated Worker formula. The factors and Dislocated Worker 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
<b>Total</b>	<b>1.00</b>

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 *job seekers* – 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 Hawaii’s PMIS), 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 job seekers 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 the PMIS, 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 job seekers with private sector internship sites to expose job seekers 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 in Kona in Hawaii County 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.
- Federal ETA funds to build apprenticeship capacity to expand to other industries, streamline transactions, engage employers and workforce system, and increase diversity in apprenticeships.

## **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*

### **1. Multi-year grants or contracts**

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.)

Title II Adult Education and Family Literacy funding will be used in such a manner as to ensure equitable access to services across all of the State’s four counties: Honolulu, Hawaii, Maui and Kauai, by taking into consideration relative population size as well as the literacy needs of each county. Specific county needs will be determined by reviewing the number of citizens needing literacy services within each county based on data from the American Community Survey and the State Census State Data Bureau.

The HDOE 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 HDOE and each grant recipient will be limited to a maximum of 5% of their total award for administrative costs.



The application process will be designed such that eligible agencies will be invited to apply for funding from Section 231, and/or Section 225, and/or Section 243 funds, in one or more counties, depending upon their infrastructure, service area, and expertise. The application will include separate sections for each category of funding and will require detailed descriptions of services, budget narratives, etc., broken down by Section and by county(ies) to be served. The HIDOE reserves the right to award grants based on an application in its entirety or on specific sub-parts. The HIDOE will compete Title II funds every three years; however, each year – provided a federal Title II allocation award is received- grantees will receive continuation funding based on the submission of an annual grant application and effective performance.

The HIDOE anticipates that applications for funding will be received by large agencies operating across all (or several) counties, but by no means will the State discourage or impede smaller agencies that operate within a single county or who wish to address their services to a single category of funding from applying for funds.

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 HIDOE 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 core 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 core 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 22<sup>nd</sup> Avenue, Room 202  
Honolulu, HI 96816

The HDOE 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 Title II of the Workforce Innovation and Opportunity Act will be reviewed by the Selection Committee. The HDOE will attach a point-based scoring rubric weighting the considerations, including those specific to each subpart (231, 225 and 243). Applicants will be required to provide narrative detail (including a budget narrative) to demonstrate how they will meet each consideration.

The following represents the suggested criteria:

<b>Criteria</b>	<b>Point Value</b>
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
Staff Development Plan	5
<b>Total</b>	<b>100</b>

### 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 proposed criteria outlined above as well as the following additional criteria:

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

### Section 225 (Corrections)

Eligible providers who apply for funds to offer literacy services within the context of corrections/institutional settings will be evaluated according to the same proposed criteria outlined above. In addition their applications will be required to include the assurance that individuals who are likely to leave the correctional institution within five years of participation in the program will be given priority of service.

### Section 243 (Integrated English Literacy/Civics Education)

Eligible providers who apply for funds to offer literacy services within the context of Integrated English Literacy and Civics Education will be evaluated according to the same proposed criteria outlined above. In addition, their applications will be evaluated based their specific plans to provide English language acquisition and civics education concurrently and contextually with occupational training as part of an integrated education and training program.

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).

*1. Describe state's plan to make management information system interoperable to maximize efficient exchange of data elements to support assessment and evaluation.*

Hawaii's PMIS is a virtual One-Stop, developed and maintained by the current 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 the PMIS to DLIR, and for providing input on desired enhancements or changes to it. 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.

Services provided by Core Partners to participants and businesses will be tracked in the PMIS 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 the PMIS. A consistent consent form among Core Partners will be developed to assure it meets requirements for all Core Partners.

*2. Describe the state's plan to integrate data systems to facilitate streamlined intake and service delivery to track participation across programs.*

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 job seeker or employer. This would include, but not be limited to, target populations such as ex-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 the PMIS 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 the PMIS will consist of elements common to all programs. For example, the extensive medical information about disabilities collected by DVR will not be stored in the system, but work history, educational history, and employment goals of DVR clients will be entered into it. Assessment results of educational functioning levels, and if available, job readiness levels, also will be recorded by Core Partners in the PMIS. 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.

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

Additionally, extensive discussions with the Data Team of Core Partners in WIOA resulted in a consensus that the current PMIS 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 veterans 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 the PMIS. Adult Education may pursue this method or include registration in the PMIS as one of their standard elements in their curriculum so that students can become familiar with the PMIS 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.

*3. 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.*

The State Board's Data and Technology Committee will review the current data system, research best-practices and issue a Request for Information to determine if competing systems exist that would produce better alignment, better ease of use for all users, more intuitive design and increase customer satisfaction for both job seekers and employers.

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 the PMIS. 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.



#### *4. Describe the state's plans to develop and produce the reports required under WIOA.*

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

DVR is currently in the process of getting internal approvals for contracting with the current PMIS vendor and targets having an executed contract in place by July 1, 2017. 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 the PMIS. For WIOA, Wagner-Peyser, Veteran, and Trade Adjustment Act reports, Geographic Solutions has been preparing updates to the PMIS 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.

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 the PMIS. All staff users and their providers are responsible to accurately enter data into the PMIS in a timely manner.

All quarterly and annual reports required by the federal government are generated from the PMIS 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 PMIS 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.

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



***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.*

**B. Assessment of Participant Success**

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.

***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.*

**C. Use of Unemployment Insurance Wage Record Data**

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 job seekers are able to secure jobs and business demand for workers remains high.

***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.*

**D. Privacy Safeguards**

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.*

### **7. Priority of Services for Veterans**

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.*

### **Accessibility of the One-Stop Delivery System**

#### **To Individuals with Disabilities**

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.

Table 65. Income, Education, Employment of Adults with and without Disabilities

	<b>Adults with Disabilities</b>	<b>Adults without Disabilities</b>
• 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

DLIR has appointed a new Equal Opportunity Officer. The State WIOA Officer Position Description is posted here: <http://labor.hawaii.gov/wp-content/uploads/2015/10/20151013EEO-Compliance-officer-42360.pdf>

The DLIR EOO along with the County designated EOO, where local boards utilize county facilities are responsible for compliance of the One-Stops with all requirements of WIOA Sec. 188 and the applicable provisions of the Americans with Disabilities Act of 1990. DLIR posts notices on posters on department premises, on press releases, on letter heads, on brochures and publications, on all DLIR web pages and posts EOO policies at: <http://labor.hawaii.gov/equal-opportunity-program/>. Training is conducted in coordination with other training of the One-Stop staff.

Each self-service resource room located in the One Stops features a minimum of one accessible computer terminal equipped with assistive technology software designed to increase accessibility to all One Stop customers, including individuals with multiple challenges and individuals with disabilities. Adaptive materials developed under the Disability Program Navigator (DPN) program have been shared with the One Stops throughout the State.

In addition, One Stop Center staff and their partner staff have been provided training on a Universal Design Concept in the One Stop Centers. The training was funded by a grant awarded to DLIR WDD to help One-Stop Centers identify and address strengths and barriers of One-Stop services for customers with multiple challenges. Another training session assisted One-Stop Center staff in identifying various resources that are available online and within their communities so that One-Stop Centers and their partners can develop a Community Resource Guide for use by both staff and customers. The Guide would expand the network of providers within the One-Stop Center system and empower customers to search for assistance on their own or with staff assistance. The Disability Employment Initiative grant also is building greater capacity to serve persons with disabilities as described in Section IV, item 2 of this Plan. These efforts should build the capacity of One-Stop Centers to serve persons with multiple challenges more effectively, whether the needs are for employment, re-employment, training, or other services.

### **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.

### **To Individuals who are English Language Learners**

As described in item (6)(A) above, the PMIS is the State's internet based, self-service and staff service data base for core programs. To serve customers with limited English proficiency (LEP), the PMIS's home page provides a link to ten 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.)

Link to the DLIR LEP Plan: <https://labor.hawaii.gov/wp-content/uploads/2016/06/WIOA-MOA-Element-2-Exhibit-G20160317.pdf>.

#### **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 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)**

<b>Unified State Plan assures that:</b>	
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: <a href="http://oip.hawaii.gov/wp-content/uploads/2013/04/June-2015-Sunshine-GUIDE-pdf.pdf">http://oip.hawaii.gov/wp-content/uploads/2013/04/June-2015-Sunshine-GUIDE-pdf.pdf</a>	
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	<p>(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.</p> <p>(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.</p>
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). 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.*

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 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 two 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.

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.

The State did not identify regions nor planning regions. As there are no contiguous states to Hawaii; and the workforce development areas are designated by counties, and the individual counties do not share a common workforce (the counties are islands separated by an ocean); there are no designated regions in the State.

*C. 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:  
<http://labor.hawaii.gov/wdc/files/2013/01/SN-03-WIOA-03-15-Initial-Designation.pdf>.

An appeal must be in writing and filed with the WDC within fourteen 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.

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

WDC will issue a policy by September 30, 2016 on infrastructure funding, which is still currently in draft form. If the core and mandatory one-stop partners do not agree on how the one-stop infrastructure will be funded, the State policy will be to use each partner's share of the real estate (or space of the one-stop) it occupies; and how many days per month that space is used as the basis for cost allocation. The contributions will be required to be all cash; no in-kind contributions.

It is anticipated that the following costs will be facilities costs (not all inclusive):

- Lease rent (annual amount due for comprehensive center space costs pursuant to a lease or other contractual arrangement)
- Facility maintenance (annual costs for upkeep and maintenance of leased space, including grounds maintenance, trash and shredding, if not included in the lease)
- Property and casualty insurance (annual cost of property and general liability insurance for the space, if not included in the lease)
- Security services (cost of third party contractors and/or camera-based surveillance, if not included in the lease)
- Cleaning services (cost of janitorial services, if not included in the lease)
- Utilities (electricity, water, gas and other utility costs associated with the comprehensive center space, if not in the lease)

The following costs will be technology costs (not all inclusive):

- Telecommunications, including internet (cost of phone and internet connectivity in the resource room and other shared spaces in the comprehensive center)
- Equipment and technology costs (costs of shared computers, printers, fax machines, copiers, postage machines utilized for the operation of the comprehensive center and related maintenance and supply costs)
- Assistive technology for individuals with disabilities (cost of assistive technology enabling individuals with disabilities to utilize the resource room or other services provided at the comprehensive one-stop center)

Costs to promote integration and streamlining of services:

- Signage (one-time cost associated with new exterior and interior signage displaying the "common identifier")
- Other "common identifier costs" (printed materials, cost of website changes, business cards, and similar costs incurred to implement the "common identifier")
- Joint staff training, including staff of comprehensive one-stop centers
- Receptionist at comprehensive one-stop center
- Resource room materials at comprehensive one-stop centers or affiliated sites
- Any allowable cost item (e.g. initial intake or needs assessments) agreed upon by local required partners

Any allocation of cost must also meet the requirements of CFR 200, Subpart E-Cost Principles and other federal grant requirements and the WIOA limitations to how much each partner may contribute to infrastructure costs. The costs are funded by the administrative funds of each program. The limits are:

- Adult, Dislocated Worker, and Youth: shall not exceed 3% of the federal funds provided to the State
- Vocational Rehabilitation: Shall not exceed .75% of the federal funds provided to the State in the second full program year; 1% of the federal funds provided to the State in the third full program year; 1.25% of the federal funds provided to the State in the fourth full program year; 1.5 % of the federal funds provided to the State in the fifth full program year and in each succeeding year.
- Other partners: Shall not exceed 1.5% of the federal funds provided to the State.

The following programs will contribute to the infrastructure cost under this policy:

Title IB, Wagner Peyser, Adult Education, Vocational Rehabilitation, Carl D. Perkins, SCSEP, Unemployment Insurance, and TANF. Other co-located partners will contribute to the costs on the same basis of percent of one-stop space occupied and how many days per month the space is occupied.

#### Appeals Process

If a partner appeals the determination of state infrastructure funding contributions, the partner may appeal the determinations through the following process:

1. Within 30 days from the date of receipt of the notice of state infrastructure funding determination by the state, the partner(s) may file an appeal to the State Board in writing indicating why the partner is in disagreement with the determination of the state infrastructure funding contribution.
2. The State Board will review the request for appeal.
3. The State Board will notify the partner of its actions in writing.

#### *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.*

WDD has issued WIA and WIOA bulletins, Wagner-Peyser Job Service Bulletins, and “Hirenet Hawaii” Bulletins; and WDC as the current administrative entity for Title I funds has also issued WIOA bulletins starting in 2015. These bulletins provide policies and guidance for the statewide workforce development system for the use of state funds for the workforce investment activities. For accessibility to the workforce system, WIA and WIOA bulletins are posted on the WDC website at: <http://labor.hawaii.gov/wdc/wia-docs/>. (Other policies are listed under the Operating System section.)

The following policies and procedures for statewide funds have been issued:

<b>PROGRAMMATIC POLICIES</b>	
<ul style="list-style-type: none"> <li>• WIOA 02-15 PY 15 Allocations</li> <li>• WIOA 06-16 2016 Federal Income Poverty Guidelines</li> <li>• WIOA 07-16 PY 16 Allocations</li> <li>• WIOA 08-16 Lower Living Standard Income Level Guidelines and attachments</li> </ul>	
<b>FISCAL POLICIES</b>	
<b>FISCAL FORMS</b>	
<ul style="list-style-type: none"> <li>• Adult/Dislocated Worker/Local Administrative Cost Forms:</li> <li>• Budget Detail A</li> <li>• Budget Detail A-1, Personnel Cost of Subrecipient Staff</li> <li>• Budget Detail A-2, Equipment Purchases</li> <li>• Budget Detail A-3, Travel; Intra-State</li> <li>• Budget Detail A-4, Travel; Inter-State</li> <li>• Budget Detail A-5, Contractual Services-Subcontracts</li> <li>• Budget Detail B. Worksheet by Funding Source</li> <li>• Budget Information Summary</li> </ul>	
<b>YOUTH FORMS</b>	
<ul style="list-style-type: none"> <li>• Budget Detail A</li> <li>• Budget Detail A-1, Personnel Cost of Subrecipient Staff</li> <li>• Budget Detail A-2, Equipment Purchases</li> <li>• Budget Detail A-3, Travel; Intra-State</li> <li>• Budget Detail A-4, Travel; Inter-State</li> <li>• Budget Detail A-5, Contractual Services-Subcontracts</li> <li>• Budget Detail B. Worksheet by Funding Source</li> <li>• Budget Information Summary</li> </ul>	
<b>RAPID RESPONSE FORMS</b>	
<ul style="list-style-type: none"> <li>• Budget Detail A</li> </ul>	

WIA 6-00 WIA Financial Management Manual

WIA 9-02 Resolution of Findings from Monitoring and Oversight Reviews

WIA 14-04 Revisions to OMB Circulars A-87, A-122, and A-21

The following policies and procedures are currently being drafted and will be issued by September 30, 2016: Rapid Response

The following policies and procedures will be issued by December 31, 2016

- Incentives to participants (stipends)
- Eligibility
- Youth Investments
- Selective Service

- Supportive Services
- Pay-for-Performance Contracts

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 the PMIS for common intake, case management, statewide labor exchange, and reporting for different programs. The PMIS 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.*

Historically, the state of Hawaii has seen a decrease of funding from a high of \$16.8 million in 2001 to a low of \$5.9 million in 2015. Although the Governor's set-aside was restored to 15% of allotted funds for Program Year (PY) 2016, this is **\$495,319 less** than when Hawaii last received 15% of allotted funds in PY 2010 because the total allotment decreased from \$8,736,416 to \$6,061,473. The combination of being a small state with ongoing low unemployment rates has resulted in decreasing amounts for the Governor's set-aside that may compromise the state's ability to perform all functions.

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 PMIS, ETPL system, and state evaluations.

WIOA continues the activities that were required under WIA, but adds several additional required activities, such as assistance to State entities and agencies described in the State Plan, alignment of data systems, regional planning, and implementation of industry or sector partnerships. Required statewide activities under WIA and continued under WIOA include: dissemination of information regarding outreach to businesses, dissemination of information on the performance and cost of attendance for programs offered by ETPs, and conducting evaluations.

#### State Responsibilities

During PY 16 the following *required* statewide employment and training activities will be performed:

1. Ensure delivery of required Rapid Response activities. Develop and implement Rapid Response procedures (assistance to employers and affected employees of mass layoffs, closings, disasters; layoff aversion strategies and outreach to employers);
2. Upgrade and redesign software and server for Hawaii's Eligible Training Providers' List (ETPL) for wide availability and dissemination by various means. Enter and maintain:
  - a. Data in Hawaii's ETPL including those providing non-traditional training services and ETPs of registered apprenticeship programs;
  - b. Information identifying eligible providers of on-the-job training (OJT), customized training, incumbent worker training, internships, paid or unpaid work experience opportunities and transitional jobs. WIOA sec. 122(h) exempts providers of on-the-job training and other employer-based training from the requirements at WIOA sec.

- 122(a)-(f). However, the identity of employers that access WIOA funds for employer-based training, as well as any performance information required by the State under WIOA sec. 122(h)(2) is disclosable;
- c. Information on effective outreach and partnerships with business;
  - d. Information on effective service delivery strategies and promising practices to serve workers and job seekers;
  - e. Performance information and information on the cost of attendance, including tuition and fees;
  - f. A list of eligible providers of youth activities;
  - g. Information on physical and programmatic accessibility for individuals with disabilities; and
  - h. Access to providers' past performance information to maximize consumer choice.
3. Conduct evaluations as discussed under § 682.220;
  4. Coordinate development of Hawaii's Unified State Plan for WIOA (with input from the core partners Wagner-Peyser, Adult Education and Vocational Rehabilitation; as well as the Department of Labor and Industrial Relations Research and Statistics Office, the Counties and mandatory One-Stop partners);
  5. Provide technical assistance to the Counties, State entities and agencies and One-Stop partners in carrying out activities described in the Unified State Plan, including coordination and alignment of data systems used to carry out the requirements of WIOA;
  6. Assist the Counties, One-Stop operators, One-Stop partners, and service providers with development of staff, staff training to provide opportunities for individuals with barriers to employment to enter in-demand industry sectors or occupations and nontraditional occupations, and with development of exemplary program activities. Assistance will be provided through a variety of methods such as provision of technical assistance, compliance assistance, strategic planning initiatives, or other activities designed to improve or enhance the workforce development system at the local level;
  7. The use of regions does not apply to Hawaii where the four counties are islands separated by water. Therefore, the State will assist the Counties with planning local instead of regional service delivery efforts that are required under WIOA sec. 106(c);
  8. Assist the Counties by providing information on and support for the effective development, convening, and implementation of industry and sector partnerships;
  9. Provide technical assistance to Counties that fail to meet adjusted levels of performance agreed to under § 677.210 of the WIOA regulations;
  10. Conduct monitoring and oversight of activities for services to youth, adults, and dislocated workers under WIOA title I, and which may include a review comparing the services provided to male and female youth;
  11. Provide additional assistance to Counties that have a high concentration of eligible youth; and
  12. Operate a fiscal and management accountability information system, based on guidelines established by the Secretary;
  13. Establish the Council membership in accordance with WIOA composition requirements;
  14. Support Council meetings and activities;
  15. Coordinate and prepare the WIOA Annual Report Narrative (with input from Counties);
  16. Negotiate state performance measures with the federal government, subsequently negotiate local performance targets with the Counties;

17. Assist in the development of a statewide employment statistics and Labor Market Information system;
18. Recommend and/or establish WIOA statewide policies;
19. Develop instructions for Counties' Local Plans, review and approve such Plans;
20. Issue substate allocations according to statutory formula based on local data; disseminate instructions for County proposals;
21. Contract Counties to operate WIOA programs in their respective geographical areas;
22. Conduct program and fiscal monitoring of counties (with support from fiscal office);
23. Prepare and submit quarterly and annual program and financial reports;
24. Conduct data validation to verify accuracy of participant reports;
25. Provide technical assistance and training to low performing local areas; and
26. In the event of mass layoffs or disaster, assess the need for additional funds, apply for such funds, and administer funds awarded.

Other offices supporting the state's WIOA administrative functions are the DLIR Fiscal Office for financial management, reporting, and monitoring; Attorney General's Office for reviewing proposed contracts and addressing legal issues; Unemployment Insurance for wage matches; and DLIR Research and Statistics Office for gathering and reporting on labor market information used in plans and allocations. The WDC will pay an appropriate share for these services.

If there are sufficient funds and staff, the following *allowable* statewide employment and training activities will be conducted:

1. State administration of the adult, dislocated worker and youth workforce investment activities, consistent with the five percent administrative cost limitation at WIOA sec. 134(a)(3)(B) and § 683.205(a)(1) of this chapter;
2. Develop and implement innovative programs and strategies designed to meet the needs of all employers (including small employers) in the State, including the programs and strategies referenced in WIOA sec. 134(a)(3)(A)(i);
3. Develop strategies for serving individuals with barriers to employment, and for coordinating programs and services among one-stop partners;
4. Support provision of career services in the one-stop delivery system in the State as described in § 678.430 of this chapter and WIOA secs. 129(b)(2)(C) and 134(c)(2);
5. Support financial literacy activities as described in § 681.500 of this chapter and WIOA sec. 129(b)(2)(D);
6. Provide technical assistance to Local Workforce Development Boards (WDBs), chief elected officials, one-stop operators, one-stop partners, and eligible providers in local areas on the development of exemplary program activities and on the provision of technology to facilitate remote access to services provided through the one-stop delivery system in the State;
7. Provide technical assistance to local areas that are implementing WIOA Pay-for-Performance contract strategies and conducting evaluations of such strategies. Technical assistance may include providing assistance with data collections, meeting data entry requirements, and identifying level of performance;
8. Carry out activities to facilitate remote access to training services provided through the one-stop delivery system;

9. Activities that include:
  - a. Activities to improve coordination of workforce investment activities, with economic development activities; and
  - b. Activities to improve coordination of employment and training activities with child support services and activities, cooperative extension programs carried out by the Department of Agriculture, programs carried out by local areas for individuals with disabilities (including the programs identified in WIOA sec. 134(a)(3)(A)(viii)(II)(cc)), adult education and literacy activities including those provided by public libraries, activities in the correction systems to assist ex-offenders in reentering the workforce and financial literacy activities; and
  - c. Developing and disseminating workforce and labor market information.
10. Develop and disseminate common intake procedures and related items, including registration processes, across core and partner programs; and
11. Coordinate activities with the child welfare system to facilitate provision of services for children and youth who are eligible for assistance under sec. 477 of the Social Security Act.

#### Rapid Response

During PY 15 and with carryover funds into PY 16, the Workforce Development Division is serving as the Dislocated Worker Unit providing Rapid Response services statewide through its line operations. Hawaii is currently in the process of revamping this Rapid Response delivery system to achieve compliance with federal requirements.

The WDC will assume responsibility as the state's Dislocated Worker Unit and issue Rapid Response policies and procedures consistent with requirements in the WIOA regulations in §§ 682.300 through 682.370. These policies and procedures will emphasize layoff aversion as a required rapid response activity that may include employer-focused activities such as providing assistance to employers in managing reductions in force, funding feasibility studies to determine if the employer's operation may be sustained through a buy-out and other options. In addition, the locally delivered rapid response system must include comprehensive business engagement. Finally, the policies and procedures will specify that these funds may be used to pay for incumbent worker training as long as it is part of a broader layoff aversion strategy.

One of the following three options will be selected to implement the new Rapid Response system. The Rapid Response policy and procedures consistent with WIOA regulations at §§ 682.300 through 682.370 will be issued by September 30, 2016.

#### Statewide Service Provider

##### Method:

1. The four local boards (Hawaii County, Kauai, Maui, and Oahu) receive up to 50% of rapid response funds.
2. With 40% of the funds, the State will competitively procure a statewide provider of rapid response services.
3. The remaining funds will fund a State Rapid Response Coordinator.

#### Local Workforce Development Boards 20%

Method:

1. Twenty percent (20%) of the State's PY 16 dislocated worker allotment has been reserved for rapid response.
2. Half of the 20% will be distributed at the beginning of the program year to local areas for employer engagement and layoff aversion activities.
3. As layoffs, plant closures, and other specified events occur, local areas will apply for funds from the half retained at the state-level.
4. Should there still be funds at the state-level in April 2017, the balance will be distributed to the local areas using the PY 16 dislocated worker allocation formula.

Local Workforce Development Boards 100%

Method: The four local boards (Hawaii County, Kauai, Maui, Oahu) receive 90% of the rapid response funds.

Local boards conduct procurements to secure rapid response service providers from their communities that best fit their needs.

Timeline:

- Issue rapid response policy and procedures consistent with WIOA regulations at §§ 682.300 through 682.370
- Issue 90% of the rapid response funds to local boards using the dislocated worker formula
- Hire State Rapid Response Coordinator

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.

*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.*

HRS §127A Emergency Management is Hawaii's policy and procedure for responding to disasters, establishes local organizations, confers emergency powers to the Governor and county mayors, and provides programs, in cooperation with other governmental agencies, the private sector, and nonprofit organizations.

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. Request for assistance is generally initiated at the county level. 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 needed services.

The State of Hawaii Office of Planning issued "Natural Disaster Economic Recovery Strategy" (December 2014) which outlined existing plans (page 12) at the federal, state, county, and community levels ([http://files.hawaii.gov/dbedt/op/spb/2014\\_nders\\_final.pdf](http://files.hawaii.gov/dbedt/op/spb/2014_nders_final.pdf)). The recovery strategy was developed by a diverse advisory group and stakeholders from governmental, non-governmental, community, and private sector organizations. Within the defined goal of "Forge



partnerships between large and small businesses with government agencies to promote coordinated efforts for disaster preparedness, response, and recovery;” there is an opportunity for WDC’s Rapid Response Coordinator and for the County level coordinator to engage employers and employer groups by partnering with this preparedness effort to develop relationships prior to disasters and to provide information on employment services, layoff aversion and incumbent worker training, and as part of disaster recovery, provide Rapid Response services and funds in the local area where businesses are forced to lay off workers. WDC or the affected county, in consultation with the Mayor, the Director of DLIR and the Governor, may apply for a National Emergency Grant during the recovery period. One of the implementation recommendations is that the State expand the use of USDOL Emergency Grants to support economic recovery and design recovery programs to maximize efficient use of those funds.

The FEMA Disaster Declaration includes the availability of public assistance funding for the affected counties.

**Use of Funds:**

1. The NEG creates temporary employment to perform demolition, cleaning, repair, renovation, and reconstruction of damaged and destroyed public structures, facilities, and lands located within the designated disaster area. Work on private property may only be performed if workers from units of local government are also authorized to conduct, and currently perform, such work.
2. The duration of temporary employment must be established and is limited to public and private non-profit agencies. The maximum level of wages paid to a participant is established, excluding the cost of fringe benefits.

**Eligible Individuals:**

1. Workers temporarily or permanently dislocated (unemployed) as a result of the disaster (dislocated workers as defined by WIOA as those who are unemployed and do not receive UI compensation or any other type of income support); and
2. Individuals who are long-term unemployed.

**Actions:**

1. When State and County partners decide to submit a Disaster NEG, the State Rapid Response Coordinator (SRRC) will submit an application which includes a fully documented work plan and budget based on:
  - a. Identification of the temporary jobs and worksites which were or will be created;
  - b. Timeframes for project activities; and
  - c. SRRC monitoring and oversight of the grant.
2. Local staff working with Local Boards of the affected counties develop aspects of the plan.
3. After the Disaster NEG is awarded, the State must provide a fully documented work plan for the assistance within 60 days.

***Disaster Unemployment Assistance (DUA):***

1. The SRRC will also coordinate with Unemployment Insurance (UI). When coordinating with UI, the SRRC will ensure that UI knows the event is being planned as a response to a natural disaster. This information will be provided in the notification. If there is a Presidential declaration for Disaster Unemployment



Assistance (DUA), it may impact the information UI provides at a Rapid Response event.

2. DUA provides UI benefits to individuals who are dislocated (unemployed) due to a natural disaster.
3. The FEMA Disaster Declaration will support justification for implementing DUA.
4. UI Telephone Claims Center (TCC) staff are refreshed on DUA procedures so that they may assist customers calling the center with questions related to filing for benefits.
5. The availability of DUA aligns with any previous claims currently on file.

***Rapid Response Team:***

1. Options for meeting places across Hawaii will depend on the type and severity of the natural disaster along with the location of the affected workers. If there is a Presidential declaration for Individual Assistance (IA), FEMA will open Disaster Recovery Centers (DRCs). These centers may not be ideal for holding a formal presentation but will likely be a gathering place for those affected by the natural disaster. Other location options where the Rapid Response event may take place include Red Cross Stations, community buildings not affected by the disaster, and the nearest American Job Center
2. Each county has a Rapid Response Team which is deployed to respond to emergency situations. Honolulu's Rapid Response Team is available for deployment 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).
3. When appropriate, the Rapid Response Team will provide additional services on-site to employees, which may include:
  - a. Group or Individual Registration
  - b. Job Search Workshops
  - c. Individual Assessment/Counseling
  - d. Job Search Strategies and Techniques
  - e. Resume Writing
  - f. Interviewing
  - g. TAA Orientations
  - h. Job fairs/Company matching
  - i. Other services as necessary
4. The Team(s) visit community locations in significantly impacted areas (i.e., shelters, libraries, schools, etc.) to assist businesses and impacted individuals, and to provide on-the-ground information and support regarding state-level efforts.
5. Staff does the following for impacted businesses and individuals:
  - a. Register them in the PMIS to facilitate eligibility for program services;
  - b. Connect impacted workers with appropriate employment opportunities through the Disaster NEG;
  - c. Assist impacted workers to apply for DUA benefits; and

- d. Post links and emergency phone numbers where businesses and workers can contact appropriate agencies for services.

*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 the PMIS;
- 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 the PMIS, 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.

*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.*

With the low-unemployment rate the State is experiencing, but also with major skills gaps in different sectors, apprenticeships and work-based training will be an important method to narrow the gap and fill those jobs with employees with the requisite skills. The WDC Board members representing training and trade organizations and the Board's Employer Engagement and Sector Strategies and Career Pathways committees are tasked with creating the linkages necessary to increase work-based training and apprenticeship opportunities and to expand those programs to new sectors and industries that are not thought of as traditional sponsors of work-based training and apprenticeships; but who cannot meet their employment needs because of skill gaps in the workforce. The committees will also ensure that participants earn industry recognized certifications; that employers have input into the content of the training programs; that the programs are designed to provide high quality training; and that the outcomes of the programs result in highly skilled employees and employers have a qualified pool of applicants.

In addition, the Employment and Training Fund (ETF) is funded by the State through an assessment of .01 percent of taxable wages. It was established by the Legislature in 1992 (HRS §383-128). ETF's purpose is to create a more diversified job base with an emphasis on small businesses by serving the training needs for industries included in the State's economic development strategy as recommended by DEBDT, and training needs identified by the local boards, employer organizations, industry or trade associations, and labor organizations.

ETF funds three programs:

1) Statewide and Countywide Training Grants through ETF's Macro Program

The Macro Program provides grants to business associations and consortia to develop customized training projects where there are critical skill shortages. The program enhances the

State's employer engagement efforts by outreaching, enrolling, and facilitation of contacts with employers and training providers for the delivery of incumbent worker training. These grants provide "seed money" for innovative education and training curricula and program design. Each plan must include, but is not limited to, a needs assessment, project guidelines, marketing and delivery plan, and a self-sufficiency component to ensure the continuation of training beyond the grant period. Business and industry consortia are required to provide at least 50% cash and/or in-kind contribution to strengthen their commitment to the project. Between 7/1/2015 and 4/30/2016, nearly \$160,000 has been committed to training.

2) Employer Referral Program also known as the Micro Program offers training opportunities to individual businesses.

This program enables employers to register their workers for existing short-term, non-credit training courses offered by ETF-approved public and private training providers in order to upgrade employees' skills and capabilities to meet the competitive demands of the workplace. The program is open to all within a company: owners, managers, supervisors, and workers. The ETF will pay 50% of the cost (up to a \$800 tuition cap) for any course taken that meets its eligibility criteria. Employees must be referred by their employer.

3) Volunteer Internship Program (VIP)

Developed by DLIR in January 2011, the Volunteer Internship Program (VIP) was created to stimulate job growth in Hawaii. Initial funding for VIP was derived through the Reed Act in early 2010 in response to significant job loss at the time. It is funded through the States' ETF program. VIP allows job seekers, especially those receiving unemployment insurance (UI) benefits, to volunteer at businesses to explore a career field, exposure to the career, and workforce training. During the course of the internship, claimants are exempt from their three weekly job searches and continue to receive their UI benefits. Upon successful completion of training, interns receive certification of the job skills acquired and consideration for employment. Benefits to businesses include: pre-screening of qualified individuals, ability to assess the intern's readiness for employment and limited medical coverage for injuries sustained by an intern. The opportunity to train through VIP is limited to 16-32 hours per week for 4-8 weeks. In PY 2011, 37.7% reported being hired by their place of internship or elsewhere. In PY 2015, there were 90 intern-employer matches in Honolulu.

DVR's Summer Youth Program which places youth in work-based employment is described in other parts of the plan.

## *2. Registered Apprenticeship. Describe how the State will incorporate Registered Apprenticeship into its strategy and services.*

Hawaii has adopted standards that conform to federal regulations and apprenticeship sponsors that meet the standards of apprenticeship may seek approval and registration by the DLIR Director (HRS §372-3). The legislatively established State Apprenticeship Council (SAC), an

advisory body to the DLIR Director on matters concerning apprenticeship programs, consists of an equal number of businesses and labor organization members, DLIR Director, and community college, to review proposed new apprenticeship programs and their modifications and to promote the expansion of apprenticeship programs (HRS §372-4). Apprenticeships have demonstrated value with excellent results with high employee retention, good wages, and a skilled workforce. Combining classroom instruction with structured on-the-job learning supervised by qualified journey workers is the ultimate employer-driven strategy for work-based learning. Businesses determine the skills required of their journey workers and develop an on-the job training plan with classroom curriculum that produces the skills required of their workers. It is a customized approach to training that directly meets business workforce needs.

The WDC board's Sector Strategies and Career Pathways and Employer Engagement Committees will invite input from the SAC and to be part of a sub-committee to provide input on apprenticeships, skill gaps, industry needs, industry recognized certification, and best-practices.

Partnerships with the registered apprenticeship program continue with the One-Stops providing assistance and support to apprenticeship programs for their recruitment events. As the construction industry has rebounded, there is a shortage of qualified construction workers; there is an opportunity to increase available apprenticeship programs.

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 issued an Eligible Training Provider Policy and Procedure Bulletin which is posted along with the attachments on the WDC website. The link to the bulletin:

<https://labor.hawaii.gov/wdc/files/2016/06/SN-10-WIOA-Bulletin-10-16-Eligible-Training-Provider-Policies-and-Procedures.pdf>

The Policies and Procedures are posted at: <https://labor.hawaii.gov/wdc/files/2016/06/SN-10-WIOA-Bulletin-10-16-Eligible-Training-Provider-Policies-and-Procedures.pdf>

In the policy, WDC established criteria, information requirements and procedures regarding the eligibility of training providers to receive funds. This guidance provides criteria and procedural instruction on transitional, initial and subsequent eligibility requirements, establishes enforcement and appeal procedures and outlines the roles and responsibilities of the State and Local Boards for maintaining the integrity of the ETPL and the quality of the training programs offered on it. All providers are required to submit information on performance outcomes to determine eligibility for listing and to facilitate informed customer choice. It is important to note that eligibility for listing is based on the performance outcomes achieved by the entire cohort of students in each program.

The policy provides the minimum requirements for Local Boards to use in establishing their own policies and procedures for soliciting and approving training provider programs and classes for inclusion on the ETPL. Local standards may be stricter than those of the State Board.

The draft policy was posted for comments and the final policy included changes suggested by those comments.

The State and Local Boards shall use the following procedures to establish the eligibility of Training Providers to receive WIOA funds before WIOA participants are enrolled into their programs:

**Continued Eligibility for Existing Providers**

1. Eligible Training Providers (ETPs) and programs that were eligible under WIA remain eligible under WIOA until June 30, 2016
2. As of June 30, 2016, all providers, including existing ETPs grandfathered in under WIA requirements, must be evaluated using the WIOA criteria, first at initial application, then every two years thereafter, commencing on the date that continued eligibility was approved. [WIOA Section 122(a)(4)(B), TEGL 41-14]
3. Eligibility is determined on a program-by-program basis. To continue receiving WIOA funds, ETPs must renew continued eligibility for each approved program every two years.
4. Providers must contact the Local Board(s) to begin the renewal process. In addition to any local requirements, providers must follow the process outlined in Appendix A and submit student and performance data as listed on Appendices C and D. Timelines for the submission of data will be issued at a later date.



### **Initial Eligibility for New Providers**

1. New providers that did not have any programs certified under WIA must be evaluated based on the requirements set forth in WIOA, as follows:
  - a. Providers must submit an application to the Local Board(s) for the training program(s) they wish to offer. In addition to any local requirements, providers must follow the process outlined in Appendix A and submit student and performance data as listed on Appendices C and D. Timelines for the submission of data will be issued at a later date.
  - b. Providers are eligible only for programs that qualify and are approved by the State and Local Boards.
2. Providers must submit evidence of accreditation and/or licensure from the appropriate state or other governing body (see Section II.B. Licensing).
3. Distance learning programs are eligible only when offered by institutions that are fully accredited by a recognized accrediting body (see Section II. E. Technology-Based Learning).
4. Initial eligibility is limited to a period of one (1) fiscal year for each approved program. “Fiscal year” is defined as the 12-month period commencing on the date when initial eligibility is approved for the applicable program. [WIOA Section 122(a)(4)(B), TEGL 41-14]
5. The provider must renew its eligibility and establish continued eligibility for each approved program to continue receiving WIOA funds after the program’s one-year period of initial eligibility ends. [WIOA Section 122(c)(2)]
6. Thereafter, providers must contact the Local Board(s) every two years to renew each program’s continued eligibility to receive WIOA funds. [WIOA Section 122(c)(2)]
7. Local Boards are responsible for the retention of the original hard copy of the ETP application and have them available for monitoring.
8. The Local Board shall provide a written notice of determination of acceptance or rejection of an initial application to an applying entity within thirty calendar days of the receipt of the completed initial eligibility determination application. [WIOA Section 122(c)(1)]
9. Local Board policy shall determine the circumstances under which reconsideration of an application may be afforded to an entity whose initial application was denied. [WIOA Section 122(c)(1)]

### **Initial Eligibility for New Programs**

The WIOA grandfather provision applies at the provider level. Therefore, grandfathered ETPs that had at least one program certified under WIA and that are seeking approval for additional training programs for which program-performance data is not available, the following applies:

1. The new program will receive initial approval for a period of one year.
2. At the end of the one-year period, the provider must renew the program’s eligibility and establish continued eligibility for that program to continue receiving WIOA funds. [WIOA Section 122(c)(2)]

## **Apprenticeship Programs**

1. Registered Apprenticeship programs are not subject to the same application and performance information requirements or to a period of initial eligibility or initial eligibility procedures as other providers because they go through a detailed application and vetting process to become a Registered Apprenticeship program sponsor with the United States Department of Labor. [TEGL 41-14]
2. Registered Apprenticeship programs are automatically qualified for the ETPL as long as the program remains registered with the United States Department of Labor, Office of Apprenticeship and/or until the program asks to be removed from the ETPL by notifying the State Board by email at: [dlir.workforce.council@hawaii.gov](mailto:dlir.workforce.council@hawaii.gov).
3. The State Board will notify *current* Registered Apprenticeship programs of their automatic qualification for the ETPL. As new programs are approved, DLIR/WDD will notify the sponsors that the program is automatically qualified for the ETPL. Both current and new Registered Apprenticeship sponsors will then contact the State Board by email at [dlir.workforce.council@hawaii.gov](mailto:dlir.workforce.council@hawaii.gov) to gain access to the ETPL website to enter the following information:
  - a. Occupations included within the Registered Apprenticeship program;
  - b. The name and address of the Registered Apprenticeship program sponsor;
  - c. The name and address of the Related Technical Instruction provider, and the location of instruction if different from the program sponsor's address;
  - d. the method and length of instruction; and,
  - e. The number of active apprentices.
4. At the end of each program year, the State Board will ask WDD for a list of all Registered Apprenticeship programs that were either voluntarily or involuntarily deregistered. These programs will be removed from the list.

Registered Apprenticeship program sponsors that do not provide the Related Technical Instruction portion of the apprenticeship program may be required to submit additional information about their educational provider, including the cost of instruction.

Pre-apprenticeship programs do *not* automatically qualify for the ETPL. They are subject to the same requirements as regular ETPs.

## **Criteria to become an ETP**

### **A. Types of Training Providers**

1. Training providers must meet one of the following criteria to be eligible for the ETPL:
2. Higher education institutions that provide a program that leads to a recognized postsecondary credential;
3. Registered Apprenticeship programs under the National Apprenticeship Act;
4. Public or private training providers, which may include:
5. joint labor-management organizations; and
6. adult education and literacy providers – if services are provided with occupational skills training;
7. Local Boards, if they meet the conditions of WIOA § 107(g)(1); and
8. Community Based Organizations (CBOs) or private organizations of demonstrated effectiveness under contract with the Local Board

## **B. Licensing**

Hawaii requires significant consumer protection through its licensing requirements. Training providers must be licensed by the appropriate Hawaii or Federal licensing authority, as required by law.

1. Training providers must be licensed or certified by the appropriate governing board or agency. Specific occupations have governing boards that issue licenses, such as the Hawaii Board of Barbering and Cosmetology or the Hawaii Motor Vehicle Repair Industry Board. Other occupations such as Nurse Aide are certified through entities contracted by the State Department of Commerce and Consumer Affairs and pilots or aviation schools are approved by the Federal Aviation Administration (FAA).
2. Trade, vocational, or technical schools are usually licensed by the Hawaii Department of Education (HIDOE) unless they are exempt or accredited by another recognized entity. Accredited postsecondary institutions with a physical presence in the state are authorized by the Hawaii Postsecondary Education Authorization Program (HPEAP), [see the HPEAP website](#) and [Hawaii Administrative Rules Title 8 Chapter 101](#).
3. Private postsecondary training providers, who apply for a Hawaii Private Postsecondary license and are denied due to a determination that the training program is not vocational in nature, are not eligible to be listed on the ETPL.
4. Training providers that provide adult education and literacy activities in combination with occupational skills training are not required to be licensed. However, the provider of the occupation skills training must be licensed if a training license is required by law.
5. Apprenticeships are not licensed but must be registered with the Workforce Development Division in the State of Hawaii, Department of Labor and Industrial Relations.

## **C. Training Courses Exempt from State Department of Education Licensure**

1. Schools maintained or classes conducted by employers for their own employees where no fee or tuition is charged;
2. Courses of instruction given by fraternal society, benevolent order, or professional organization to its members and which are not operated for profit;
3. Flying schools qualified under the Federal Aviation Administration;
4. Classes conducted for fewer than five students at one time and the same time;
5. Classes or courses of instruction which are conducted for twenty or fewer class sessions during any twelve-month period;
6. A vocational, hobby, recreation, or health classes or courses;
7. Courses of instruction on religious subjects given under the auspices of a religious organization; or
8. Schools registered by the State Department of Commerce and Consumer Affairs. [Eff 12/1/87; comp 3/15/01] (Auth: HRS §302A-101, §302A-424, §302A-427) (Imp: HRS §302A-1112, §302-A-101, §302-A-424, §302A-425)

## **D. Business and WIOA Requirements**

Training providers must:

1. Have a physical and permanent Hawaii mailing address. Post office boxes (P.O. Boxes or private rental mailboxes) are not considered a physical address. This requirement does not apply to third-party providers. Refer to: <http://cca.hawaii.gov/hpeap/>
2. Be a legal entity, registered to do business in Hawaii.

3. Be current with tax obligations as required by Hawaii Revised Statutes 103D-310(c) and verified by a “Certificate of Vendor Compliance” issued by Hawaii Compliance Express, <https://vendors.ehawaii.gov/hce/splash/welcome.html>.
4. Have a valid Certificate of Liability Insurance for the amount of at least \$2 million in General Aggregate for each occurrence that includes the following language:
  - “The State of Hawaii and its four counties, the City and County of Honolulu, the County of Maui, the County of Hawaii, and the County of Kauai, including all of their departments and attached agencies, their officers, employees and agents are named as additional insured, as respects the named insured’s activities on their behalf.”
5. Not be associated with occupations that pay commission only and not be debarred by the state or the federal government as they would not eligible to be included on the ETPL.
6. Have provided training for at least one year at the time of application and have a proven track record of students successfully completing the programs and meeting all state performance standards. Training providers that have been training in another state for more than a year, and have recently opened a new campus in Hawaii do not need to train a year in Hawaii to be listed on the ETPL. Registered Apprenticeships do not need to complete a year of training participants to be eligible for the ETPL.
7. Have at least five students enrolled in a program for the minimum performance standards to be used in determining eligibility.
8. Have refund policies specifying when refunds for tuition and other costs associated with the training program will be allowed. Refund policies that indicate that no refunds will be made are not acceptable. Refund policies must be written and published so that students are aware of how to request a refund.
9. Have a grievance policy which provides for due process for students to file complaints with an organization against faculty, staff, or other college employees. Grievance policies must be written and published so that students are aware of how to file a complaint.
10. Offer training programs that:
  - a. Relate to in-demand industry sectors and occupations in Hawaii;
  - b. Are aligned with industry sector strategies and career pathways; and
  - c. Are job driven.
11. Have the ability to:
  - Provide information on whether the provider is in a partnership with
12. business, including information about the quality and quantity of employer partnerships;
  - a. Offer programs that lead to recognized postsecondary certificates and credentials;
  - b. Describe each program of training services to be offered;
  - c. Produce verifiable program-specific information describing:
13. Qualifications and credentials of the provider’s instructors;
14. Minimum program enrollment requirements;
15. Information pertaining to program performance, costs, methods of instruction, length, and schedule.
  - a. Meet the needs of local employers and participants;
  - b. Train individuals with barriers to employment; and
  - c. Train individuals who are employed. (refer to Bureau of Labor Statistics glossary: <http://www.bls.gov/bls/glossary.htm>)

16. Comply with non-discrimination and equal opportunity provisions of WIOA, which include prohibitions against:
17. discrimination on the basis of age, disability, sex, race, color, national origin, or political affiliation or belief, or student status; (WIOA prohibits discrimination against an individual who is a participant in a program or activity that receives WIOA funds solely because of the individual's status as a WIOA program participant.)
18. discrimination against certain noncitizens; (WIOA prohibits discrimination against individuals authorized by the Attorney General to work in the United States.) and
19. assistance for facilities used for religious instruction or religious worship; (WIOA prohibits the use of funds to employ WIOA participants to carry out construction, operation, or maintenance of any facility used for religious instruction or worship, with the exception of maintenance of facilities that are not primarily used for religious instruction or worship and are operated by organizations providing services to WIOA participants.)
20. Comply with the all applicable federal and state laws as listed on Appendix A.

#### **E. Technology-Based Learning**

Local Boards must ensure access to training services throughout the state, including rural areas, by approving programs that use technology-based learning and meet all state and local requirements. Training providers using technology-based learning, also referred to as distance, online, web-based or computer-based learning, must meet the following requirements:

1. Be licensed to provide training in Hawaii;
2. Has a mechanism for student interaction with an instructor or instructors;
3. Ensures periodic assessment of each student;
4. Because the student and teacher are not place- or time-bound in distance learning/on-line training programs, the provider must have a policy describing the responsibilities of each party in the distance learning experience;
5. Has a mechanism to track students' participation in the ETPL training program;
6. Complies with any additional requirements of the Local Board.

#### **F. Other Eligibility Factors**

The State Board will also consider the following factors when determining the eligibility of training providers:

1. Information reported to state agencies on federal and state training programs other than those provided under WIOA;
2. Record of submitting timely and accurately performance reports; and
3. Other factors as needed.

#### **ETPL Performance Measures**

At a minimum, eligibility criterion must include performance expectations. Standards for performance are set by the State and the Local Boards. Providers must submit accurate and timely performance data and cost information as listed on Appendices C and D for all students, not just WIOA participants, in their classes. Program-specific performance data will be verified by the State Board at these points:

- when reviewing an application for initial eligibility;
- when reviewing an application for continued eligibility; and

- every twenty-four (24) months following a determination of continued eligibility (*i.e.*, when reviewing an application for renewal of continued eligibility).

### **ETPL Performance Standards**

Subject to verification by the State Board, existing programs must have a minimum completion rate of 35 percent for all individuals enrolled in the previous two years. The following standards have been identified for training programs to be included on the ETPL. Local Boards may identify additional measures and/or may propose standards that are higher than the following:

1. Submission of student performance data is not required initially;
2. Beginning July 1, 2016, the provider must compile student demographic information and performance data as detailed on Appendices C and D for submission by September 30 after the first full year for performance calculation.
3. Data on the following indicators of performance must be submitted [**WIOA Section 116(b)(2)(A)(i)(I)-(IV)**]:
  - a. unsubsidized employment during the second (2<sup>nd</sup>) quarter after exit must be equal to or greater than 50 percent;
  - b. unsubsidized employment during the fourth (4<sup>th</sup>) quarter after exit must be equal to 65 percent;
  - c. median earnings of students who are in unsubsidized employment during the 2<sup>nd</sup> quarter after exit are equal to or greater than 70 percent of the Lower Living Standard Income Level (LLSIL) for a family of one of the current year for the specific local area; and
  - d. credential attainment rate must be equal to or greater than 50 percent (if applicable).

### **Evaluation Period**

The evaluation period is the last two program years, which begins July 1st and ends June 30th of the second year.

### **ETPL Performance Reports**

#### **A. Performance Data Submitted by the Training Provider**

Training providers must annually submit the following levels of performance achieved by all students in all programs on the ETPL for public distribution. Data must include all WIOA and non-WIOA students who participated in each training program [WIOA Section 116(d)]:

1. The percentage of students in unsubsidized employment during the 2<sup>nd</sup> quarter after exit from the program;
2. The percentage of students in unsubsidized employment during the 4<sup>th</sup> quarter after exit from the program;
3. The median quarterly earnings of students in unsubsidized employment during the 2<sup>nd</sup> quarter after exit from the program;
4. The percentage of students who obtain a recognized postsecondary credential or a secondary school diploma or its equivalent (GED or CBase) during participation or within a year after exit (A secondary school diploma or its equivalent is only counted if the student is also employed or enrolled in another education or training program leading to a recognized postsecondary credential within one year after exit); and
5. The total number of individuals that successfully complete the program of study or equivalent.



## **B. Performance Measures Calculated by the WIOA Program**

1. The total number of WIOA participants who received training services through the Adult and Dislocated Worker programs disaggregated by the type of training entity.
2. The total number of participants who exited from training services, disaggregated by the type of entity that provided the training during the most recent program year and the preceding three program years;
3. The average cost per participant for the participants who received training services disaggregated by the type of entity that provided the training, during the most recent program year and the past three program years; and
4. The number of individuals with barriers to employment served by the Adult and Dislocated Worker program disaggregated by each subpopulation of such individuals and by race, ethnicity, sex, and age.
5. Average cost-per-participant for WIOA participants who received training services for the most recent program year and three preceding program years, disaggregated by type of training entity.

## **Notification of Ineligibility or Termination**

In rare cases, providers can be or become ineligible and not placed on or is taken off the ETPL for reasons, such as failure to meet standards, submitting inaccurate information, or other violations of WIOA requirements.

### **A. Application or Initial Eligibility Denials**

A training provider or program may be denied initial eligibility for the following reasons:

1. The application is not complete or information was not provided in a timely manner.
2. The training program does not meet the WIOA definition of training services, which is a program of one or more courses or classes or a structured regimen that leads to:
3. A recognized postsecondary credential, secondary school or equivalent;
4. Employment, or
5. A measurable skill gain toward such a credential or employment.
6. The training program does not result in a federally or locally recognized credential.
7. Performance data is not included with the application or does not meet the minimum performance measures.
8. The training program does not support occupations in demand within the local area.
9. The training provider is not in compliance with the WIOA statute, regulations, or any agreement executed under the WIOA.
10. The State or Local Board determines that the training provider intentionally supplied inaccurate information.

### **B. Reapplication**

When a training provider or program is denied for any reason other than lack of documentation or information, the provider must wait six months to reapply.

### **C. Denial or Termination Notice**

Within ten days after a Local Board determines that a training provider's application does not meet the eligibility criteria, or that a provider's eligibility should be terminated, the Local Board shall issue a denial or termination notice to the training provider. A notice shall be issued listing each training program denied or terminated. The notice shall be mailed to the training provider at the address listed on the application and to the attention of the contact person identified on the application. The notice shall clearly:



1. Display the "date mailed";
2. Identify the program that was denied or terminated;
3. State specific reason(s) for the action; and
4. State that the training provider has the right to appeal to the Local Board within 14 calendar days of the date the notice is mailed.
5. The Local Board shall send a copy of the notification to the State Board.

## **Training Provider/Program Removals from the ETPL**

### **A. Removal of Training Programs**

A training program may be removed from the ETPL for the following reasons:

1. The State or Local Board determines that the training provider supplied inaccurate information.
2. The training program no longer meets the WIOA definition of occupational skills training.
3. The program does not meet minimum performance standards. If there were no WIOA participants in the training program during the past year, there will be no performance data to review for continued eligibility. The Local Board must examine the demand for the related occupation to determine if there is still local demand for it and decide whether to keep the program on the ETPL for another year. If no WIOA participants enroll in the training program for more than two years, it must be removed from the ETPL.

### **B. Removal of Training Providers**

A training provider may be removed from the ETPL for the following reasons:

1. All of a training provider's programs have been removed.
2. The training provider has not maintained required licenses and liability insurance or is found to be noncompliant with the training providers' assurances.
3. The training provider is not in compliance with the WIOA regulations, or any agreement executed under the WIOA.
4. The training provider is found knowingly to make false claims to prospective participants about costs or WIOA eligibility.

### **C. Removal Due to Higher Performance Standards**

Local areas that have implemented higher performance standards may remove programs that have not met requirements based on their local ETPL policy for removal of programs.

## **Appeal Procedure**

To appeal a termination or denial of eligibility, the training provider must file the written appeal with the Local Board within 14 calendar days of the date the notice was mailed. Throughout this appeal procedure, "Local Board" refers to "the Local Board or its designee."

### **A. Administrative Reconsideration**

Within ten working days of receiving the appeal, the Local Board shall review the appeal and may reverse the original decision if an administrative error was made, or if additional information from the training provider changes the basis of the original decision.

1. If the Local Board reverses its prior decision of termination or denial of eligibility, Local Board shall:

- a. Forward the written decision, with the basis for the decision, and a copy of the appeal file to the State Board;
- b. Notify the training provider in writing of the decision and its basis and that the Local Board has notified the State Board; and
- c. Return the provider to the Initial or Renewal Eligibility process.
2. If the Local Board determines to continue to deny eligibility, the Local Board shall:
  - a. Inform the training provider in writing of its decision to deny reversal of the original decision, including a basis for that denial;
  - b. Provide the training provider with information regarding the further appeals process.

**B. Formal Appeal**

1. Within 14 calendar days from the date the decision from 2.b. above was mailed, the training provider may file a formal appeal with the DLIR's Employment Security Appeals Referees' Office (ESARO).
2. Within 30 calendar days of the receipt of the formal appeal, a hearing officer from the ESARO will:
  - a. Conduct a hearing at which the training provider and the Local Board will be allowed to present their cases; no new information will be allowed;
  - b. Decide the case based on the review of the written record and the hearing arguments; and
  - c. No later than 30 working days of the conclusion of the hearing, issue a written decision to the training provider and the Local Board. The hearing officer's decision will be final and conclusive

If the hearing officer reverses the denial, the Local Board shall comply with the decision in a prompt and efficient manner. Procedures shall be followed for designating the training provider as eligible, inclusion of the training provider's program on the statewide list, and written notification to the training provider.

*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.*

Hawaii's workforce development system is committed to a priority of service system where the individuals most in need, with additional barriers to employment will be served first. This WIOA priority of service policy is in alignment with the second goal of the workforce development system in Hawaii, which is to: "prioritize services to vulnerable populations with barriers to employment as described under WIOA, including homeless individuals and Native Hawaiians, which are currently in critical concern in the State."

WDC's policy, which is currently in draft form, will be issued by September 30, 2016. The policy requires local boards to issue their own policy on priority of service that may include other populations with additional barriers to employment. The local board has the discretion to identify populations in the local area who are not low-income, basic skills deficient, or recipients of public assistance, but who are individuals documented as having other barriers to employment.

The success in achieving priority of service for the targeted groups within the Adult program will be measured by a state-established formula comparing the percentage of individuals in the five statutory priority targeted groups (public assistance recipients, other low-income individuals, basic skills deficient, both underemployed and low-income and individuals with a disability), who were enrolled in the Adult program versus the percentage of all other individuals who were enrolled in the program.

WDC will utilize the results from the PMIS as well as a file review to monitor adherence to the priority of service policy on a quarterly basis.

The goal of the workforce system is to serve a greater percentage of Adult customers from the priority targeted groups than all other individuals (at least 51% of Adult participants from priority groups). If it is determined that a Title I program operator is not meeting this goal the program operator will be expected to conduct active outreach to recruit the priority groups.

In Program Year 2016, the percentage of new Adult customers from the targeted priority groups will be used to establish a baseline for each local area.

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.*

The State requested a waiver of WIA Section 133(b)(4) to increase the amount a state is allowed to transfer between the Adult and Dislocated Worker funding streams. The State was granted the waiver. Under the waiver, transfer authority is limited to 50 percent. Under WIOA, where the ceiling has been lifted, the local boards must request the transfer of funds and justify the need for the transfer of funds. The criteria will continue to be how much of a fund the local area has spent; the service needs of the local area; and whether the local area will be able to serve the priority groups identified in the state and local plans.

To monitor the effectiveness of the transfer of funds, WDC will periodically request information from the local area on how the transfer is being effectuated and will monitor the Dislocated Worker and Adult performance outcomes of the local area to see if performance goals are being met or exceeded. This revised policy will be issued by September 30, 2016.

*(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.*

The provider should be familiar with the local area; have a demonstrated record of success in provision of youth services and running youth programs. If the provider operates youth programs in other locations, the local area is advised to request the provider's history of performance results in order to assess the provider's ability to meet performance goals. In evaluating the service providers, certain criteria such as the ability to meet performance goals should be weighted more heavily.

The criteria to be used in awarding grants for youth workforce investment activities: Program management and organizational capacity; past outcomes; program design; program components; collaboration with other youth serving agencies; budget; leveraged resources and sustainability; employer and educational institution collaboration or partnerships; ability to meet the performance accountability measures based on performance indicators for youth.

In addition to ensure quality job-driven training programs, the Youth Program must be designed to:

- a) Provide an objective assessment of the academic levels, skill levels, and service needs of each youth which shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such youth, for the purpose of identifying appropriate services and career pathways. A new assessment of a youth shall not be required if it is appropriate to use a recent assessment conducted by another education or training program.
- b) Develop service strategies for each youth that are directly linked to one or more of the indicators of performance described in section 116(b)(2)(A)(ii) of WIOA, and that will identify career pathways that include education and employment goals (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the youth taking into account the assessment conducted, except that a new service strategy it is appropriate to use a recent service strategy developed for the youth under another education or training program.
- c) Provide the following:

- activities leading to the attainment of a secondary school diploma or its recognized equivalent, or recognized postsecondary credential;
- preparation for postsecondary educational and training opportunities;
- strong linkages between academic instruction and occupational education that lead to the attainment of recognized postsecondary credentials;
- preparation for unsubsidized employment opportunities, in appropriate cases; and
- effective connections to employers, including in-demand industry sectors and occupations of the local and regional labor market.

**Required Program Elements:** In order to support the attainment of a secondary school diploma or its recognized equivalent, entry into postsecondary education, and career readiness for youths, the program shall provide elements consisting of:

- a) Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;
- b) Alternative secondary school services, or dropout recovery services, as appropriate;
- c) Paid and unpaid work experiences that have as a component academic and occupational education, which may include:
  - i. summer employment opportunities and other employment opportunities available throughout the school year;
  - ii. pre-apprenticeship programs;
  - iii. internships and job shadowing; and
  - iv. on-the-job training opportunities;
- d) Occupational skill training, which include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area;
- e) Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- f) Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
- g) Supportive services;
- h) Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
- i) Follow-up services for not less than 12 months after the completion of participation, as appropriate;
- j) Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
- k) Financial literacy education;
- l) Entrepreneurial skills training;

- m) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
- n) Activities that help youth prepare for and transition to postsecondary education and training.

**Required Information and Referral:** the youth provider shall ensure that each youth shall be provided:

- a) Information on the full array of applicable or appropriate services that are available by the provider or other eligible providers; and
- b) Referral to appropriate training and educational programs that have the capacity to serve the youth either on a sequential or concurrent basis.

Additionally, in order to meet the basic skills and training needs of all youths, youths not meeting the enrollment requirements of a particular training program shall be referred for further assessment, as necessary, and to other appropriate programs which may be able to serve them on a sequential or concurrent basis.

Youth providers are required to negotiate performance goals with WDC under WIOA (which was also required under WIA) to assess the effectiveness in achieving continuous improvement of workforce investment activities funded under the WIOA and in order to optimize the return on investment of federal funds in workforce investment activities.

The primary indicators of performance for the youth program shall include, but are not limited to:

1. The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program;
2. The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after exit from the program;
3. The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
4. The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within one year after exit from the program; and
5. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.

**Monitoring and Evaluation:** The local board and the provider shall implement sufficient procedures for annually monitoring this award to ensure the proper and effective expenditure of funds and the achievement of program goals.

**Data and Reporting Requirements:** The provider is required to submit separate program data and written monthly fiscal reports for the Youth Program to the WDC.



*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-youth 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. High School Equivalency Diploma,
4. Employment preparation,
5. Postsecondary education preparation,
6. Access to financial resources and support services to assist transition into postsecondary education, and
7. Follow up with mentoring and course correction.

As discussed before, Hawaii's apprenticeship programs, work-based learning, pre-apprenticeship programs will be included in the planning of Sector Strategies and Career Pathway committee. The information on these programs is available to all case managers at One-Stops and core



partners so that those programs may be considered for the individual's plan. Information is also posted on the WDD website. Cross-training for staff of One-Stops, Adult Education, and Vocational Rehabilitation will help to ensure participant access to these programs.

The Local Boards are responsible for the performance outcomes of their service providers. Quarterly reports will be generated by the PMIS. Consistent management will help providers and the Local Boards respond to low performance in a timely manner. The provider and the Local Board should identify the causes of the underperformance and determine if technical assistance, training, or other assistance is necessary and identify a course of action. Follow up evaluations and performance goals should also be set. Written assessments of progress and of the performance issues should also be sent to the WDC. WDC's Performance Measures and Accountability committee will be reviewing the performance outcomes for each local area. This committee will also ensure that corrective action is taken and that performance improves.

*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.*

Individual youth participants need not participate in all 14 program service elements. Participation in the program service elements is based on a youth's objective assessment and individual service strategy. Local grant recipients do not need to provide all 14 program service elements with WIOA funds if certain services are already accessible for all eligible youth in the local area. Local areas should identify the extent to which the 14 program service elements are available or already being provided in the local area through a combination of resource mapping, competitive selection of providers, or through community partnerships.

Each local board will be responsible for mapping the 14 program service elements and how and where the programs are provided. The information will be available to One-Stop case managers and to all core partners and One-Stop Partners. Cross-training for staff of One-Stops, Adult Education, and Vocational Rehabilitation will help to ensure participant access to all program elements. Through monitoring, analyzing quarterly reports, and periodic review of case files, WDC will provide program oversight to ensure that participants are able to access the required program elements.

*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).*

Local Boards are responsible for establishing local definitions and eligibility documentation requirements for "requires additional assistance" as it relates to both out-of-school youth (OSY) and in-school youth (ISY). The local policy must be reasonable, quantifiable, and based on evidence that the specific characteristic of the youth identified in the policy objectively requires additional assistance. Examples could include, but are not limited to, the following:

- Has repeated at least one secondary grade level or are one year over age for grade.

- Has a core grade point average (GPA) of less than 1.5.
- For each year of secondary education, are at least two semester credits behind the rate required to graduate from high school.
- Is an emancipated youth.
- Has aged out of foster care.
- Is a dropout or has been suspended five or more times or has been expelled.
- Has received court/agency referrals mandating school attendance.
- Is deemed at risk of dropping out of school by a school official.
- Has been referred to or are being treated by an agency for a substance abuse related problem.
- Has experienced recent traumatic events, are victims of abuse, or reside in an abusive environment as documented by a school official or other qualified professional.
- Has serious emotional, medical or psychological problems as documented by a qualified professional.
- Is gang affiliated.
- Is a refugee/immigrant.
- Has a family history of chronic unemployment.
- Has a substance abuse problem or has a history of having such a problem
- Has a parent or legal guardian who is incarcerated

*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.*

N/A at this time under WIOA.

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.
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.
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.
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).
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.
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.
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).
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.
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.
10	The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.
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).

- **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. Some of the curriculum provided through adult education is already aligned to the CCRS. However, 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.

Hawaii’s utilizes standards-based instruction for English Language Learners that is rigorous, relevant and aligned to the CCRS. These adult students who have limited ability in reading, writing, speaking, or comprehending the English language benefit from curriculum and instruction that incorporates foundational knowledge, skills, and abilities that is a prerequisite to pursuing a postsecondary education, training and/or career.

These students are provided with life-changing educational experiences to help them succeed as a worker, parent, and citizen and guide students utilizing career pathways that lead to meaningful certificates and degrees for under-trained adults.

Also, Adult Basic Education (ABE), high-school equivalency diploma preparation classes, whether offered in person or through distance learning are also aligned to the CCRS.

**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 postsecondary 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. By December 2016, a plan to strengthen the curriculum will be initiated whereupon the work of building a revised, relevant, rigorous CCRS-aligned curriculum will be in place. The SEA will work with a consultant to advise on and initiate this process and will pull together a working group comprised of C-Based teachers and administrators to establish 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 that the content of the C-Based program is relevant in the context of the workplace today. The state expects to complete revisions for all five units and to develop training for C-Based teachers on teaching to the CCR standards by the end of FY 2018.

#### 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 postsecondary 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.

<b>Adult Education Career Pathways Service Delivery Model</b>		
	<b>Component</b>	<b>Strategies</b>
1	Partnerships	<ul style="list-style-type: none"> <li>Formal partnerships with WIOA core partners and other key stakeholders at the local level that support education and workforce development.</li> <li>Partners include education and training systems, business and industry, workforce and economic development, and community based organizations.</li> </ul>
2	Alignment	<ul style="list-style-type: none"> <li>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.</li> </ul>
3	Culture	<ul style="list-style-type: none"> <li>College and career readiness will be the focus of adult education programs to create an environment that supports college and career success.</li> </ul>
4	Intake/Orientation	<ul style="list-style-type: none"> <li>Intake and orientation activities will incorporate career assessment, exploration and goal-setting along with approved standardized academic assessments for appropriate placement for services.</li> <li>WIOA partners will explore a centralized referral, intake, orientation and assessment process to ensure efficient service delivery within the workforce development system.</li> </ul>
5	Education, Career and Life Planning	<ul style="list-style-type: none"> <li>All students will have an Education, Career and Life Plan that includes short- and long- term education, career and life goals and planning.</li> <li>Services will be guided by individual Plans and students are involved throughout the process.</li> </ul>
6	Ongoing Assessment and Learning	<ul style="list-style-type: none"> <li>Ongoing formal and informal assessment of students is conducted to monitor progress, ensure focus and direct services toward achievement of academic and career success.</li> </ul>

7	Career Advising	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
8	Contextualized Services Along Pathways	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Contextualized academic and career-related services will be provided that are aligned to the College and Career Readiness Standards.</li> <li>• Employers and workforce development partners are involved in the development and implementation of career-related services.</li> <li>• Programs utilize qualified staff and evidence-based services.</li> <li>• Instructional practices incorporate focus, knowledge, coherence, evidence, complexity and rigor.</li> <li>• Services are flexible and are of sufficient intensity and duration in order that students efficiently meet academic and career goals.</li> <li>• Participatory learning strategies are utilized so that students are in control of their own learning and progress.</li> </ul>
9	Support Services	<ul style="list-style-type: none"> <li>• Job exposure opportunities for students such as internships, job shadowing and apprenticeships will be offered.</li> <li>• Study skills and college support activities are provided to ensure postsecondary transition success.</li> <li>• Referral to other necessary support services are provided, such as transportation and childcare, to ensure access and persistence in education and training.</li> </ul>
10	Data Management	<ul style="list-style-type: none"> <li>• State-required data is collected through an information management system to ensure compliance and effectiveness.</li> </ul>
11	Evaluation/Continuous Improvement	<ul style="list-style-type: none"> <li>• Performance outcomes are monitored on an annual basis for continuous improvement purposes.</li> </ul>
12	Professional Development	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

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.
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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, HIDOE 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.

The State's application for IELCE (i.e., section 243) funds will require applicants to describe how they plan to provide English language acquisition and civics education concurrently and contextually. The proposed activities and budget will be reviewed by the State to ensure that they meet all statutory requirements. Based upon our past experience under WIA, we can imagine a typical example of what service delivery might look like at the local level to be similar to the following:

An eligible provider provides the classroom (English language acquisition and civics education) instruction to a specific cohort of students, while partnering with another nonprofit or social entrepreneurial organization that then provides or coordinates timely and well-aligned occupational skills training. For example, a Community School for Adults (HIDOE) adult education program partners with a non-profit organization to work with a cohort of Pacific Islander immigrants. In this example, the adult education program would provide contextualized English language acquisition instruction that includes general employability, workplace, and

financial vocabulary as well as instruction on the rights and responsibilities of citizenship and civic participation. The non-profit organization provides hands-on training and skill building opportunities in, for example, agricultural irrigation system installation.

**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.

The HIDOE requires all eligible providers for sections 225, 231, and/or 243 to use the same application process. This ensures that all applications are evaluated using the same rubric and scoring criteria. HIDOE ensures that all eligible providers have direct and equitable access to apply for grants or contracts. It also ensures that the same grant or contract announcement, application, and proposal process is used for all eligible providers through the grant management system. During the initial period of the grant submission process, any eligible agency that contacts the HIDOE with an interest in participating will be provided the information needed. HIDOE believes that these approaches meet the requirements specified in AEFLA and is satisfied that every effort is made to ensure direct and equitable access. HIDOE uses the considerations specified in section 231(e) of WIOA to fund eligible providers by incorporating each of the considerations into the narrative portion of the application. HIDOE attaches a point-

based scoring rubric weighting each of the considerations. Applicants must provide narrative detail to demonstrate how they will meet each consideration.

The HDOE 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 HDOE and each grant recipient will be limited to a maximum of 5% of their total award for administrative costs.

The application process will be designed such that eligible agencies will be invited to apply for funding from Section 231, and/or Section 225, and/or Section 243 funds, in one or more counties, depending upon their infrastructure, service area, and expertise. The criteria for funding will be prioritized around the funding considerations outlined in WIOA Section 231(e). The application will include separate sections for each category of funding and will require detailed descriptions of services, budget narratives, etc., broken down by Section and by county(ies) to be served. The HDOE reserves the right to award grants based on an application in its entirety or on specific sub-parts. The HDOE will compete Title II funds every 3 years; however, each year –provided a federal Title II allocation award is received- grantees will receive continuation funding based on the submission of an annual grant application and effective performance.

The HDOE anticipates that applications for funding will be received by large agencies operating across all (or several) counties, but by no means will the State discourage or impede smaller agencies that operate within a single county or who wish to address their services to a single category of funding from applying for funds.

The HDOE 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:

- A local education agency
- A community-based organization of demonstrated effectiveness
- An institution of higher education
- A public housing authority
- A faith-based organization of demonstrated effectiveness
- A library
- A consortium of agencies
- For- and non- profit agencies of demonstrated effectiveness who are able to provided adult education services

Upon analyzing the economic and workforce information provided in the Common Elements Section II of Hawaii's Unified Plan, HDOE will focus AEFLA services on areas that emerged as critical for Hawaii to address within the workforce development system. These priorities,

which will be explicitly requested to emphasize in the application process for eligible grantees include:

- Services to homeless individuals and Native Hawaiians with the intent of getting them into the workforce.
- Providing integrated education and training services to low-skilled jobseekers along career pathways with the intent of transitioning them into postsecondary programming or employment.
- Providing more workplace training programs to help under-employed youth and adults advance in employment to a sustainable wage.

#### 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).

<b>EVENT</b>	<b>Timeframe</b>
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:

- Type of grant
- Contact person to obtain RFP guidelines
- Grant application due date

- 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 22<sup>nd</sup> Avenue, Room 202  
Honolulu, HI 96816

The HIDEOE 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 Title II of the Workforce Innovation and Opportunity Act will be reviewed by the Selection Committee. The HIDEOE will attach a point-based scoring rubric weighting the considerations, including those specific to each subpart (231, 225 and 243). Applicants will be required to provide narrative detail (including a budget narrative) to demonstrate how they will meet each consideration.

The following represents the suggested evaluation criteria, based on the funding considerations described in WIOA Section 231 (e):

<b>Criteria</b>	<b>Point Value</b>
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
Staff Professional Development	5
<b>Total</b>	<b>100</b>

### 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 proposed criteria outlined above as well as the following additional criteria:

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

The HIDOE 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. Corrections Education**

The HIDOE requires all eligible providers for sections 225, 231, and/or 243 to use the same application process. This ensures that all applications are evaluated using the same rubric and scoring criteria. HIDOE ensures that all eligible providers have direct and equitable access to apply for grants or contracts. It also ensures that the same grant or contract announcement, application, and proposal process is used for all eligible providers through the grant management system. During the initial period of the grant submission process, any eligible agency that contacts the HIDOE with an interest in participating will be provided the information needed. HIDOE believes that these approaches meet the requirements specified in AEFLA and is satisfied that every effort is made to ensure direct and equitable access. HIDOE uses the considerations specified in section 231(e) of WIOA to fund eligible providers by incorporating each of the considerations into the narrative portion of the application. HIDOE attaches a point-based scoring rubric weighting each of the considerations. Applicants must provide narrative detail to demonstrate how they will meet each consideration.

#### ***Section 225 (Corrections)***

*Eligible providers who apply for funds to offer literacy services within the context of corrections/institutional settings will be evaluated according to the same proposed criteria outlined in VI-AEFL B.1. In addition, their applications will be required to include the assurance that individuals who are likely to leave the correctional institution within five years of participation in the program will be given priority of service.*



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 HDOE 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 HDOE’s Special Education Section to meet unique needs of the institution’s eligible population.

HDOE 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

The purposes of correctional education will be to:

- Reduce recidivism by supporting incarcerated and formerly incarcerated individuals’ access to career pathways opportunities through innovative approaches that support academic achievement and transition to postsecondary training;
- Prepare individuals for life outside of the institution and provide job readiness in collaboration with workforce partners;
- Increase the number of incarcerated adults completing a HSE credential, entering postsecondary education and training, entering/retaining employment, and improving basic or English language skills.

#### **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.

*1. Describe how the State will fund, in accordance with the requirements of title II, subtitle C, Integrated English Literacy and Civics Education services and how the funds will be used for those services.*

#### 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, HIDEOE 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.

#### English Language Proficiency and Civics Education

English Language Proficiency and Civics Education and English Literacy 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.

*2. Describe how the State will fund, in accordance with the requirements of title II, subtitle C, Integrated English Literacy and Civics Education services and how the funds will be used for those services.*

The HIDEOE requires all eligible providers for sections 225, 231, and/or 243 to use the same application process. This ensures that all applications are evaluated using the same rubric and scoring criteria. HIDEOE ensures that all eligible providers have direct and equitable access to apply for grants or contracts. It also ensures that the same grant or contract announcement, application, and proposal process is used for all eligible providers through the grant management system. During the initial period of the grant submission process, any eligible agency that contacts the HIDEOE with an interest in participating will be provided the information needed. HIDEOE believes that these approaches meet the requirements specified in AEFLA and is satisfied that every effort is made to ensure direct and equitable access. HIDEOE uses the considerations specified in section 231(e) of WIOA to fund eligible providers by incorporating

each of the considerations into the narrative portion of the application. HIDOE attaches a point-based scoring rubric weighting each of the considerations. Applicants must provide narrative detail to demonstrate how they will meet each consideration.

In Hawaii, section 243 funds will be awarded to eligible providers through the competitive application process outlined above. Funds will be used to support the operational expenses of local IELCE programs, including teacher salaries and benefits, classroom supplies, textbooks, and other items necessary to carry out instruction in English language acquisition, workforce preparation activities, and civics education. While Hawaii plans to issue guidance and technical assistance to eligible providers on how to co-enroll participants in occupational training, as appropriate, we also anticipate that some section 243 funds may be used for similar expenditures to provide occupational training as part of an integrated education and training program in a limited number of cases.

#### Section 243 (Integrated English Literacy/Civics Education)

Eligible providers who apply for funds to offer literacy services within the context of Integrated English Literacy and Civics Education will be evaluated according to the same proposed criteria outlined in VI-AEFL B.1. In addition, their applications will be evaluated based their specific plans to provide English language acquisition and civics education concurrently and contextually with occupational training as part of an integrated education and training program.

The State's application for IELCE (i.e., section 243) funds will require applicants to describe how they plan to provide English language acquisition and civics education concurrently and contextually. The proposed activities and budget will be reviewed by the State to ensure that they meet all statutory requirements. Based upon our past experience under WIA, we can imagine a typical example of what service delivery might look like at the local level to be similar to the following:

An eligible provider provides the classroom (English language acquisition and civics education) instruction to a specific cohort of students, while partnering with another nonprofit or social entrepreneurial organization that then provides or coordinates timely and well-aligned occupational skills training. For example, a Community School for Adults (DOE) adult education program partners with a non-profit organization to work with a cohort of Pacific Islander immigrants. In this example, the adult education program would provide contextualized English language acquisition instruction that includes general employability, workplace, and financial vocabulary as well as instruction on the rights and responsibilities of citizenship and civic participation. The non-profit organization provides hands-on training and skill building opportunities in, for example, agricultural irrigation system installation.

### **E. State Leadership**

*1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.*

The HIDOE will use funds made available under section 222(a)(2) to enhance the quality of programming in the adult education system. 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.

Activities to be supported with federal leadership funds and extended using State funding include:

- (A) The HIDOE will work collaboratively with other core programs and partner agencies to align and coordinate services for program participants. Leadership funds will be used to build the capacity of grantees to coordinate and align services by cross-training staff on intake/orientation, eligibility screening, and referral between partners, and other joint mechanisms developed through agency partnerships. In addition, the development of all components of career pathways will continue to be a priority with a focus on bridge programming and integrated education and training.
- (B) Hawaii supports a statewide Adult Basic Education professional development (PD) advisory committee that meets quarterly to identify key present and future PD needs, develop PD plans and resources, identify and implement best practices in PD, coordinate PD activities, and review evaluation data from activities for continuous improvement of an efficient and effective PD system.
- State leadership funds will be used to support PD activities that focus on a variety of areas of emphasis, including content standards implementation, evidence-based reading instruction (EBRI), adult learning, research-based instructional methodologies, volunteer training and management, effective program management, integrated education and training, bridge programming, transition to postsecondary education, use of technology, distance education, universal design, serving students with disabilities, and volunteer training and recruitment. The HIDOE contracts for ABE professional development services related to research-based literacy, numeracy, English language instruction, content standards, and transitions. These PD activities include Student Achievement in Reading (STAR) training and technical assistance; EBRI study circles, online courses, and resource dissemination; and implementation of content standards. In addition, the HIDOE contracts to deliver PD and technical assistance in the arena of serving adults with disabilities. The disabilities service provider also provides training on using Universal Design for Learning principles and strategies to address the varied needs of adult learners.
- (C) The HIDOE will deliver technical assistance to eligible providers to enhance program effectiveness, increase the ability of providers to meet established performance standards, and fulfill obligations associated with being a one-stop partner. Specific areas of focus will include:
- (1) Increasing the capacity of instructors and programs to provide quality instruction in the areas of reading, writing, speaking, mathematics, English language acquisition, and distance education via implementation of professional development activities and associated technical assistance such as:
- STAR training and Evidence-Based Reading Instruction study circles;
  - EBRI and writing online courses;
  - Annual Language and Literacy Institute;
  - Low-literacy Adult ESL Study Circles;

- Adult Numeracy Initiative (ANI) cohort training;
  - Annual Math Institute;
  - Distance learning professional development cohorts;
  - Distance Learning Basics online course; and
  - Online resource libraries in the areas of EBRI, STAR, writing, adult ESL, numeracy, writing, content standards, transitions, content standards, and project-based learning.
- (2) Enabling providers to establish, build upon, or maintain effective relationships with other core providers via training on referral systems, data sharing/reporting, integration of education with occupational training, and transition strategies for postsecondary enrollment or employment.
- (3) Using technology to improve program effectiveness through training and technical assistance focused on preparing instructors and program administrators to identify and utilize technology to enhance instruction, programming, and distance education. The HDOE contracts to provide PD in the area of technology through activities such as face-to-face and online training in a variety of areas, including educational technology, digital literacy instruction, and distance learning. In addition, other training and technical assistance focuses on effective use of the statewide data system to maintain accurate student data and continuously improve programming.

The HDOE and PD providers will employ a variety of methods to ensure that information about proven or promising practices and models is disseminated to eligible providers and practitioners working in the ABE system. These will include activities such as:

- Local program site visits;
- Sessions at state and regional conferences showcasing promising practices and models;
- Webinars showcasing promising practices and models; and
- Job-embedded professional development activities, including professional learning communities, study circles, and peer observations.

The State will provide grantee oversight to include data monitoring, site visits, and a program improvement process for low-performing grantees.

### **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.

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.

Leadership funds will be spent in five distinct but interrelated areas. They are intended to address program improvement by facilitating regular, thoughtful data analysis, updating key curriculum to meet student needs, and promoting effective instruction through varied and flexible professional development opportunities determined in large part by providers themselves.

1. Approximately half of the State Director's position will be devoted to analyzing reasons for declining enrollment, service area gaps, and lack of benchmark attainment, and to promoting infrastructure and institutional culture changes to address these issues. The State Director will devote her energy to coordinating and facilitating new partnerships with WIOA core partners as well as partnerships with employers and other agencies to strengthen the services offered by service providers. She will oversee and orchestrate the implementation of professional development opportunities, use of data to drive decisions at both the state and local level, and allocation of resources to target specific deficits.
2. Leadership funds will be used to pay for two state-level part time positions. This support is critical since the State Director is the ONLY full time position in the state office of adult education. One position will be devoted to compiling timely and accurate data on enrolment and benchmark attainment and disseminating this information to administrators and stakeholders (including teachers) to facilitate forthright discussion, analysis, and "course corrections" to meet student needs. The second position will be devoted to providing assistance to the Director in areas deemed to be priorities, including helping to coordinate professional development, especially in reading instruction which is this individual's area of expertise.
3. As noted elsewhere in this plan, Students enrolled in the Competency Based Community School Diploma Program (C-Base), 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-Base 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. Leadership funds will be used to hire a consultant to advise on and initiate this process, beginning with a gap analysis. A working group comprised of C-Base teachers and administrators will work with this consultant to begin the steps necessary to overhaul and modernize the curriculum to meet today's student needs and workplace demands.
4. Leadership funds will be earmarked for a modest amount of out-of-state travel to allow key personnel to attend national meetings and conferences in order to bring back and disseminate information on promising practices. In addition, funds are allocated for local provider agency personnel to attend quarterly meetings to promote cohesion, coordination and timely data analysis for ongoing improvement efforts.



5. Finally, a significant portion of Leadership funds will be made available on an application basis to local providers in the form of flexible, need-driven “mini-grants” to support the documented professional development needs of their teachers and staff. These funds may be used to pay teachers to attend trainings or participate in “communities of practice,” reimburse online course fees, and/or to purchase or create PD training materials specific to their own identified needs.

*2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.*

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.

Leadership funds will be spent in five distinct but interrelated areas. They are intended to address program improvement by facilitating regular, thoughtful data analysis, updating key curriculum to meet student needs, and promoting effective instruction through varied and flexible professional development opportunities determined in large part by providers themselves.

1. Approximately half of the State Director’s position will be devoted to analyzing reasons for declining enrollment, service area gaps, and lack of benchmark attainment, and to promoting infrastructure and institutional culture changes to address these issues. The State Director will devote her energy to coordinating and facilitating new partnerships with WIOA core partners as well as partnerships with employers and other agencies to strengthen the services offered by service providers. She will oversee and orchestrate the implementation of professional development opportunities, use of data to drive decisions at both the state and local level, and allocation of resources to target specific deficits.
2. Leadership funds will be used to pay for two state-level part time positions. This support is critical since the State Director is the ONLY full time position in the state office of adult education. One position will be devoted to compiling timely and accurate data on enrolment and benchmark attainment and disseminating this information to administrators and stakeholders (including teachers) to facilitate forthright discussion, analysis, and “course corrections” to meet student needs. The second position will be devoted to providing assistance to the Director in areas deemed to be priorities, including helping to coordinate professional development, especially in reading instruction which is this individual’s area of expertise.
3. As noted elsewhere in this plan, Students enrolled in the Competency Based Community School Diploma Program (C-Base), 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-Base 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. Leadership funds will be used to hire a consultant to advise on and initiate this process, beginning with a gap analysis. A working group comprised of C-Base teachers and administrators will work with this consultant to begin the steps necessary to overhaul and modernize the curriculum to meet today's student needs and workplace demands.

4. Leadership funds will be earmarked for a modest amount of out-of-state travel to allow key personnel to attend national meetings and conferences in order to bring back and disseminate information on promising practices. In addition, funds are allocated for local provider agency personnel to attend quarterly meetings to promote cohesion, coordination and timely data analysis for ongoing improvement efforts.

Finally, a significant portion of Leadership funds will be made available on an application basis to local providers in the form of flexible, need-driven "mini-grants" to support the documented professional development needs of their teachers and staff. These funds may be used to pay teachers to attend trainings or participate in "communities of practice," reimburse online course fees, and/or to purchase or create PD training materials specific to their own identified needs.

## **F. Assessing Quality**

HIDOE uses various means of assessment in its annual and ongoing evaluation process, including site monitoring visits, desk monitoring, program improvement processes, and performance and financial audits. The results of these processes determine program improvement actions.

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.

#### Professional Development Quality Assessment

Participants are surveyed after all workshops, conference presentations, and webinars to evaluate and provide feedback on the activity or event. In regional workshops, changes are made to future workshops based on input from participants. Programs review student data to determine if the training impacted student outcomes and also to determine areas where additional training may be needed. The annual training plan includes State priorities, input from surveys about training needs, and advice from a statewide professional development advisory committee. Survey results are reviewed with the professional development advisory committee to decide how the training would best be delivered, face-to-face or through online webinars. Workshops conducted on college and career readiness have been formatted for online courses, which include a post-test to determine if the learning objectives were met. Best practices are identified in the advisory committees, and this may result in a webinar delivered through the HDOE or presented at the annual conferences conducted by the state leadership professional development providers. Data from HSE test results are reviewed to determine areas in which students may need additional instruction. Math instruction for HSE preparation and Adult Basic Education courses will continue to be a priority for regional trainings and webinars.

<b>Adult Education and Family Literacy Program Certifications</b>	
1	The plan is submitted by the State agency that is eligible to submit the plan.
2	The State agency has authority under State law to perform the functions of the State under the program.
3	The State legally may carry out each provision of the plan.
4	All provisions of the plan are consistent with State law.
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.
6	The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan.

7	The agency that is submitting the plan has adopted or otherwise formally approved the plan.
8	The plan is the basis for State operation and administration of the program.

<b>Adult Education and Family Literacy Program Assurances</b>	
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).
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.
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.
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.
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.
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.

- **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 job seekers 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 job seekers. 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 claimant's 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 job seekers through the electronic job board managed by WDC; 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 on the PMIS, 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 Hawaii's PMIS, 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 job seekers in their job search. The PMIS and the Resource Rooms have resume-preparation services or assistance, job listings, and labor market information. The PMIS 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 the PMIS within seven 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;*

As explained in (2) above, UI claimants are required to register and post a resume in the PMIS 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 the PMIS 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 the PMIS 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 job seekers 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 postsecondary 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.

*E. Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include:*

##### *1. Assessment of Need*

*Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.*

According to the 2012 United States Department of Agriculture's (USDA) Census of Agriculture there were 7,000 farms with an estimated 12,492 farmworkers employed in Hawaii (Hawaii 2012 and 2007 Agriculture Census Comparison).

Lands and Farms	2007	2012
Farms (number)	7,521	7,000
Land in farms (acres)	1,121,329	1,129,317
Average size of farm (acres)	149	161
Total cropland (farms)	6,281	5,551
Cropland (acres)	177,626	174,042
Harvested cropland (farms)	6,044	5,293
Harvested cropland (acres)	103,120	99,031

Lands and Farms	<b>2007</b>	<b>2012</b>
Farms (number)	7,521	7,000
Land in farms (acres)	1,121,329	1,129,317
Average size of farm (acres)	149	161
Approximate total land area (acres)	4,110,586	4,110,412
Land in farms (acres)	1,121,329	1,129,317
Farmland in total land area %	27.3	27.5
Cropland in farmland %	15.8	15.4

#### 2012 Hired Farm Labor (Agriculture Census)

- Hired Farm Labor (workers) 12,492
- Hired Farm Labor (farms) 1,977
- Workers by days worked: 150 days or more 6,698, less than 150 days 5,794
- Migrant farm labor on farms with hired labor (farms) 63
- Migrant farm labor on farms only contract labor (farms) 51
- 114 farms with hired migrant labor

Note 1: The USDA Census of Agriculture of states is conducted every five years. Note 2: Cropland is land that is suitable or used for growing crop. Calculating the estimated MSFWs: 114 farms with hired migrant labor (63 + 51) / 1,977 farms with hired labor = 5.7% of farms with hired farm labor have hired migrant workers.

12,492 hired farm laborers x 5.7% = 712 migrant workers (estimate)

Based on the foregoing formula there is an estimated 712 MSFWs in Hawaii. This is a slight decrease from previous years' reporting estimates of 800 MSFWs in the state.

When conducting outreach, staff continuously strives to gain accurate counts of the MSFW population in their service delivery areas. It should be noted that not all migrant and seasonal farmworkers require staff-assisted services. Job seekers can opt to pursue services without direct contact with staff by navigating the known job service websites on the internet.

*a. An assessment of the agricultural activity in the State means: 1) identifying the top five labor-intensive crops, the months of heavy activity, and the geographic area of prime activity; 2) Summarize the agricultural employers' needs in the State (i.e. are they predominantly hiring local or foreign workers, are they expressing that there is a scarcity in the agricultural workforce); and 3) Identifying any economic, natural, or other factors that are affecting agriculture in the State or any projected factors that will affect agriculture in the State.*

#### Agricultural Activities of Significant Interest

<b>Top 5 agriculture commodities, 2012</b>	<b>Farm receipts 1,000 dollars</b>	<b>Farm receipts percent of state</b>	<b>Farm receipts percent of U.S.</b>
1. Cane for Sugar	79,335	10.9	5.3
2. Greenhouse/nursery	69,098	9.5	.4

<b>Top 5 agriculture commodities, 2012</b>	<b>Farm receipts 1,000 dollars</b>	<b>Farm receipts percent of state</b>	<b>Farm receipts percent of U.S.</b>
1. Cane for Sugar	79,335	10.9	5.3
3. Cattle and calves	55,689	7.6	.1
4. Macadamia nuts	35,200	4.8	100
5. Coffee	34,560	4.7	100
All commodities	729,321	n/a	.2

<b>Top 5 agriculture exports, estimates, 2012</b>	<b>Exports rank among states</b>	<b>Exports million dollars</b>
1. Planting seeds	4	217.8
2. Other products *	32	207.6
3. Sugar and products	9	41.0
4. Tree nuts	6	31.0
5. Fruits, fresh	17	18.0
Total exports	37	560.4

\* Animal and poultry products, other grains and oilseeds, wine, beer, other beverages, coffee, chocolate, other horticulture products and prepared foods.

<b>Agricultural sales by counties in 2007</b>	<b>Total receipts percent of state</b>	<b>Total receipt 1,000 dollars</b>
1. Hawaii County	39.4	202,572
2. Maui County	27.1	139,326
3. Honolulu Country	24.6	126,577
4. Kauai County	8.8	45,151
State total	n/a	513,626

Statewide employment across all industries will rise by 65,210 to 729,850 jobs from 2012 to 2022, averaging a modest growth of 1.0 percent annually. About one-third of the total positions created statewide during this 10-year period will be in service-oriented occupations which will employ more than a quarter of the state's workforce. The next largest occupational groups: the education, construction and business groups; will each add 6,000 jobs. At the other end of the spectrum, production businesses and farming occupations, the two smallest groups employing the least number of workers, will generate the lowest percentage gain in employment.

The top five labor-intensive crops, months of heavy activity, and geographic areas of primary activity are shown below. The last crop, cane sugar, will be replaced in subsequent years because Hawaiian Commercial and Sugar, the last sugar plantation in Hawaii, is currently laying off employees in phases and will be completely shut down by December 31, 2016.

<b>Top 5 labor-intensive</b>	<b>Months of heavy activity</b>	<b>Geographic area of prime activity</b>
Taro	Year round	Kauai County
Coffee	September to November	Hawaii County
Greenhouse/nursery	Year round	Hawaii and Honolulu Counties

Macadamia nuts	Year round	Hawaii
Cane Sugar	March to November	Maui County

*2. Summarize the agricultural employers' needs in the State (i.e. are they predominantly hiring local or foreign workers, are they expressing that there is a scarcity in the agricultural workforce);*

The majority of agriculture employers are small businesses employing a small workforce. Profit margins are characteristically small. Most of these businesses employ Hawaii residents. The biggest challenge for these employers is the high cost of operating a farm and scaling productivity to profitability, and maintaining a stable workforce.

Hawaii is known for its high cost of living. The costs of leasing or owning land; gas, water and electrical utilities; income taxes; transportation; consumer goods; etc., are some of the highest in the nation. These cost characteristics also apply to farms. Many of the fruit, vegetable, dairy, and other food products imported from the U.S. mainland and foreign countries are less expensive than locally grown products, which makes non-local products their biggest competitors. Small local farmers find it difficult to expand operations because of the capital investment necessary and uncertain demand to warrant the expansion. To assure the best possible profit margin, employers pay their workforce the lowest wage rate reasonably and legally possible. With the low wages for agricultural workers, local farmers find it difficult to recruit and/or retain local workers who would carry out the demanding physical requirements of say, a taro farm laborer or coffee farm laborer, two of the most labor-intensive jobs in Hawaii agriculture.

Some Hawaii employers utilize the U.S. DOL H-2A Temporary Agriculture Worker Program which authorizes employers to recruit and hire foreign workers for temporary agriculture jobs. Fewer than 20 employers in Program Year 2014 (July 1, 2014 to June 30, 2015) filed an application with the U.S. Department of Labor Office of Foreign Labor Certification to recruit foreign laborers to work on Hawaii farms. The majority of farmers do not utilize the program because it adds to their operating costs. Employers are legally required to provide free housing and pay the round trip air fare for these foreign workers to work in Hawaii.

*3. Identify any economic, natural, or other factors that are affecting agriculture in the State or any projected factors that will affect agriculture in the State.*

Over 60% of farmers in Hawaii will be retiring within the next ten years and their children often do not want to take over the farms because they experienced the hard work and sacrifice involved. A farm crisis is looming. If these farms close down and new ones fail to develop, Hawaii will be farther away from meeting its goal of becoming self-sufficient in food production.

Hawaii's low unemployment rate, among the lowest in the nation, makes Hawaii a job seeker's market. The hospitality industry employs large numbers of entry level workers at higher wages than earned by farm laborers, which makes the hospitality industry the biggest competitor for

farmworkers. Because they have a competitive disadvantage, entry level jobs in agriculture will grow slowly over the next ten years.

Statewide employment across all industries will rise by 65,210 to 729,850 jobs from 2012 to 2022, averaging a modest growth of 1.0 percent annually. About one-third of the total positions created statewide during this ten-year period will be in service-oriented occupations which will employ more than a quarter of the state's workforce. The next largest occupational groups: the education, construction and business groups; will each add 6,000 jobs. At the other end of the spectrum, **production businesses and farming occupations, the two smallest groups employing the least number of workers, will generate the lowest percentage gain in employment.**

Issues regarding water rights and land use on Maui County for land currently used by Hawaiian Commercial and Sugar will definitely affect whether the land will later be available for diversified agriculture after the company closes. As one of the largest employers on Maui County, its closure is likely to decrease the number of agricultural workers on Maui and the State within the next 12 months. Whether that decrease is offset by the projected small increase in agriculture over the next ten years remains to be seen.

Some farmers have indicated that they felt their recruitment problems may be resolved if they are allowed to provide housing for their workers to compensate for low wages and hard physical labor. However, this requires changes in county zoning laws for housing and use of agricultural land.

Heated local controversies over GMO and non-GMO products also may have tarnished the appeal of farming to youth and other job seekers; and county ordinances banning GMOs or pesticides used by large businesses that typically grow GMO seeds are being challenged in court.

*b. An assessment of the unique needs of farmworkers means summarizing Migrant and Seasonal Farm Worker (MSFW) characteristics (including if they are predominantly from certain countries, what language(s) they speak, the approximate number of MSFWs in the State during peak season and during low season, and whether they tend to be migrant, seasonal, or year-round farmworkers). This information must take into account data supplied by WIOA Section 167 National Farmworker Jobs Program (NFJP) grantees, other MSFW organizations, employer organizations, and State and/or Federal agency data sources such as the U.S. Department of Agriculture and the U.S. Department of Labor (DOL) Employment and Training Administration.*

Hawaii's seasonal farmworker population is mostly composed of Hawaii residents whose native language is one of the following: English, Tagalog/Ilocano, Thai, Chinese and Spanish. Most are non-migratory and work in farm jobs requiring year-round employment. Hawaii's year-round consistent mild climate patterns and soil quality support year-round cultivation of most crops which would require a labor force available to work all 12 months of the year. The estimated SFW population is 800. Much of this information has been culled from the database of the DLIR job bank, NFJP feedback, print media, and stakeholder feedback collected from Sustainable Agriculture Skill Panel meetings held from December 2011 to May 2012.

Farmworkers typically are older, foreign-born residents with limited English. Their millennial children, if they were raised in Hawaii or other USA states, are generally not interested in farm laborer work although some may be attracted to higher-skilled jobs in agriculture.

## *2. Outreach Activities*

*The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:*

The primary objective of the outreach strategy targeting the farmworker population is to locate and reach as many migrant seasonal farmworkers as possible and provide the appropriate level of services based on each farmworker's unique needs. Local Office Wagner-Peyser staff members designated as the Local Office Monitor Advocate (LOMA) situated in the AJCs on each County are responsible to conduct this outreach through mail, phone, skype, email, and/or site visits. In addition, through the Reemployment Services and Eligibility Assessment (RESEA) program, many MSFWs or SFWs in rural areas are referred by UI for mandatory RESEA participation.

Those contacted by the LOMAs or initially served by LOMAs or other staff through the RESEA will be notified of services available in the AJCs, which include counseling, career guidance, assessments, retraining, supportive services, and referrals to other jobs. Staff will assist them in registering in the PMIS and using its job search features, as applicable. Referrals to other resources such as MedQuest, TANF, temporary shelter, and other services also will be provided as appropriate. There are insufficient funds for a full-time outreach worker and the relatively low number of farmworkers on each county do not warrant a full-time staff. However, Wagner-Peyser-funded staff on each island provide outreach to farmworkers on a part-time basis.

In addition, WDD will keep in contact with Maui Economic Opportunity (MEO), the long-time NFJP grantee in Hawaii, to leverage NFJP resources with other AJC services. These outreach efforts are intended to increase the number of MSFWs and SFWs that participate in AJC services to expand their career opportunities.

### *A. Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices.*

Correspondence, brochures, presentations, job fairs, rapid response outreach, partnership resources, and worksite visits are examples of outreach activities and methods used by AJCs to locate and contact farmworkers, especially individuals not being served by Wagner-Peyser resources through the normal intake process. The successful achievement of outreach relies on the availability of staff resources to perform outreach but more importantly it is staff having awareness of the location of farms and farmworker populations in each service delivery area. AJC managers and their Local Office Monitor Advocates (LOMA) will rely on their agriculture service provider partners, who are well connected to the farming community, to gain essential information on how best to access farmworkers.

The Department of Labor and Industrial Relations (DLIR) Workforce Development Division (WDD) manages the MSFW program and partners with the National Farmworker Jobs Program



(NFJP) grantee, Maui Economic Opportunity, Inc. (MEO) to offer services statewide. There are six (6) LOMAs assigned to six WDD operated AJCs providing comprehensive employment services to the agriculture industry in the respective service delivery areas. LOMAs are the primary staffs involved with consistent contacts with the agriculture community. All LOMAs are funded by federal Wagner–Peyser program funds. In partnership with agriculture service providers LOMAs offer workers and employers a comprehensive menu of state and federally funded services coordinated by the AJCs and partner agencies.

An existing cooperative agreement with MEO provides WDD a key partner in outreach efforts to the MSFW community. MEO provides employment and training services statewide targeting low–income farm workers and their families. WDD’s continued ties with the Hawaii Department of Agriculture and the Hawaii Farm Bureau Federation will help maintain an integral link to the agricultural community. WDD will leverage the knowledge and relationship that these agencies have with the local farming communities to promote the AJC brand.

*B. Providing technical assistance to outreach workers. Technical assistance must include trainings, conferences, additional resources, and increased collaboration with other organizations on topics such as one-stop center services (i.e. availability of referrals to training, supportive services, and career services, as well as specific employment opportunities), the employment service complaint system, information on the other organizations serving MSFWs in the area, and a basic summary of farmworker rights, including their rights with respect to the terms and conditions of employment.*

Farmworkers have unique service needs. A menu of employment services is customized to meet their specific concerns. To the extent possible and the particular situations encountered all farmworkers will receive information on AJC services and how to access services. This will be achieved either through a group presentation, distributed marketing materials or an appointment with Wagner–Peyser staff. A common service need in the migrant population is language assistance. Whether it is at outreach events or at the local American Job Center, staff is trained to monitor the need for language interpreter service. In Hawaii, the common languages spoken in addition to English within the MSFW populous are Ilocano, Spanish, Thai, and to a lesser extent; Mandarin, Lao, and Khmer.

AJC access to interpreter services is facilitated through its partnership with the DLIR’s Office of Language Access (OLA). OLA provides centralized oversight, coordination, and technical assistance to State agencies and organizations that receive state funding, regarding the implementation requirements of the Hawaii Language Access Law. The goal of the OLA is to ensure that no person is denied access to State or State–funded services due to their limited ability to speak, read, write or understand the English language. In addition, DLIR has a Limited English Proficiency Plan that enables all staff to access interpretation and translation services as needed for their customers.

Staff is trained to brief the rule on priority of employment and training services to veterans and eligible persons. Having individuals aware of the priority of service rule prepares them to understand that military veterans will receive staff assisted services ahead of non–veterans when seeking assistance at the Centers. On the other hand, if a farmworker is identified by staff as a



veteran, the individual will be aware that he or she is able to access staff assistance ahead of other farmworkers and non-veterans.

Wagner-Peyser staff members, including LOMAs, ~~are~~ provide an array of Wagner-Peyser services, and either directly provide WIOA services, or at a minimum, provide information about WIOA services. They are also aware of the Job Service Complaint system and familiar with AJC services, including but not limited to, training programs and their referral procedures; Career Services such as labor market information, vocational counseling, and assessments; supportive services; and referrals to jobs. Because WDD staff works with other agencies, the staff members regularly make referrals to other resources such as UI, TANF, Supplemental Nutrition Assistance Program, temporary shelters, and services for the homeless population. As WDD is part of the Department of Labor and Industrial Relations, which also contains the Disability Compensation (workers' compensation) Division, and Wage Standards Division (wage standard enforcers), WDD staff will be able to refer farmworkers to these agencies as applicable. The LOMAs and AJC staff periodically meet with MEO, and know how they may refer MSFWs to MEO for more services.

The State Monitor Advocate will coordinate the provision of technical assistance and training to LOMAs and their supervisors and managers to ensure that they have the skills and knowledges to serve MSFWs effectively. This training will include Employment Service complaint procedures; summary of farmworker rights, including their rights with respect to the terms and conditions of employment; AJC services across core programs and other resources; common UI eligibility issues; referral procedures and potential co-enrollments with MEO NFJP participants that leverage resources of NFJP and AJC services. Due to funding constraints and limited number of farmworkers, the State Monitor Advocate is a part-time responsibility.

Professional development also will be sought and arranged to sustain and increase the expertise and quality of service provided by LOMAs and other AJC staff to farmworkers and agricultural employers. Because the outreach will be conducted by journey-level employer representatives and/or counselors (all merit staff), a high level of competence is the standard for these workers. The technical training and professional development will take place through conferences, training sessions, and through more collaboration and networking with public and private community service agencies, MEO, and MSFW groups.

*C. Increasing outreach worker training and awareness across core programs including the Unemployment Insurance (UI) program and the training on identification of UI eligibility issues.*

Inherent in the skill set of a Wagner-Peyser employee is a basic knowledge of the purpose and function of all the employment and training programs and services offered through the American Job Center including WIOA core programs. In program year 2014, 44.5% of active applicants in the Hawaii labor exchange system were eligible unemployment insurance claimants (ETA 9002A report). It is estimated that Wagner-Peyser staff spend 44.5% of their time related to servicing job seekers receiving unemployment insurance benefits. Therefore, staff competency and understanding of the purpose and function of the Hawaii State Unemployment Insurance (UI) system is ingrained in the employee from the beginning of their careers. Any significant revisions to UI operations is a top training priority for Wagner-Peyser staff.

As Wagner-Peyser staff, the outreach workers are familiar with the UI claims filing process and UI eligibility issues related to requirements for claimants being able and available for work. They are also familiar with WIOA core programs because most of their offices currently operate the WIOA formula-funded Adult and Dislocated Worker programs and/or the WIOA National Emergency Grants programs. Other core programs of Department of Education, Adult Education, and Department of Human Services, Vocational Rehabilitation, are among the programs with which the outreach workers include in their toolbox of resources to assist farmworkers. In the Hilo Office of WDD, a full-time WDD staff funded by Division of Vocational Rehabilitation (VR) is located there to assist persons with disabilities. A summer youth program for high school students with disabilities who were referred by VR is being operated this summer in most WDD offices. Because WDD offices are very small, each staff member, including the outreach workers, are knowledgeable about core services and UI claims filing and UI eligibility requirements.

*D. Providing State merit staff outreach workers professional development activities to ensure they are able to provide high quality services to both job seekers and employers.*

Professional development activities are continuous throughout the career of a Wagner-Peyser Employment Service Specialist. Notification of the need for professional development training of State merit staff such as Wagner-Peyser specialists is normally generated by policy and program changes or guidance initiated by the Department of Labor, Employment and Training Administration (ETA). Implementation of the requisite changes to MSFW operations due to the State's transformation to WIOA and its impact on staff services to farmworkers is facilitated by the State Monitor Advocate (SMA) Program Specialist. The SMA is the primary staff lead within the State Workforce Agency, the Workforce Development Division of the Hawaii Department of Labor, to issue updated policy and procedures and train AJC managers and staff on proper implementation of MSFW operational procedures. The SMA is closely connected to the ETA Region Monitor Advocate to receive technical assistance and to other States' SMAs to exchange best practice ideas and processes.

The State Monitor Advocate will either provide or coordinate the provision of training to the LOMAs and One-Stop Center staff and managers, including federal regulations for MSFW, Migrant and Seasonal Agricultural Worker Protection Act, service level and equity ratio indicators, the role of the Monitor Advocate, the role of the NFJP, networking with core partners and Agricultural Recruiting System.

*E. Coordinating outreach efforts with NFJP grantees as well as with public and private community service agencies and MSFW groups.*

The WIOA Title I section 167 grantee in Hawaii, Maui Economic Opportunity, (MEO), and the DLIR Workforce Development Division administrator have agreed to coordinate annually to assess the effectiveness of the statewide outreach strategy. For example, they will assess if the outreach efforts by all involved partners are leveraging sufficient resources to locate and contact as many farmworkers as possible. The partnership will evaluate its efforts in recruiting agriculture service providers, to include public and private community service agencies and

MSFW groups, who will join in a cooperative arrangement with WDD and MEO to ante up resources to boost the outreach capabilities of the partnership.

The NFJP grantee in Hawaii, MEO, and DLIR WDD have established a goal to meet semi-annually to review the effects of past outreach activities and plan future outreach events. Both agencies will leverage their public, private, and non-profit community network of agriculture stakeholders to grow a coalition of service providers serving the interests of the MSFW community. The informal arrangements with MEO will be formalized through an MOU with MEO to be executed by November 30, 2016, and it will be reviewed for updates and refinements at least annually. New partners will be added to the coalition throughout the duration of this plan. The goal is to have new MOUs executed within 60 days of the addition of new partners. At the meeting held in the last half of each Program Year, DLIR and its partners will review the MOUs and evaluate if the commitments outlined in the MOU are being effectively implemented. Revisions to the MOU will be proposed and agreed upon within 30 days. MOU revisions can be done anytime of the year; however, at a minimum, a formal review of all MOUs will be performed by all partners at the last meeting of each Program Year.

*3. Services provided to farmworkers and agricultural employers through the one-stop delivery system. Describe the State agency's proposed strategies for:*

*A. Providing the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system. This includes:*

- i. How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers;*
- ii. How the State serves agricultural employers and how it intends to improve such services.*

There are six LOMAs assigned to six AJCs statewide. The LOMA is responsible for coordinating agriculture employer services and farmworker outreach activities within his or her respective service delivery area, as needed, in conjunction with farmworker service providers. A program specialist at the WDD Central Office is the State Monitor Advocate (SMA). The SMA provides technical assistance to LOMA staff ensuring they have the tools needed to properly implement outreach service strategies at the local level. Wagner-Peyser program federal funds support the cost of salaries and benefits of the LOMA and SMA staffs who serve not only farmworkers but all labor exchange customers with priority of service to veterans.

LOMAs economize their limited resources and focus their outreach effort at critical junctures in the crop production and harvesting seasons when workers experience layoff or reduced work hours. Priority of resources is rapidly committed to farmworkers and their employers during these vulnerable periods to preempt gaps in worker transition and to ensure a rapid segue to unemployment insurance, employment, and partner services.

Information presentations on AJC and partner services are available to all farmworkers and are customized to the needs of the individual or small group. AJC program brochures, large group briefings, and web-based tools are incorporated as required. As resources permit LOMA staffs register workers in the AJC labor exchange system at the job site.

Electronic service delivery is permissible, encouraged, and carried out via the internet-based labor exchange system, [www.HireNetHawaii.com](http://www.HireNetHawaii.com).

Access to bilingual staff or telephonic interpreting services is available at AJCs across the state. When identified by staff, migrant seasonal workers receive appropriate interpreter services.

*B. Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups.*

Information on the job service complaint system is included in the informational briefings to customers at outreach events or during orientation of services at the AJCs. The SMA is working with information specialists to add information about the complaint system to the current web-based labor exchange information system, ([www.hirenethawaii.com](http://www.hirenethawaii.com)). The SMA is also working with appropriate resources to develop a brochure that specifically promotes services to farmworkers and agriculture employers. The brochure will include knowledge about the complaint system, farmworker rights, language assistance, career guidance, National Farmworker Jobs Program, and other relevant employment services.

Outreach workers will provide information about the employment service complaint system to farmworkers and other farmworker advocacy groups at all farmworker outreach activities. Information about the complaint system will be included in a brochure for distribution and added to the PMIS by January 31, 2017. This information also will be available at One-Stop Centers and posted for public viewing.

*C. Marketing the Agricultural Recruitment System to agricultural employers and how it intends to improve such publicity.*

Marketing the Agricultural Recruitment System (ARS) to Hawaii's agricultural employers is conducted at any and all employer outreach events. Included in the outreach specialist's talking points will be ARS information and how employers can access the system to assist in recruiting workers. DLIR will ensure employers understand that the system facilitates recruitment of potential job applicants from other states if the supply of qualify workers in Hawaii is exhausted. ARS information will be promoted and included in a marketing brochure to promote services to the agricultural community. The brochure will be ready for distribution by January 31, 2017 and posted on the PMIS website after the brochure is completed.

*4. Other Requirements*

*A. Collaboration*

DLIR and NFJP grantee Maui Economic Opportunity (MEO) will work together to recruit organizations serving the MSFW and agriculture community and include them in the outreach strategy. More involvement and engaged participation by additional partners will increase not only the level of collaboration but increase the resource options available to farmworkers.

A current MOU exists between the MEO and the DLIR to collaboratively serve the agriculture community with a focus on the Migrant Seasonal Farmworker population and economically disadvantaged farmworkers and their dependents. The MOU is pending revision to reflect new guidance and compliance with the recently enacted Workforce Innovation and Opportunity Act.

DLIR and MEO will leverage their public, private, and non-profit community network of agriculture stakeholders to grow a coalition of service providers serving the interests of the MSFW community. New partners will be encouraged to cement its commitment to the coalition with a formal MOU with DLIR.

### *B. Review and Public Comment*

The plan has been posted on the DLIR Workforce Development Council website at <http://labor.hawaii.gov/wdc/reports/> since April 1, 2016 for public review and comment. The plan will be continuously tweaked, as needed, to ensure accuracy in its implementation during the four-year period. Public and stakeholder comments have been encouraged and welcomed. All comments along with responses provided by the DLIR will be posted at the website.

A link to the revised plan will be distributed to key stakeholders in the agriculture community when the final Plan is posted to the website. After 30 days for comment, any comments and recommendations received will be transmitted with responses to DOL. Notice of the final and revised AOP will be provided to the following organizations:

- 1) WIOA NFJP Grantee, Maui Economic Opportunity: <http://www.meoinc.org/> and
- 2) USDA NASS PRO, Hawaii Field Office:  
[https://www.nass.usda.gov/Statistics\\_by\\_State/Hawaii/](https://www.nass.usda.gov/Statistics_by_State/Hawaii/)
- 3) Hawaii Farm Bureau: <http://hfbf.org/contact-us/>
- 4) Oahu Economic Development Board: [info@oedb.biz](mailto:info@oedb.biz)
- 5) Hawaii Economic Development Board: Hawaii Island Economic Development Board, 117 Keawe St, Hilo, HI 96720
- 6) Maui Economic Development Board: Maui Economic Development Board, Inc., 1305 North Holopono Street, Suite 1, Kihei, HI 96753
- 7) Kauai Economic Development Board: [info@kedb.com](mailto:info@kedb.com)
- 8) Hawaii Department of Agriculture: [hdoa.info@hawaii.gov](mailto:hdoa.info@hawaii.gov)

### *C. Data Assessment*

The Equity Indicators in the Migrant Indicators of Compliance (MIC) reports for the last four years of PY 11 through PY 14 showed that services to seasonal farmworkers did not achieve equity with services to the general population.

<b>MIC Performance Indicators</b>
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PY	Equity Ratio
PY 11	3 of 5
PY 12	3 of 5
PY 13	3 of 5
PY 14	3 of 5

Equity was not achieved in two areas:

- 1) referred to jobs; and
- 2) referred to support services.

Many seasonal farmworkers employed by large farms have been mandated to attend Reemployment Services Eligibility Assessment sessions conducted by WDD when the farmworkers filed for Unemployment Insurance benefits during seasonal layoffs. During these sessions, many farmworkers expressed disinterest in getting other jobs and made it clear that they preferred to retain their seasonal farmworker jobs. Similarly, they were uninterested in seeking other resources, such as support services. For this reason, many farmworkers had fewer referrals to jobs and support services.

#### *D. Assessment of progress*

Based on experience with many seasonal farmworkers, equity in referrals to jobs and support services may not be realistic. Also, Hawaii is not a Significant State because it has a relatively low number of farmworkers, which gives small variations in data a disproportionately heavy impact. However, improving outreach efforts in collaboration with MEO and other partners is targeted to boost participation of interested farmworkers in workforce services.

#### *E. State Monitor Advocate*

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP. The SMA was involved in developing this plan and approves it as drafted

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)).
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.
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.
4	State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations.



- **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 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;*

- 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 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 postsecondary 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 statewide 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 statewide requirement.

*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 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 postsecondary 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: 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.*

*1. DSU's Plans*

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.

Following receipt of student referrals, VR counselors complete applications with students and their families, and determine eligibility. When a student is found eligible for VR Services, the VR counselor will attend the IEP meeting at the request of the DOE, when possible. At the request of the IEP team, the VR counselor will review and allow for amendments to the student's IPE.

Pre-employment transition services (PETS) are: job exploration counseling, counseling related to transition or post-secondary training/education, instruction in self-advocacy, workplace readiness training and work-based learning experience. VR counselors provide counseling in job exploration and transition or post-secondary training/education. Service providers (e.g. community rehabilitation programs, public sector agencies) are contracted for workplace readiness training, work-based learning experiences and instruction in self-advocacy.

VR has 5 Branches: Oahu, Maui, Hawaii, Kauai, Services for the Blind. Oahu Branch has established a Transition Unit on the island of Oahu comprised of a supervisor and 5 VR counselors serving designated schools statewide. The Transition Unit works exclusively with a caseload of students and youth with disabilities. In addition to the Transition Unit, Oahu has a VR counselor assigned to rural schools (Waianae, Nanakuli) with a mixed caseload of students/youth and adults. VR counselors in the Oahu Branch Deaf Services section currently serve 2 high schools, one specifically for the deaf and deaf-blind (Hawaii School for the Deaf and Blind). VR counselor in the Services for the Blind Branch are available to all schools on Oahu with blind students.

Neighbor Island Branches (Maui, Hawaii, Kauai) have designated transition counselors serving these islands as well as Molokai and Lanai. Neighbor-island transition counselors are designated liaisons to specific DOE schools. Neighbor Island counselors often carry a mixed caseload of students, youth and adults with disabilities.

The transition counselor's role is to have a presence at their designated schools. They provide consultation and technical assistance to school staff, students and their families with information regarding DVR's goal/mission, eligibility criteria, scope of services, rights/remedies and on the Special Education-Vocational Rehabilitation (SE-VR) Work Study Program.

VR counselors receive direct referrals of students with disabilities from the school, at any time during the school year. They provide consultation and technical assistance to schools during their visits, and during IEP meetings for students who were found eligible. When a student is found eligible for VR Services the VR counselor will attend IEP meetings, at the request of the DOE when possible. If unable to attend, VR information is provided. The VR counselor will review the student's IPE and allow for amendments at the request of an IEP team.

Transition counselors provide introduction and guidance to post school alternatives, and planning and coordination for work experiences in a work based setting to improve employment outcomes.

VR counselors receive direct referrals of students with disabilities from the school, at any time during the school year. They provide consultation and technical assistance to school staff during their school visits, and during IEP meetings for students and their families who were found eligible. When a student is found eligible for VR Services the VR counselor will attend IEP meetings, at the request of the DOE when possible. If unable to attend, VR information is provided. The VR counselor will review the student's IPE and allow for amendments at the request of an IEP team.

Transition counselors provide introduction and guidance to post school alternatives, and planning and coordination for work experiences in a work based setting to improve employment outcomes.

DVR continues to collaborate with the Department of Education to deliver the Special Education – Vocational Rehabilitation (SE-VR) Work Study Program. SE-VR is a work-based learning experience designed to deliver three inter-related components: classroom experience, in-school work experiences and community work experience. The DOE classroom experience is designed with a workplace readiness component. DOE in-school experience is designed to continue work place readiness training with hands-on experience at the DOE school. Finally, community work experience is designed to provide work-based learning experiences in the community.

## *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.

Currently, we do not have any MOUs with other State agencies to provide supported employment services to youth. We are currently working on an MOU with Department of Health (DOH), Developmental Disability Division (DDD) to formally define the agreement(s) made and the duties and responsibilities of DVR rehabilitation counselor and DDD case managers in regards to all VR clients, which includes youth. Currently, our VR rehabilitation counselors inform the DDD case managers prior to referral of the needs of the VR client for supported employment/extended services. VR rehabilitation counselors ensure that the DD case managers can provide the needed services to the VR client. The provision of supported employment/extended services include placement follow up services, extended job coaching, etc.

#### 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;*

DVR has implemented evidence-based practices and innovative strategies for addressing key challenges to strengthen employer engagement, including:

- Streamlined employer outreach activities
- Customization of employer engagement
- Job development and job negotiation tailored to the unique business needs of each individual employer
- Dissemination of technological tools for improving the direct relationship between the employee and the employer

To achieve competitive, integrated employment outcomes for prospective workers and job seekers with disabilities, Hawaii DVR has applied effective practices and partnerships to

leverage resources with providers of disability services and supports. Currently, DVR is establishing a Cooperative Agreement (CA) through the Employment First Initiative with partner agencies to offer blending and braiding of resources to achieve competitive integrated employment for persons with disabilities.

DVR has engaged in the following activities in order to create sustainable employment service models over time.

**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. Oahu’s BLN is collecting new members and can be accessed at: <http://hireabilitieshawaii.org/>

**Employment First State Leadership Mentoring Program (EFSLMP):** Currently meets on a monthly basis to analyze policies and procedures required to increase opportunities for competitive integrated employment opportunities for all persons with disabilities.

**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. In addition, DVR works with employers to provide VR services through disability and diversity etiquette training, ADA advising, workshops on Emotional Intelligence and Job Readiness Training “Ho’ala” contracted through City and County, Department of Community Service Work Hawaii. Pre-employment transition services are offered through contracts with the Department of Education through Special Education Vocational Rehabilitation (SEVR) which provide unique work experience opportunities with employers in the community. Our network of over 600 employers are informed of various DVR programs that allow them to utilize internships, OJTs, apprenticeships in collaboration with the local Community Colleges, and Adult Education programs to access work-based learning experiences. Ongoing workshops and forums with employers are conducted on a quarterly basis with Work Hawaii from Department of Labor and Industrial Relations (DLIR) to inform employers of changes in legislation and workforce diversification.

*2. Transition services, including pre-employment transition services, for students and youth with disabilities.*

Initiated in 2015 is an agreement between the DVR and the DOE to provide pre-employment transition services to students with disabilities. These are programs which counsels students in exploring vocational options, training in soft-skills and provides paid and unpaid work experience both on and off campus. One project in particular utilizes the general learning objectives developed by the DOE in providing the instructional material allowing students with disabilities to explore work within the visitor industry. After which students are placed into paid work experiences in a hotel. DVR and the DOE are looking to expand this project in the upcoming school year.

#### 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;*

The Employment First State Leadership Mentoring Program (EFSLMP), a grant through the US Department of Labor, Office of Disability Employment Policy that was first given to the Hawaii Developmental Disabilities Division (DDD) and turned over to the Hawaii Division of Vocational Rehabilitation (DVR) for the final year will bring together various core partners. One of the two projects under EFSLMP is to develop a cooperative agreement involving DVR, DDD, Workforce Development Division, Med-QUEST Division, Adult Mental Health Division (AMHD), Hawaii Department of Education (DOE) and the University of Hawaii. Through this larger cooperative agreement, it is anticipated that small agreements and MOA's will be developed between smaller agencies from the larger core group.

##### *2. The State agency responsible for providing services for individuals with developmental disabilities; and*

In 2011, DVR began to develop the MOA with the DDD; a working agreement by which the DVR case counselors and the DDD case managers could work together on cases known to both agencies. An agreement was developed by staff of the two agencies that faced delays by the Deputy Attorney General for the DDD and with the hiring of a new administrator to the DDD 2015, that MOA was dissolved. More recently DDD and DVR have been working on an agreement for a smaller project between the two agencies, regarding the provision of support in postsecondary training that may provide the momentum for the more robust MOA to be developed.

##### *3. The State agency responsible for providing mental health services.*

Earlier in 2016, working arrangements between DVR and Adult Mental Health Division (AMHD) once again started. This specifically addresses clients involved in the clubhouse programs through AMHD and development of transitional employment opportunities for persons with significant mental health barriers. This was a program that had moderate success in the past and is hoped to achieve in greater success as the two agencies reignite the relationship.

*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;*

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.

<b>Job Title</b>	<b>Total Positions</b>	<b>Current Vacancies</b>	<b>Projected vacancies over the next 5 yrs.</b>
Administrator	1	0	1
Assistant Administrator	1	0	1
Branch Administrators	5	0	2
Supervisors	8	0	3
Program Specialists & Accting 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
<b>Totals</b>	<b>115</b>	<b>12</b>	<b>25</b>



*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;*

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 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 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*

Included in the response for the next section (B).

*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 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. 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*

Included in (B). Effective July 1, 2016, DVR has implemented the use of training plans. DVR staff (professionals and paraprofessionals) are required to complete Training Plan Development Worksheets. The worksheet assists in the identification of the individual staff training and development needs, supports the creation of a training plan, ensures follow up and measures the results of training. From information on the individual worksheets, training activities are prioritized based on identified needs and submitted for implementation at the start of each State Fiscal Year. A semi-annual review is conducted to ensure training needs are met. Statewide training initiatives includes: • Collaborative relationships with the local University to support the Master's in Rehabilitation Counseling program. • Formal contracts with San Diego State University to provide Statewide Training and technical assistance to VR Counselors and VR Management. • Formal contracts to include training and technical assistance in the areas of Benefits Planning and Assistive Technology.

*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.

Joint trainings for DOE /DVR staff is scheduled when necessary (e.g training for revised procedures for current services or new services.). A decision will be made after the final WIOA regulations are published to ascertain whether or not joint training is needed. The transition counselor's role is to have a presence at their designated schools. The counselors provide consultation and technical assistance to the Department of Education (DOE) staff, students and their families with information regarding DVR's goal/mission, eligibility criteria, scope of services, rights/remedies and the Special Education-Vocational Rehabilitation (SE-VR) program during their regularly scheduled visits and during IEP meetings.

#### J. Statewide Assessment.

*1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:*

*A. With the most significant disabilities, including their need for supported employment services;*

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.

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;*

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.

#### *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 are underserved by DVR;
- Individuals that have deaf-blindness are 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;*

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:

- Job exploration counseling;
- Work-based learning experiences;
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;
- Workplace readiness training to develop social skills and independent living (often referred to as soft skills); and
- 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;*

Results from the CSNA indicate a need for more CRP's on neighboring islands which include Maui, Molokai, Lanai, and Kauai. Employment, transportation and housing were identified on the neighbor islands as needed. CRP's and other entities need to collaborate and communicate with each other to establish a foundation that consumers can rely on. Additionally, CRP's must embrace the "Employment first" philosophy and move from sheltered employment to competitive integrated employment.

*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.*

- Transition-aged youth with disabilities have been identified as a priority population. According to the 2015 CSNA results:
- 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.
- 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.*

##### *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:*

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.

The VR Program:

- FY 2018: 3,694
- FY 2017: 3,916
- FY 2016: 4,152
- FY 2015: 4,405

###### *B. The Supported Employment Program; and*

- FY 2018: 377
- FY 2017: 309
- FY 2016: 254
- FY 2015: 207

###### *C. Each priority category, if under an order of selection:*

Most Significantly Disabled

- FY 2018: 2,309 individuals
- FY 2017: 2,448 individuals
- FY 2016: 2,602 individuals
- FY 2015: 2,590 individuals

Significantly Disabled

- FY 2018: 1,256 individuals
- FY 2017: 1,331 individuals
- FY 2016: 1,413 individuals

- FY 2015: 1,437 individuals

#### Non–Significantly Disabled

- FY 2018: 126 individuals
- FY 2017: 137 individuals
- FY 2016: 137 individuals
- FY 2015: 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

- FY 2018: \$4,853,581
- FY 2017: \$4,853,581
- FY 2016: \$5,207,410
- FY 2015: \$4,069,538

#### Significantly Disabled

- FY 2018: \$2,640,348
- FY 2017: \$2,640,348
- FY 2016: \$2,810,348
- FY 2015: \$2,268,268

#### Non– Significantly Disabled

- FY 2018: \$271,801
- FY 2017: \$271,801
- FY 2016: \$247,972
- FY 2015: \$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.*

The goals and priorities were agreed to by the State VR agency and the State Rehabilitation Council and jointly agreed to any revisions.

*2. Identify the goals and priorities in carrying out the VR and Supported Employment programs.*

*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 non-supported 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.

*3. Ensure that the goals and priorities are based on an analysis of the following areas:*

The goals and priorities are based on an assessment of the vocational rehabilitation needs of person with disabilities residing in the State of Hawaii. The purpose of the assessment is to provide planners with information pertinent to the allocation of resources, to the development of DVR's Unified State Plan for fiscal years 2015 - 2017, and to comply with the needs assessment mandate in the Rehabilitation Act of 1973, as amended.

The assessment was jointly conducted by the State of Hawaii, Division of Vocational Rehabilitation (DVR), the State Rehabilitation Council (SRC) and the Interwork Institute at San Diego District University. The resulting document, 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.



*A. The most recent comprehensive statewide assessment, including any updates;*

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.

*B. The State's performance under the performance accountability measures of section 116 of WIOA; and*

The Performance Accountability Measures that DVR will use are: 1. Percentage of program participants employed during the second and fourth quarter after exit. 2. Median earnings of program participants. 3. Percentage of participants who obtain a postsecondary credential or high school diploma (subject to special rule). 4. Percentage of participants who during a program year achieve a measureable skill gain. 5. Effectiveness in serving employers.

DVR does not have any baselines for all 5 of the performance accountability measures. In addition, the CORE partners has yet to define a "common definition" of each measure. Accordingly, as advised, DVR will use the FY 2016 and FY 2017 data to set baselines in the 2-year modification of the State Plan.

*C. Other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and finding and recommendations from monitoring activities conducted under section 107.*

DVR's Monitoring Report was published on 07/24/2012. The following findings were identified:

Finding 1 - SEA Agreement between DVR and DOE - resolved Finding 2 - DVR agreements with the Local Workforce Investment Board (LWIB) - partially resolved -Maui and Oahu WIB will continue under the previous Memorandum of Understanding (MOU) that extended until June 30, 2016. Finding 3 - Personnel Costs - resolved

Finding 4 - Financial Management System - is anticipated to be resolved by December, 2016. We have completed our contract monitoring policy and is currently finalizing our monitoring instruments and will be starting the monitoring of our current contracts.

*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.*

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 or more functional capacities and who require three or more substantial VR services for at least twelve 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 or more functional capacities and who require two or more substantial VR services for at least six 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

*(E) How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and*

*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.*

*B. The 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 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; reallocation 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.

#### Exemption

The Hawaii Division of Vocational Rehabilitation is also allowing for the exemption to the Order of Selection those eligible individuals with disabilities who require specific vocational rehabilitation services in order to maintain employment. These services will be consistent with the individual's Individualized Plan for Employment and services will only be provided that will allow the individual those specific VR services or equipment the individual will need to maintain employment, not to other services the individual may need for other purposes.

#### *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.*

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.

<b>Priority Category</b>	<b># of individuals to be served</b>	<b>Estimated # of individuals who will exit with employment</b>	<b>Estimated # of individuals who will exit without employment</b>	<b>Time within which goals are to be achieved</b>	<b>Cost of services</b>
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

#### *E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and*

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 multiple VR services for an extended period of time.

- 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

*2. If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.*

Not at this time.

#### N. Goals and Plans for Distribution of title VI Funds

*1. Specify the State's goals and priorities for funds received under section 603 of the rehabilitation act for the provision of supported employment services.*

Priority 1: Increase number of clients receiving SE services.

Goal: Annually increase the number of clients that receive SE services by 5%.

- FY 2017: 67 clients.
- FY 2016: 64 clients.
- FY 2015: Baseline: 61 clients received SE services.

Priority 2: Increase number of clients eligible for SE services that receive benefits planning services.

Goal: Annually increase the number of clients eligible for SE services that receive benefits planning services by 5%.

- FY 2017: 281 clients.
- FY 2016: 268 clients.
- FY 2015: Baseline: 255 clients eligible for SE services, received benefits counseling services

Priority 3: To provide Supported Employment (SE) Services to Youth

Goal: Annually increase the percentage of youth who during a program year participate in work-based learning experiences and internships by 5%.

- FY 2017: Data will be used to establish baseline.
- FY 2016: Data will be used to establish baseline.
- FY 2015: Baseline not established.

Priority 4: To increase the number of youth employed.

Goal: Annually increase the number of youth employed during the second quarter after exit by 5%.

- FY 2017: Data will be used to establish baseline.
- FY 2016: Data will be used to establish baseline.
- FY 2015: Baseline not established.

Priority 5: To increase the number of youth employed.

Goal: Annually increase the number of youth employed during the 4th quarter after exit by 5%.

- FY 2017: Data will be used to establish baseline.
- FY 2016: Data will be used to establish baseline.
- FY 2015: Baseline not established.

Priority 6: To provide Extended Services to Youth

Goal: Increase the number of youth referred to case managers in the Developmentally Disabled Division (DDD) for the provision of extended services by 5%.

- FY 2017: Data will be used to establish baseline.
- FY 2016: Data will be used to establish baseline.
- FY 2015: Baseline not established.

*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*

DVR contracts with Community Rehabilitation Programs (CRPs) to provide supported/extended 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 Job Empowerment Training (JET), a classroom-based job readiness course. JET is designed to address the various barriers to employment and to teach the basic skills to find, gain, and maintain employment.
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, DVR partners with Developmental Disabilities Division case managers and Ticket to Work Employment Networks to provide extended services to maintain employment.

*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 Community Resource Providers (CRPs) to provide Supportive Employment (SE) services statewide for a period of two years. There is at least one CRP located on each of the four major islands. We anticipated that extended services for a period not to exceed four 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 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.*

- Increase support services in postsecondary settings thereby increasing graduation rate.
- Increase pre-employment transitions services to better prepare transitioning youth with disabilities into the workforce.
- Support the provision of summer youth employment for transitioning high school students as well as those in postsecondary training.
- Redevelop the relationship with the State agency providing services to those individuals with mental health issues.
  - Temporary Employment Opportunities
  - Paid and Unpaid Work Experience

*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.*

- Hawaii Division of Vocational Rehabilitation's two largest statewide contracts with independent services providers is for the assessment and provision of assistive technology and devices.
- The Hawaii Administrative Rules governing vocational rehabilitation services includes in the definition of assistive technology, the evaluation, purchasing, leasing and provision of



rehabilitation technology services, including devices at the various stages of the vocational rehabilitation process. (§17-401.1-2)

*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.*

- Perform targeted outreach to the Native Hawaiian and Micronesian populations in Hawaii. Contact community programs serving these populations and meeting potential consumers in their communities.
- DVR will partner with Adult Education to do outreach to youth with disabilities for the goal for preparing an educated and skilled workforce.
- DVR will partner with Workforce Development Division to do outreach to the Veteran community in Hawaii to increase services to this population.
- DVR will coordinate services with the Comprehensive Service Center for Deaf, Hard of Hearing and Deaf-Blind for the provision of VR and other related employment services.

*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).*

DVR has a Transition Unit on the island of Oahu comprised of VR counselors who work exclusively with students and youth with disabilities. The Transition Unit counselors are designated liaisons most of Oahu's High Schools. In addition, Oahu has transition counselors with mixed caseload of students, youth and adults with disabilities who are also designated liaisons for high schools. These are VR counselors serving rural Oahu, deaf students and blind students. Neighbor Island Branches (Maui, Hawaii, Kauai) have designated transition counselors serving these islands as well as Molokai and Lanai. Neighbor-island transition counselors are designated liaisons to specific DOE schools. Neighbor Island counselors often carry a mixed caseload of students, youth and adults with disabilities. The transition counselor has a presence at their designated schools, and provide the schools, students and their families with an overview of DVR's goal/mission, eligibility criteria, scope of services, and rights/remedies. VR counselors receive direct referrals of students with disabilities from the school, at any time during the school year. They provide consultation and technical assistance to schools during their visits, and during IEP meetings for students who were found eligible. When a student is found eligible for VR services, the VR counselor will attend IEP meetings, at the request of the DOE when possible. If VR counselor is unable to attend the IEP meeting, the transition counselor provides VR information to the student. The VR counselor will review the student's IPE and allow for amendments at the request of an IEP team. Transition counselors provide introduction and guidance to post school alternatives, and planning and coordination for work experiences in a work based setting to improve employment outcomes. VR counselors provide counseling in job exploration and transition or post-secondary training/education. Service providers (e.g. community rehabilitation programs, public sector agencies) are contracted for workplace readiness training, work-based learning experiences, and instruction in self-advocacy. DVR continues a long-standing collaboration with the Department of Education to deliver the Special

Education – Vocational Rehabilitation (SE-VR) Work Study Program. SE-VR is a work-based learning experience designed to deliver three inter-related components: classroom experience, in-school work experiences and community work experience. The DOE classroom experience is designed with a workplace readiness component. DOE in-school experience is designed to continue work place readiness training with hands-on experience at the DOE school. Finally, community work experience is designed to provide work-based learning experiences in the community. DVR has implemented a Summer Youth Program to provide work based learning experiences in State, City and County, Federal and private sector work places.

*5. If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.*

We do not have any plans for establishing, developing, or improving community rehabilitation programs (CRPs) within the state at this time.

*6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.*

Strategies for increasing percentage of program participants employed during the second and fourth quarter after exit:

1. Increase support services in postsecondary settings thereby increasing graduation rate.
2. Increase pre-employment transitions services to better prepare transitioning youth with disabilities into the workforce.
3. Support the provision of summer youth employment for transitioning high school students as well as those in postsecondary training.
4. Redevelop the relationship with the State agency providing services to those individuals with mental health issues.
  - a. Temporary Employment Opportunities
  - b. Paid and Unpaid Work Experience

Strategies to increase the median earning of program participants:

1. Assist in the development of Career Pathways based upon Hawaii's labor market for individuals interested in postsecondary education or direct job placement or both. Identify Career Pathways and job opportunities that are specific to each county.
2. Identify strategies to increase the capacity of SSA beneficiaries to move toward self-sufficiency through, work include education of the person's family and try and encourage high expectations for the person regarding work rather than striving to remain dependent on SSI. High expectations have been proven to have a positive effect on outcomes and earnings for beneficiaries.

Strategies to increase the percentage of participants who obtain a postsecondary credential or high school or diploma (subject to the special rule):

1. Strengthening vocational assessment practices as the foundation for more comprehensive services which meet customer needs, identify and address barriers to employment, and maximize outcomes.
2. Identify a network of consumers that have been closed successfully rehabilitated as mentors. These mentors can provide inspiration and advice to people on how to be

successful in postsecondary education and work and can provide them with high expectations.

Strategies to increase the percentage of participants who during a program year achieve a measurable skill gain:

1. Use the customized employment model identified in the Employment First State Leadership Mentoring Program.
2. Create career pathways; channels of opportunities from pre-employment training to competitive employment outcomes.

Strategies to cultivate VR's effectiveness in serving employers:

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:

1. Train employers on compliance the title I of the American with Disability Act (ADA) of 1990 and other employment-related laws.
2. Inform employers of the existence of the program and availability of services.
3. Educate and provide services to employers who have hired or are interested in hiring individuals with disabilities.
4. Provide training and technical assistance to employers regarding disability awareness.
5. Working with employers to provide opportunities for work-based learning experiences and opportunities for PETS services.
6. Train employees who are individuals with disabilities.

#### *7. Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.*

Improve Employment Outcomes for Individuals with Disabilities by:

1. Strengthening vocational assessment practices as the foundation for more comprehensive services which meet customer needs, identify and address barriers to employment, and maximize outcomes.

- Incentivize timely service delivery by implementing new performance measures for VR counselors which ensure that 90% of eligibility determinations will be completed within 90 days of customers' application dates and that 90% of Individual Plans for Employment (IPEs) are developed within 60 days of customers' eligibility determination dates.
- Provide high-quality training and support, ensuring staff have the knowledge and skills needed to deliver high-quality vocational rehabilitation services.
- Through statewide case file reviews, build an organizational culture of quality to strengthen substantial counseling and guidance.

2. Conduct outreach to key populations, including students with disabilities, to ensure that all with persons with disabilities have access to services and supports needed to prepare for and obtain employment.

3. Increase business engagement to improve employment for individuals with disabilities.
4. Strengthen cross-system collaboration with WIOA core programs.
  - Establish DVR's Role in the Workforce Development System
  - Contribute values, expertise, and strengths as a core program to maximize outcomes for individuals with disabilities.
  - Work with partners, at front-line and state levels, to ensure the workforce development system is accessible and provides beneficial services for all individuals with disabilities.
  - Lead cross-program staff training in areas such as accessibility, disability culture and awareness, and vocational rehabilitation services.
  - Ensure eligible participants get optimal benefit from the workforce development system by educating customers about other workforce development programs.
  - Implement data systems and management reports which leverage new WIOA partnerships and strengthen data driven decision making.

*8. How the agency's strategies will be used to:*

*A. achieve goals and priorities by the State, consistent with the comprehensive needs assessment;*

Develop and Improve Community Rehabilitation Programs in Hawaii:

- Piloting programs/services to serve the neighbor islands, or some of the rural areas of Oahu such as Hookipa. Hookipa provides small group work readiness and hospitality skills training with paid work experience in a competitive setting.
- Partner with WDD and Adult Education so that staff that can work with DVR and share information and resources, provide cross-training, and strategize ways to increase training and placement opportunities for individuals with disabilities statewide.

Youth and Students with Disabilities:

- Transform service provision to focus on employment. Promote work as an expectation to students and youth with disabilities, their families, and stakeholders.
- Develop 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 youth and students from maintaining work.
- Promote strategies to prepare for, obtain and maintain competitive, integrated employment such as (1) iCan: Preparatory classes for youth and students for college and careers and (2) 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.
- Promote strategies to participate in work experience and post-secondary educational experience. This year, students and youth are participating in the 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.

- Request technical assistance from Workforce Innovation Technical Assistance Center (WINTAC) in the area of PETS.
- Ensure that the IPE for a transition-aged youth is developed within 60 days from the date of eligibility to prevent delays in service provision and compliance with the 90 day time frame established for eligibility determination.
- Ensure that 504 students are aware of their services and that they are conducting targeted outreach to these students in addition to those served by Special Education.

Individuals with Disabilities from Different Ethnic Groups, including Individuals who have been Unserved or Underserved by the VR Program:

- Perform targeted outreach to the Native Hawaiian and Micronesian populations in Hawaii. Contact community programs serving these populations and meeting potential consumers in their communities.
- DVR will partner with Adult Education to do outreach to youth with disabilities for the goal for preparing an educated and skilled workforce.
- DVR will partner with Workforce Development Division to do outreach to the Veteran community in Hawaii to increase services to this population.
- DVR will coordinate services with the Comprehensive Service Center for Deaf, Hard of Hearing and Deaf-Blind for the provision of VR and other related employment services.

Most Significant Disabilities, and Supported Employment:

- Provide regular training to staff on SE and how the model can be used for populations other than just individuals with intellectual or other developmental disabilities. This is especially important with the passage of WIOA as DVR can be the source of extended services for up to four years for youth in need of SE.
- Ensure consumers have access to self-advocacy training.
- Benefits planning resources to be provided for all DVR consumers that are also SSA beneficiaries. DVR counselors and community partners will ensure that they are discussing the full range of options for work with their consumers, including striving towards self-sufficiency through work.
- Complete agreement between DDD and DVR regarding the provision of support in postsecondary training that may provide the momentum for the more robust Memorandum of Agreement (MOA) to be developed.
- Complete agreement between DVR and Adult Mental Health Division (AMHD) for clients involved in the clubhouse programs through AMHD and development of transitional employment opportunities for persons with significant mental health barriers. This was a program that had moderate success in the past and is hoped to achieve in greater success as the two agencies reignite the relationship.
- Initiated in 2015 is an agreement between the DVR and the DOE to provide pre-employment transition services to students with disabilities. These are programs which counsels students in exploring vocational options, training in soft-skills and provides paid and unpaid work experience both on and off campus. One project in particular utilizes the general learning objectives developed by the DOE in providing the instructional material allowing students with disabilities to explore work within the visitor industry. After which students are placed into paid work experiences in a hotel. DVR and the DOE are looking to expand this project in the upcoming school year.

#### Business Services and Relations:

- Develop employment first initiative policies and procedures.
- Provide disability sensitivity training to employers throughout Hawaii that helps businesses understand disability and increases their comfort level in working with employees with disabilities. Customize the curriculum to address the needs of their company.
- In addition to disability sensitivity training, provide training to employers on disability law and the responsibilities of employers under the ADA, WIO) and any other applicable laws. Providing this kind of educational activity for employers establishes DVR as an expert resource for employers and can increase the likelihood that employers will recruit DVR consumers when they have job openings.
- Support the development of Business Leadership Networks/Affiliates on Oahu, Kauai and Maui.
- Increase work experience opportunities customized to meet the needs of the employers and to increase the pool of qualified applicants for permanent employment.
- Annual employment recognition for people with disabilities at the State Capitol.
- Invest in marketing materials aimed at re-branding the service provision of DVR to be an Employment First agency for people with disabilities
- Work cooperatively with WDD to outreach to businesses as partners in training and placement.

#### *B. Support innovation and expansion activities; and*

Funds are allocated for the operation of the Statewide Independent Living Council (SILC) to meet the goals and objectives set forth in the State Plan for Independent Living (SPIL). The mission of the Statewide Independent Living Council of Hawaii is to promote independent living and the integration of persons with disabilities into the community and to aid individuals in achieving their goals and basic human rights. The SILC works collaboratively with the DVR in strategic planning and development of the SPIL required in section 704 of the Rehabilitation Act as amended. In previous years under Innovation and expansion support, SILC monitored, reviewed and evaluated the implementation of the SPIL by connecting with Centers for Independent Living providers, and the community, and designated state entity. SILC also facilitated a minimum of four quarterly meetings and public forums to discuss the needs of Hawaii communities pertaining to Independent Living Services. SILC is expected to continue business as usual with a few additions in responsibilities. In anticipation of the passing of WIOA and the writing of the fy-17-19 SPIL, the SILC duties will include advocacy and policy change regarding issues affecting people with disabilities on both the state and national level. The addition of Transition as a new core service, transition for youth out of high school and education about independent living, the SILC and CILs may plan workshops educating about advocacy, rights and responsibilities that individuals have affecting each person's independent living knowledge and experience in their community. Innovation and Expansion funds are also allocated for the operation of the SRC. The SRC is established in Section 105 of the Rehabilitation Act of 1973, as amended (Act), and 34 CFR 361.16-361.17 of its implementing regulations. The SRC is an active partner in the developmental process of DVR policies and procedures. SRC effectively communicates with other entities on behalf of persons with



disabilities works in partnership with the Vocational Rehabilitation (VR) agency/unit and other councils such as SILC.

*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.*

The methods to be used to expand and improve services to individuals with disabilities:

- Increase support services in postsecondary settings thereby increasing graduation rate.
- Increase pre-employment transitions services to better prepare transitioning youth with disabilities into the workforce.
- Support the provision of summer youth employment for transitioning high school students as well as those in postsecondary training.
- Redevelop the relationship with the State agency providing services to those individuals with mental health issues.
  - Temporary Employment Opportunities
  - Paid and Unpaid Work Experience
- Develop a cooperative agreement involving DVR, Developmental Disability Division, Workforce Development Division, Med-QUEST Division, Adult Mental Health Division (AMHD), Hawaii Department of Education (DOE) and the University of Hawaii. Through this larger cooperative agreement, it is anticipated that small agreements and MOA's will be developed between smaller agencies from the larger core group.
- Do outreach to individuals with disabilities from rural areas, Native Hawaiians, Micronesians and Deaf-Blind individuals to provide VR services.
- Implement "Customized Employment" strategies, continue Benefits Planning services to Ticket Holders, develop MOAs with Employment Networks to increase our focus on the provision of Supported Employment services.

*P. Evaluation and Reports of Progress: VR and Supported Employment Goals*

*1. An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:*

*A. Identify the strategies that contributed to the achievement of the goals.*

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.

We achieved this goal because of a number of factors to include, but not limited to continuing to increased employer partnerships, continued benefits planning services for clients, available work experiences for clients and focusing on employment as the expectation of the program from the beginning.

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 2.2 To increase the average hourly wage for Transition Aged Youth (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

The 3-cent decrease in the average hourly wage does not appear to be a statistically significant decrease. The achievement of “maintaining” our progress is our continued focus on quality employment.

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 strategies that contributed to the achievement of the goal is our increased focus on youth and students and our "transition counselors." These counselors are assigned to the high schools throughout the state.

*B. Describe the factors that impeded the achievement of the goals and priorities.*

Priority 1:

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

We could not determine the exact reasons for the 2-hour decline in number of hours clients worked per week. The declining number of hours worked per week may be due to the drop in the unemployment rate. When employers are sufficiently staffed, “extra” work hours are limited, especially to part time workers

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 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

The 3-cent decrease in the average hourly wage does not appear to be a statistically significant decrease. The achievement of “maintaining” our progress is our continued focus on quality employment.

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

The declining number of hours worked per week may be due to the drop in the unemployment rate. When employers are sufficiently staffed, “extra” work hours are limited, especially to part time workers.

*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.*

Currently, we contract with six Community Resource Providers (CRPs) to provide Supportive Employment (SE) services statewide. There is at least one CRP located on each of the four 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 contributed to our ability to increase the number of individuals that received SE services was our participation in the Employment First State Leadership Mentoring Program, (EFSLMP). This program introduced our counseling and employment staff to the customized employment model which supports the long term supports 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 SE contracts. Our total cost for SE services for FY2015 is \$536,407.

*B. Describe the factors that impeded the achievement of the goals and priorities.*

Priority 1: Increase the number of clients receiving SE services.

Goal: Annually increase the number of individuals that receive SE services by 5%.

FY 2017: 63 individuals

FY 2016: 60 individuals

FY 2015: Baseline: 57 individuals received 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 by 5%.

FY 2017: 281 individuals

FY 2016: 268 individuals

FY 2015: Baseline: 255 individuals eligible for SE services received benefits counseling services.

*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 ration (.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.*

Funds are allocated for the operation of the Statewide Independent Living Council (SILC) to meet the goals and objectives set forth in the State Plan for Independent Living (SPIL). The mission of the Statewide Independent Living Council of Hawaii is to promote independent living and the integration of persons with disabilities into the community and to aid individuals in achieving their goals and basic human rights. The SILC works collaboratively with the DVR in strategic planning and development of the SPIL required in section 704 of the Rehabilitation Act as amended. In previous years under Innovation and expansion support, SILC monitored, reviewed and evaluated the implementation of the SPIL by connecting with Centers for Independent Living providers, and the community, and designated state entity. SILC also facilitated a minimum of four quarterly meetings and public forums to discuss the needs of Hawaii communities pertaining to Independent Living Services. SILC is expected to continue business as usual with a few additions in responsibilities. In anticipation of the passing of WIOA and the writing of the fy-17-19 SPIL, the SILC duties will include advocacy and policy change regarding issues affecting people with disabilities on both the state and national level. The addition of Transition as a new core service, transition for youth out of high school and education about independent living, the SILC and CILs may plan workshops educating about advocacy, rights and responsibilities that individuals have affecting each person's independent living knowledge and experience in their community. Innovation and Expansion funds are also allocated for the operation of the SRC. The SRC is established in Section 105 of the Rehabilitation Act of 1973, as amended (Act), and 34 CFR 361.16-361.17 of its implementing regulations. The SRC is an active partner in the developmental process of DVR policies and procedures. SRC effectively communicates with other entities on behalf of persons with disabilities works in partnership with the VR agency/unit and other councils such as SILC.

#### *Q. Quality, Scope, and Extent of Supported Employment Services.*



*1. Include the following: 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.*

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, 57 Most Significantly Disabled (MSD) and Significantly Disabled (SD) clients were provided Supported Employment Services under five 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.

In FY 2016 & 2017, \$596,407 will be allocated each year to fund direct and contracted Supported Employment Services. This will provide approximately 188 MSD/SD eligible clients Supported Employment Services through a combined service delivery effort of direct services and contracted Community Rehabilitation Programs. Contracted Supported Employment Services for FY 2016 and 2017 will incorporate the following milestone-based services; job readiness assessment, job placement plan, job development, customized employment services, job placement, supported employment on-the-job supports and job retention.

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. The final milestone for successful rehabilitation includes the client's long term, extended supports being in place.

*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, 57 Most Significantly Disabled (MSD) and Significantly Disabled (SD) clients were provided Supported Employment Services under five 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 <b>Department of Human Services</b> 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, <sup>30</sup> and its supplement under title VI of the Rehabilitation Act <sup>31</sup> .
2	As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the <b>Department of Human Services</b> agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified State Plan <sup>32</sup> , the Rehabilitation Act, and all applicable regulations <sup>33</sup> , 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.
3	As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the <b>Department of Human Services</b> agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified State Plan <sup>34</sup> , the Rehabilitation Act, and all applicable regulations <sup>35</sup> , 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.
4	The <b>Division of Vocational Rehabilitation</b> 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.
5	The State legally may carry out each provision of the VR services portion of the Unified State Plan and its supplement.
6	All provisions of the VR services portion of the Unified State Plan and its supplement are consistent with State law.

<sup>30</sup> Public Law 113-128.

<sup>31</sup> Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

<sup>32</sup> 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.

<sup>32</sup> 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.

<sup>33</sup> 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.

<sup>34</sup> 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.

<sup>35</sup> Applicable regulations, in part, include the citations in footnote 6.

7	The <b>Director</b> 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.
8	The <b>Director</b> has the authority to submit the VR services portion of the Unified State Plan and the supplement for Supported Employment services.
9	The <b>Department of Human Services</b> submits the VR services portion of the Unified State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.

## 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	<b>Public Comment on Policies and Procedures:</b> The <b>Department of Human Services</b> 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.
2	<b>Submission of the VR services portion of the Unified State Plan and Its Supplement:</b> The <b>Division of Vocational Rehabilitation</b> 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.
3	<b>Administration of the VR services portion of the Unified State Plan:</b> The designated state agency or designated State unit, as appropriate, assures it will comply with the requirements related to: <ul style="list-style-type: none"> <li>(a) the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.</li> <li>(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): <ul style="list-style-type: none"> <li>(A) is an independent State commission.</li> <li><b><u>(B) has established a State Rehabilitation Council</u></b></li> </ul> </li> <li>(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.</li> <li>(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).</li> <li>(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</li> </ul>

	<p>appropriate, to identify if the designated State agency allows for the local administration of VR funds, (<u>Yes</u>/No)</p> <p>(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, (<u>Yes</u>/No)</p> <p>(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/<u>No</u>) See Section 2 of this VR services portion of the Unified State Plan.</p> <p>(h) the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11), (24)(B), and 606(b) of the Rehabilitation Act.</p> <p>(i) all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.</p> <p>(j) the requirements for the comprehensive system of personnel development, as set forth in 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>
4	<p><b>Administration of the Provision of VR Services:</b> 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? (<u>Yes</u>/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>

	<ul style="list-style-type: none"> <li>(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.</li> <li>(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.</li> <li>(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</li> <li>(j) with respect to students with disabilities, the State, <ul style="list-style-type: none"> <li>(i) has developed and will implement, <ul style="list-style-type: none"> <li>(A) strategies to address the needs identified in the assessments; and</li> <li>(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</li> </ul> </li> <li>(ii) has developed and will implement strategies to provide pre-employment Transition services (sections 101(a)(15) and 101(a)(25)).</li> </ul> </li> </ul>
5	<p><b>Program Administration for the Supported Employment Title VI Supplement:</b></p> <ul style="list-style-type: none"> <li>(a) The <b>Division of Vocational Rehabilitation</b> 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.</li> <li>(b) The <b>Department of Human Services</b> 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.</li> <li>(c) The <b>Department of Human Services</b> 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.</li> </ul>
6	<ul style="list-style-type: none"> <li>(a) <b>Financial Administration of the Supported Employment Program:</b> The <b>Department of Human Services</b> 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.</li> <li>(b) The <b>Department of Human Services</b> 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</li> </ul>

	funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.
7	<p>(a) <b>Provision of Supported Employment Services:</b> The <b>Department of Human Services</b> assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.</p> <p>(b) The <b>Department of Human Services</b> assures that:</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>

## Section VII: Program-Specific Requirements for Combined State Plan Partner Programs

Not applicable as the State of Hawaii is submitting a Unified State Plan.

### 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**

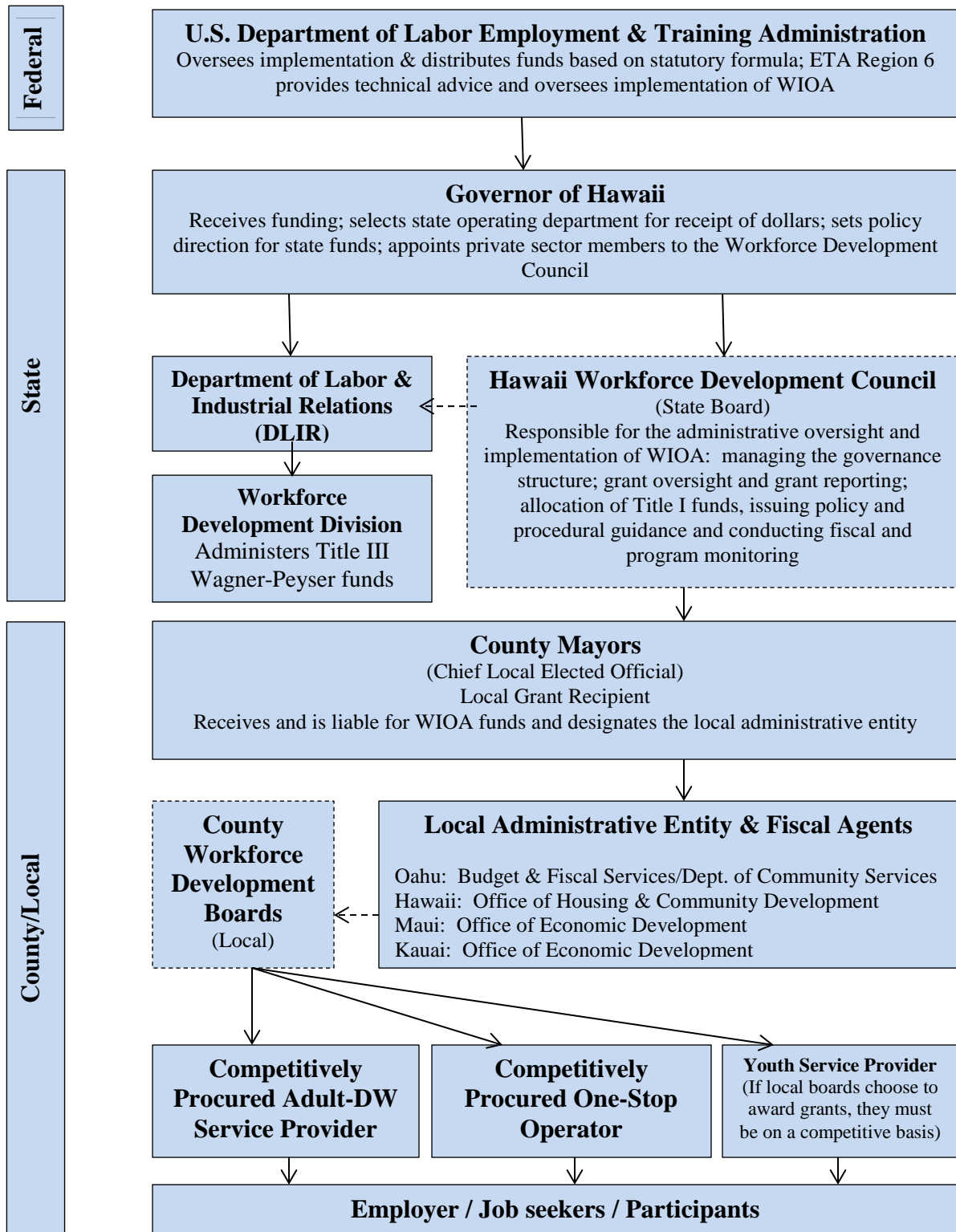
- *Title I programs (Adult, Dislocated Workers, and Youth):*
  - *Measurable Skill Gains*
  - *Effectiveness in Serving Employers*
- *Title II programs (Adult Education):*
  - *Employment in the 2nd quarter*
  - *Employment in the 4th quarter*
  - *Median Earnings*
  - *Credential Attainment*
  - *Effectiveness 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*

		FY 2016/FY 2017			FY 2017/FY 2018		
	Baseline	Proposed	Negotiated	Proposed Final (Change in Performance)	Proposed	Negotiated	Proposed Final (Change in Performance)
<b>Employment (%) (2<sup>nd</sup> Qtr. after Exit)</b>							
<b>Adults</b>		75	65.6		75	67.6	

		FY 2016/FY 2017			FY 2017/FY 2018		
		Proposed	Negotiated	Proposed Final (Change in Performance)	Proposed	Negotiated	Proposed Final (Change in Performance)
<b>Dislocated Workers</b>		82	71		82	74	
<b>Youth</b>		54	56		54	59	
<b>Wagner-Peyser</b>		61	53		61	55	
<b>Adult Education</b>	x	0	0	0	0	0	0
<b>Rehab Svcs</b>	x	0	0	0	0	0	0
<b>Employment (%) (4<sup>th</sup> Qtr. after Exit)</b>							
<b>Adults</b>		67	61.9		67	63.9	
<b>Dislocated Workers</b>		82	67.2		82	69.2	
<b>Youth</b>		54	52.9		54	55.9	
<b>Wagner-Peyser</b>		62	56		62	58	
<b>Adult Education</b>	x	0	0	0	0	0	0
<b>Rehab Svcs</b>	x	0	0	0	0	0	0
<b>Median Earnings (\$) (2<sup>nd</sup> Qtr. after Exit)</b>							
<b>Adults</b>		4900	5100		4900	5350	
<b>Dislocated Workers</b>		6800	6476		6800	6776	
<b>Youth</b>		2500	0		2500	0	
<b>Wagner-Peyser</b>		5100	4965		5100	5114	
<b>Adult Education</b>	x	0	0	0	0	0	0
<b>Rehab Svcs</b>	x	0	0	0	0	0	0
<b>Credential Attainment Rate (%)</b>							
<b>Adults</b>		49	49		49	51	
<b>Dislocated Workers</b>		64	64		64	66.5	
<b>Youth</b>		72	58.1		72	61.1	
<b>Wagner-Peyser</b>		N/A	N/A	N/A	N/A	N/A	N/A

		FY 2016/FY 2017			FY 2017/FY 2018		
		Proposed	Negotiated	Proposed Final (Change in Performance)	Proposed	Negotiated	Proposed Final (Change in Performance)
<b>Adult Education</b>	x	0	0	0	0	0	0
<b>Rehab Svcs</b>	x	0	0	0	0	0	0
<b>Measurable Skills Gains (%)</b>							
<b>Adults</b>	x	0	0	0	0	0	0
<b>Dislocated Workers</b>	x	0	0	0	0	0	0
<b>Youth</b>	x	0	0	0	0	0	0
<b>Wagner-Peyser</b>		N/A	N/A	N/A	N/A	N/A	N/A
<b>Adult Education</b>		25%	34%		25%	35%	
<b>Rehab Svcs</b>	x	0	0	0	0	0	0
<b>Effectiveness in Serving Employers</b>							
<b>Adults</b>	x	0	0	0	0	0	0
<b>Dislocated Workers</b>	x	0	0	0	0	0	0
<b>Youth</b>	x	0	0	0	0	0	0
<b>Wagner-Peyser</b>	x	0	0	0	0	0	0
<b>Adult Education</b>	x	0	0	0	0	0	0
<b>Rehab Svcs</b>	x	0	0	0	0	0	0

## Appendix 2: Hawaii Workforce Development Council Organizational Structure



### Appendix 3: Department of Labor and Industrial Relations Organizational Chart

