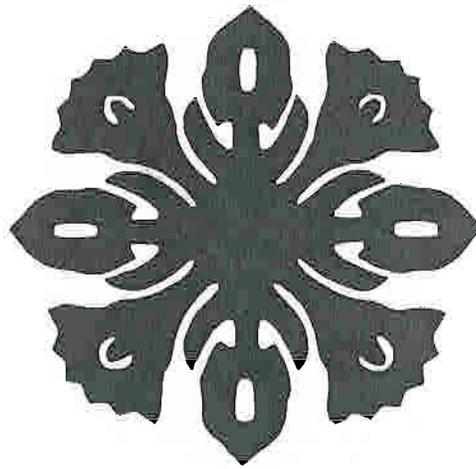


**FEBRUARY 1, 2008 – JUNE 30, 2009**  
**KAUA`I LOCAL AREA PLAN**

**For**

**Title I: Workforce Investment Act and the Wagner-Peyser Act**



**Submitted to:**

**State of Hawai`i Workforce Development Council**  
830 Punchbowl St., Room 417  
Honolulu, HI 96813

**By:**

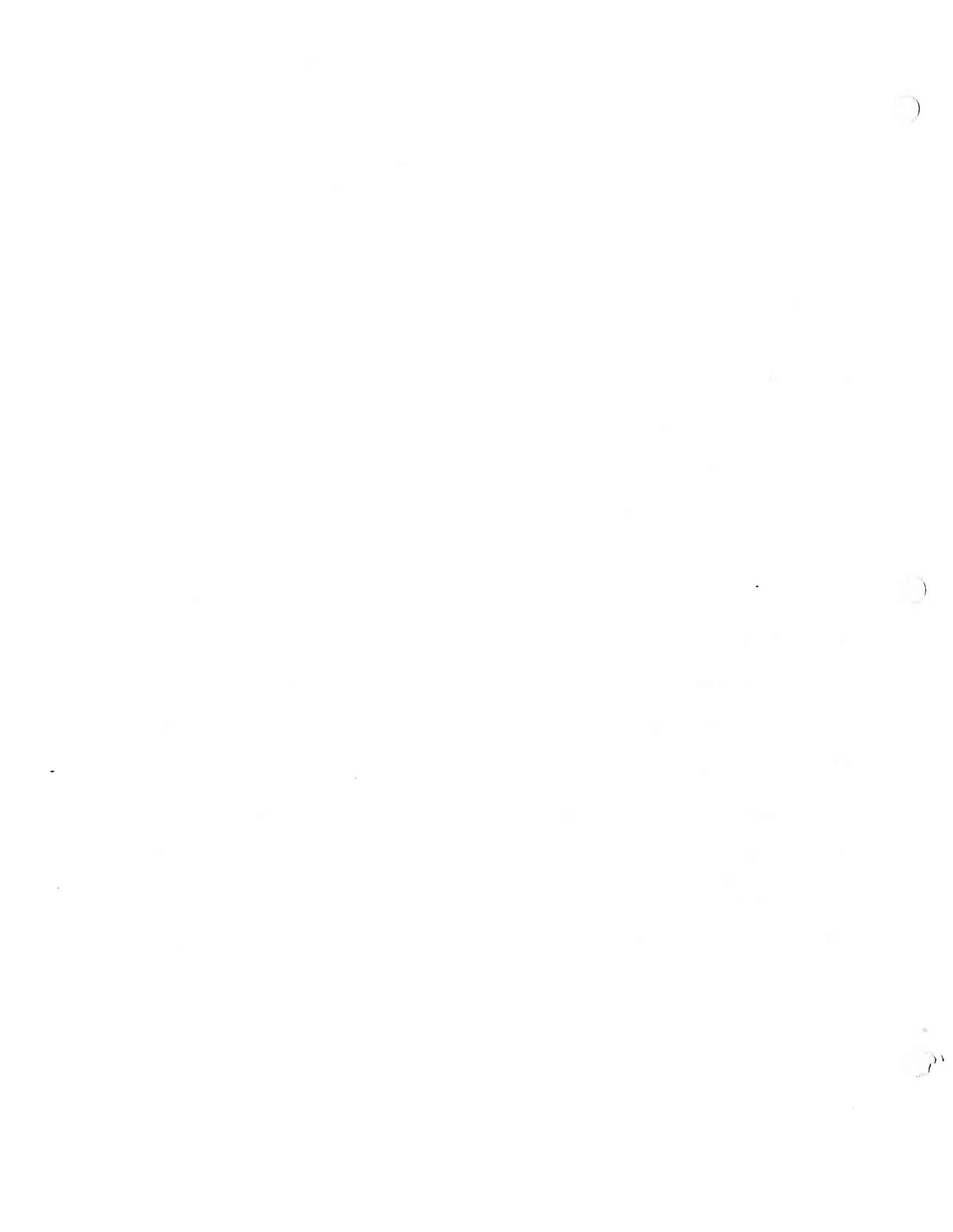
**Kaua`i Workforce Investment Board**

**Irving Soto, Chair and Randall Francisco, Chair-Elect**

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**The Honorable Bryan J. Baptiste**

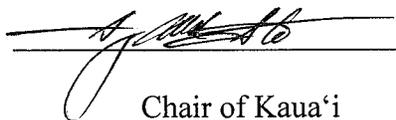
**Mayor, County of Kaua`i**

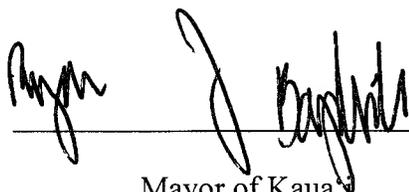


### Cover and Signature Page

**Name of Grant Recipient**    **County of Kaua'i**  
**Contact Person/Title**        **Beth Tokioka, Director, Office of Economic Development**  
**Phone 808-241-6390**        **Fax 808-241-6399**        **E-mail btokioka@kauai.gov**

This comprehensive Local Area Plan is submitted for the period of February 1, 2008 through June 30, 2009 in accordance with the provisions of the Workforce Investment Act and the Wagner-Peyser Act. We further certify that we will operate our Workforce Investment Act and Wagner-Peyser programs in accordance with this plan and applicable federal and state laws and regulations.

  
\_\_\_\_\_  
Chair of Kaua'i  
Workforce Investment Board

  
\_\_\_\_\_  
Mayor of Kaua'i

Irving Soto

Bryan J. Baptiste

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Name (printed or typed)

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1/11/08

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Date

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Date

**Contact(s)**

Any questions, comments, or suggestions regarding this document may be referred to the following individual(s).

**Beth Tokioka, Director**

Office of Economic Development, County of Kaua`i

Mailing Address

4444 Rice Street, Suite 200  
Lihu`e, Hawai`i 96766

Phone

(808) 241-6390  
(808) 241-6399 (facsimile)

Electronic Mailing Address

[btokioka@kauai.gov](mailto:btokioka@kauai.gov)

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**Jan Miyamoto, Workforce Investment Act Administrator**

Office of Economic Development, County of Kaua`i

Mailing Address

4444 Rice Street, Suite 200  
Lihu`e, Hawai`i 96766

Phone

(808) 241-6389  
(808) 241-6399 (facsimile)

Electronic Mailing Address

[jmiyamoto@kauai.gov](mailto:jmiyamoto@kauai.gov)

**HAWAII INSTRUCTIONS**  
**For February 1, 2008 – June 30, 2009 For**  
**Title I – Workforce Investment Act and the Wagner-Peyser Act**

**Purpose**

The purpose of these planning instructions is to provide guidance to Local Areas and Local Workforce Investment Boards (“LWIB”s) on the development of the remaining 17 months of the 2007-2009 local strategic plans for Title I of the Workforce Investment Act (“WIA”) and the Wagner-Peyser Act. The Local Area Plan should establish practices and a course of action for the LWIB and its One-Stop Job Centers, and must identify and describe certain county policies, procedures and local activities that are consistent with the Hawaii State Plan, July 1, 2007-June 30, 2009. [Ref: WIA Reg. 661.345(a)]

Background

Section 118 of WIA requires each local board, in partnership with its Mayor, to submit a five-year local plan consistent with the State plan to the Governor. Required Wagner-Peyser plans are incorporated with the WIA plans in the State plan. Since WIA has not been reauthorized, the U.S. Department of Labor (“USDOL”) required states to prepare two-year, rather than five-year, plans. Similarly, states are requiring Local Areas to prepare plans with shorter time periods. On May 31, 2007, the Director of the Hawaii Department of Labor & Industrial Relations issued Bulletin No. 4-07, which extended the existing Local Area Plans to January 31, 2008. Therefore, these instructions cover Local Area Plans for the period of February 1, 2008 through June 30, 2009.

Status of WIA Reauthorization

WIA expired on September 30, 2003. WIA programs continue to operate under the expired law and can do so indefinitely so long as Congress continues to appropriate funding for WIA programs each year. The House passed H.R. 27 (Job Training Improvement Act of 2005) on March 2, 2005. The Senate passed, S. 1021 (The Workforce Investment Act Amendments of 2005) on June 29, 2006. As of July 2007, Congressional deliberation of WIA reauthorization is continuing.

## References

1. Workforce Investment Act of 1998 (WIA), P.L. 105-220
2. 20 CFR Part 652, et al. Workforce Investment Act; Interim Final Rule (Regulations), 4/15/99 - WIA Reg. 661.350 describes the federal requirements for the contents of the local workforce investment plans.
3. Training and Employment Guidance Letter (“TEGL”) No. 13-06: *Instructions for Workforce Investment Act and the Wagner-Peyser Act State Planning and Waiver Requests for Years Three and Four of the Strategic Five-Year State Plan (Program Years 2007 and 2008)*, USDOL-ETA, January 24, 2007.
4. Training and Employment Guidance Letters (“TEGL”) and Training and Employment Notices (“TEIN”), issued periodically by USDOL-ETA, provide ideas or requirements. Find them at <http://wdr.doleta.gov/directives/>.
5. Hawaii State Plan for Title I-B of the Workforce Investment Act and the Wagner-Peyser Act, for July 1, 2007 to June 30, 2009. May 1, 2007. Located on the Department of Labor and Industrial Relations website at: <http://hawaii.gov/labor/wdc/>
6. DLIR Bulletin No. 4-07, dated May 31, 2007, extends the existing Local Area Plans to January 31, 2008.
7. <http://www.hiwi.org/> – web page of DLIR’s Research & Statistics Office
8. [www.sixstrategies.org](http://www.sixstrategies.org) presents self-sufficiency wages based on size of the family and where the family lives, 2003.
9. “Kaua`i Economic Development Plan 2005 – 2015; Kaua`i’s Comprehensive Economic Development Strategy (CEDS) Report,” County of Kaua`i, Office of Economic Development, Kaua`i Economic Development Board, October 2004
10. “Kaua`i Slowing to Moderate Growth Path,” University of Hawaii, Economic Research Organization, June 27, 2007
11. “Kaua`i County Profile,” HIWI March 2006
12. “Employment Outlook for Industries and Occupations 2002- 2012, Kaua`i,” HIWI, February 1, 2006
13. *Guideposts for Success: Quality Youth Transition Services*, National Collaborative on Workforce and Disability, 2005
14. New Strategic Vision for the Delivery of Youth Services under the Workforce Investment Act, Training and Employment Guidance Letter (TEGL) 3-04, released July 2004

## I. LOCAL VISION AND GOALS

- 1. Describe your vision and strategic goals, providing rationale, for: economic development, worker supply, education and training, One-Stop Job Center services, youth development, communication and coordination, use of resources, performance accountability, and other local priorities.*

The Kaua'i Workforce Investment Board (KWIB) has developed a two-year local strategic plan which is consistent with the Hawai'i State Plan for Title I-B, Workforce Investment Act and Wagner-Peyser Act, and which aligns with Kaua'i's Economic Plan for 2005-2015, as articulated in the "Comprehensive Economic Development Strategy (CEDS) report.

### **KWIB Vision:**

A Kaua'i workforce which is aligned with economic development objectives and provides a globally competitive workforce that promotes a diverse and prosperous economy while preserving the island's unparalleled quality of life.

### **KWIB Mission:**

To advance a demand-driven workforce development system.

### **System-wide Strategic Goals:**

- Continue to improve the island's workforce development system
- Promote workplace values and attitudes for success
- Expand the labor supply by identifying individuals within \*underrepresented populations and then preparing them for entry into the workforce
- Improve workplace skill levels and earnings for Kaua'i's workforce by giving incumbent workers opportunities to upgrade their positions resulting in challenging, meaningful and rewarding employment
- Enable employers to enjoy a competitive advantage provided by a highly skilled workforce
- Enable Kaua'ians to enjoy a high quality of life provided by a diverse and growing economy
- Enable taxpayers to benefit from a maximum return on their investment in workforce education and training

### **Guiding Principles:**

- 1) Strengthen the leadership role of the Kaua'i Workforce Investment Board
- 2) Implement a systems approach for a competitive workforce advantage
- 3) Systematically develop and revise the strategic plan utilizing a sustainable, innovative, socially responsible, environmentally sound and economically viable philosophy in response to community workforce changes and needs.

\* underrepresented populations - people with disabilities, immigrants, out-of-school youth, older workers and retirees, veterans, TANF recipients, rehabilitated substance abusers, ex-offenders, individuals with limited English proficiency, discouraged workers, new residents, spouses of military personnel, mothers re-entering the workforce, etc.

**Strategic Direction:** *Alignment, Awareness, Access and Accountability*<sup>1</sup>

***Alignment***

- Build a demand-driven system which:
  - Clearly reflects the employment needs of representative industry clusters
  - Knows the status of the available labor pool
  - Promotes strategies to ensure a competitive labor pool in term of quantity and quality

***Awareness***

- Create a sense of urgency at the state and local level about the importance of a competitive workforce
- Assure that industry clusters and workers know of the available workforce development support services

***Access***

- Identify and work to eliminate barriers which inhibit workers from obtaining the education and training needed to be employable, and employers from obtaining the quantity and quality of the workforce needed

***Accountability***

- Develop systems and report state/local impact of workforce development outcomes

**Economic Development**

*Economic Development is defined as the process of positive change in the production, distribution, or consumption of goods and services.*

Our County workforce investment plan parallels the State's goals for economic development – “ready and able” to meet the needs of both established and emerging industries, as well as job seekers of a wide range of experience and skills. These workforce needs will be met through:

- *The implementation of our economic development plan* which is an important step that places renewed focus on County efforts. It conveys to the business community that Kaua'i values the contributions businesses make to the quality of life for County residents and that County government is continually striving to address the business community's needs to prosper.
- *The guiding principles* of our plan recognize that to improve Kaua'i's economy over the next ten years, we must be guided by:

***Economic Self-Sufficiency and Innovation:*** minimize imports and promote local substitutions

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<sup>1</sup> Kaua'i Economic Development Plan 2005-2015, Comprehensive Economic Development Strategy Report

**Economic Diversification:** strengthen selected industry clusters to minimize dependence on a single industry, and;

**Economic Opportunity:** offer an appropriate K-12 education and adequate post-secondary education and training opportunities to give workers choices and to promote living wages.

A two-pronged approach supports this effort:

1. Address critical, structural issues impacting economic development
2. Proactively promote six emerging industry clusters identified in the CEDS Report<sup>2</sup>
  - a) Food & Agriculture
  - b) Health & Wellness
  - c) Sports & Recreation
  - d) Arts & Culture
  - e) High Technology
  - f) Renewable Energy

The five goals established in the CEDS to respond to the critical issues impacting Kaua'i's economic development are:

1. To assist new and existing businesses in targeted clusters create new jobs
2. To facilitate career planning for students in elementary school and up
3. To expand and train the workforce to meet the needs of employers
4. To promote affordable housing
5. To improve the skill level and work readiness of students entering the workforce.

### **Worker Supply**

The underlying strength of Kaua'i's businesses is a labor force well-equipped to supply the talent and leadership in the changing face of competition. To achieve our goals it is essential to strategically focus on skills needed in targeted industry clusters and occupations in high demand, and increase the workforce participation. By increasing the number of people who move successfully through the education system, we will not only improve the worker supply but the quality of skilled workers.

For employers to enjoy a competitive advantage provided by a highly skilled workforce, it will require having an adequate *worker supply* which includes providing opportunities for incumbent workers to develop their skills and advance, enable expatriates and “local born and raised” workers to return to Hawaii, and outreach to include currently underrepresented workers, such as people with disabilities, immigrants, out-of-school youth, older workers and retirees, veterans, TANF recipients, rehabilitated substance abusers, ex-offenders, individuals

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<sup>2</sup> Kaua'i Economic Development Plan 2005-2015, Comprehensive Economic Development Strategy Report

with limited English proficiency, discouraged workers, new residents, spouses of military personnel, mothers re-entering the workforce, etc.

### **Education and Training**

The Kaua'i WIB views investment in education and training as a mechanism to support overall economic goals of the island. The blending of workforce and education systems is critical to sustaining and advancing Kaua'i's economy and quality of life. Our goal is to achieve a true continuum of education and training to support a workforce that can make the necessary transitions among occupations, industries and careers through life-long learning and skill advancement as Kaua'i's economy evolves.

Our plan places emphasis on:

- Assisting incumbent workers to train for “high wage” opportunities
- Promulgating the established career pathways and career advising services that span secondary and postsecondary systems
- Improving integration of existing program, such as the “Learn-to-Work” training format which provides work readiness, hands-on and classroom training and work experience, resulting in a work readiness certificate.
- Expanding access for adult education and training with eligible training providers, as well as employer sponsored “customized” and on-the-job training.

### **One-Stop Job Center Services**

The Kaua'i WorkWise! One-Stop Job Center will relocate to the County's Lihu'e Civic Center where an efficient floor plan will facilitate optimal service to participants. Operating from this location is critical for effective business development, job placement, and to provide optimal opportunity for participants to raise their standard of living. The new location will provide the One-Stop with access to training rooms and business assistance services such as permitting and licensing, which are located within the same complex.

Workforce development partners may be able to operate from this location as well, enabling us to combine and maximize resources, increase outreach, improve and expand training, and create additional worker and employer services such as:

- Succession Planning workshops to focus on how to prepare the next generation to take over business operations
- Partnerships with the local schools to have students work part-time in family-run businesses
- Recruitment programs to meet specific human resource needs of small businesses
- Incumbent worker training opportunities for “high wage” opportunities, thereby allowing them to raise their standard of living, while opening current jobs for less-prepared job seekers,
- Improved integration of existing programs, such as the “Learn-to-Work” training format which provides work readiness, hands-on and classroom training and work experience, resulting in a work readiness certificate.

## **Youth Development**

The future is in our youth and their development is an integral component of our economic and workforce development. The vision and strategies for serving youth require state and local workforce investment system leaders to serve as catalysts to bring together education, employment and economic development. Our goals include providing our youth with:

- An opportunity to develop and achieve career goals through education and workforce trainings, including youth most in need of assistance, such as out-of-school youth, homeless youth, youth aging out of foster care, youth offenders, children of incarcerated parents and migrant and seasonal farm workers; youth needing remedial education and/or help to stay in school, and other youth at risk;
- Access to a high quality, standards-based education regardless of the setting with full participation through self-determination, informed choices, and participation in decision-making;
- Access to information about career options and exposure to the world of work, including structured work experiences and internships;
- Opportunities to develop social, civic and leadership skills through strong connections to caring adults, support services and special accommodations to allow them to become independent adults;
- And equal opportunity for everyone, including non-discrimination, individualization, inclusion and integration, to find and succeed in self-satisfying careers that will provide an adequate standard of living, and economic self-sufficiency.

## **Communication and Coordination**

Effective and regular dialogue with the participant, between service provider staff and with other partner staff is essential to effective identification and coordination of needed services. Delivering appropriate and timely services supports our mission and goals.

## **Use of Resources**

For our plan to be successful, resources need to be effectively and efficiently directed toward the changing needs of our community and businesses to ensure that social, regulatory, and physical infrastructures appropriately support a desirable level of local economic growth. Expanding local intergovernmental efforts to improve public/private partnerships is one method to better coordinate public and private sector investments and resources. The private sector invests significant resources, both through businesses and foundations, in recruiting and training new employees.

Building strategic partnerships among business, education, economic development and workforce agencies is essential. We will identify and continually improve services and strategies to better meet workforce expectations and needs by hosting employer forums, conducting community/business surveys, making job developer contacts, and combining the expertise and resources of KWIB, Kaua'i Economic Development Board, Kaua'i Visitors' Bureau, Department of Education, Kaua'i Community College, Kaua'i Rural Development Project, Small Business Development Corporation and Kaua'i Chamber of Commerce.

Efforts to secure additional resources via grants and developing a fee-for-service program will continue to be explored, while we maintain our commitment to meet and exceed Workforce Investment Act performance objectives to qualify for federal incentive grants.

### **Performance Accountability and Other Local Priorities**

KWIB will monitor performance to ensure activities continue to move the island's workforce development system forward, that the skill levels of the island's labor supply are improving and consistent with employer needs, and that workplace values and attitudes for success are promoted.

#### ***2. Identify differences, if any, from the State's vision and goals***

KWIB's vision and goals are consistent with the State's vision and goals. Due to Kaua'i's extremely low unemployment and the high demand for workers, KWIB is concentrating its efforts on expanding the island's labor supply by identifying key agencies that serve underrepresented populations to collaborate on successfully preparing, then transitioning, their clients into the workforce; out-of-state recruitment activities targeting expatriates and a variety of programs focusing on preparing youth through career awareness and exploration activities.

The Kaua'i Comprehensive Economic Development Plan identifies six emerging clusters through 2015: (a) Agriculture and Food, (b) Healthcare and Wellness (c) Sports and Recreation (d) Arts and Culture (e) High Technology (f) Renewable Energy. The Tourism/Hospitality industry will remain a target area as well since it is anticipated to continue to be strong.

#### ***3. Identify the Local Workforce Investment Board's highest two to four priorities for the next two years.***

To ensure a system that is flexible and relevant, the following continue to be our key priorities:

- 1) Close the gaps in worker supply and worker preparation
  - Increase the number of entrants into the workforce by identifying those capable but not currently working, such as individuals with multiple barriers to employment, older individuals, the limited English-speaking, and people with disabilities; and identifying and addressing barriers to their employment.

- Provide workshops to educate employers about these targeted populations and how to effectively work with them, resulting in successful labor exchange activities and job/worker retention.

**2) Promote a demand-driven workforce investment system**

- Our goal, as we expand outreach efforts, is for both employer and participant customers to view the One-Stop Job Center as the place to access more than just entry-level job services and training programs.
- Conduct industry forums to gather LMI data, elicit discussion, and develop working relationships, ultimately establishing industry work teams.

**3) Provide a collaborative delivery of youth services**

- A collaborative and coordinated delivery of youth services will enhance programs, filling gaps in needed services and reducing duplication.
- Promote career awareness and exploration opportunities in the schools and in the community.

**4) Meet and exceed the negotiated performance measures**

- Continually evaluate performance to identify opportunities for program changes to enhance outcomes.
- In conjunction with diminishing funding, prioritize services to maximize use of resources and optimize performance outcomes.

***4 . Describe the process by which the LWIB's vision and goals will be conveyed to One-Stop Center staff, partners, and service providers. Please include plans for receiving feed-back, and providing on-going reinforcement.***

Effective communication feedback, and coordination between staff, partners, and service providers is critical to ensure alignment with the KWIB vision and goals for Kaua'i, the successful implementation of our plan, and delivery of quality services to businesses and job seekers. The following process is utilized to foster our partnerships and commitment:

- During KWIB bi-monthly meetings, status reports for one-stop operations, Adult and Dislocated Worker programs, and youth services are presented and performance discussed. Employers and Consortium partners also provide updates on what is new and happening in their respective business and industry;
- Partner staff cross-training incorporates business services and enhanced customer service “triage” through topics such as: intake, assessment, case management, job development and placement and follow-up services;
- Workforce Development staff at the One-Stop Job Center meet weekly during which issues are discussed and training conducted;

- During bi-monthly Consortium meetings, partners exchange information, receive feedback and make necessary alterations;
- Partner agencies conduct multi-agency workshops when new policies or programs are introduced in their respective areas. The objective is to enhance coordination of services and avoid duplication of effort;
- The Kaua'i One-Stop Job Center "WorkWise!" website "Forum" (bulletin board) enhances communication between partners by automatically notifies partner agencies when another has posted an announcement or information of interest.

## II. ASSESSMENT OF LABOR MARKET NEEDS [Ref. WIA Reg. 661.350(a) (2)]

### 1. *Identify the current and projected employment opportunities in the Local Area.*

#### **Industry Outlook**

Kaua'i County's economic growth began cooling considerably in 2005, and it will continue to slow, diminishing to 1.7% by 2008.<sup>3</sup> Its unemployment rate has also continued to steadily decline from 4.6% in 2001 to 2% as of December 2006.<sup>4</sup> Since the island's demand for workers continues to exceed the number of workers entering the workforce, the unemployment rate will likely continue to hover just above 2%. The overall state economy is expected to similarly continue to slow.

Between 2002 and 2012, an average of 483 jobs will be created annually on Kaua'i, most requiring little preparation - generally less than 1 month of training and usually on-the-job.<sup>5</sup> The largest number of new jobs will be in the island's largest industries: Leisure & Hospitality (1), Trade Transportation, & Utilities (2), Professional & Business Services (4), and Education and Health Services (3), while Professional & Business Services will lead all sectors in percentage increase, as well.

In conjunction with the island's rapid growth in recent years, challenges have emerged, such as the lack of affordable housing, high capacity utilization in tourism, overburdened infrastructure and a tight labor market with high turnover and an insufficient number of workers with the skill sets needed to meet our workforce needs.

The KWIB plan considers:

- the workforce investment needs of businesses, job seekers, and workers in our local area, and
- current and projected employment opportunities and job skills necessary to obtain such opportunities

#### **Total, All Industries<sup>6</sup>**

- Employment in Kaua'i County will total 31,560 by the year 2012, an increase of 4,830 jobs. This will account for 6 percent of the employment gains throughout the state during the projection period.
- Average annual growth in Kaua'i County is projected to expand by 1.8 percent annually, 0.4 percentage point above the statewide rate of 1.4 percent.

<sup>3</sup> "Kaua'i Slowing to Moderate Growth Path," University of Hawai'i Research Organization, June 27, 2007

<sup>4</sup> "Kaua'i County Profile," HIWI March 2006

<sup>5</sup> Research & Statistics Office, Hawaii Department of Labor & Industrial Relations, August 2005

<sup>6</sup> "Employment Outlook for Industries and Occupations 2002- 2012, Kaua'i," HIWI, February 1, 2006

### **Service-Providing Industries**

- The 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 provide 95 percent of the new jobs created between 2002 and 2012.
- Gains in the two largest industries, leisure and hospitality, and trade, transportation, and utilities will represent over half of the total positions added in Kaua'i County.
- Leisure and hospitality, which employs 28 percent of the workforce, will generate 30 percent of the total projected openings. The bulk of the job opportunities will arise from a pickup in accommodation and food services.
- Trade, transportation, and utilities the second largest industry, will create 23 percent of the increase in service-providing jobs. Within this industry, gains in the retail trade sector, will contribute to 61 percent of that amount.
- Education and health services, led by demand for health care and social assistance workers, will rank third largest in size and will post the fourth largest gain.
- The professional and business service industry will advance by the fastest rate of all industries, increasing its share of the workforce from 10 to 11 percent. Most of the growth will stem from advances in administrative and support and waste management and remediation services.
- Government is projected to register modest growth of 1.1 percent annually. Although all sectors will increase, total employment gains will be small.
- The remaining service-providing industries (information; financial activities; and other services) will continue to maintain a much smaller workforce. Among the service-providing industries, other services and financial activities will add the least number of positions and the information industry will post the only job losses.

### **Goods-Producing Industries**

- Employment in the goods-producing industries (natural resources and mining; construction; and manufacturing) will remain at approximately 9 percent from 2002 to 2012.
- Growth in construction will stand out as the principal contributor for the goods-producing sector of the county.
- Manufacturing, the second smallest industry, will rise at a slower pace than the average rate of increase for the county.
- Natural resources and mining, which mainly consists of agriculture, forestry, and fishing workers, will edge downward.

**Industry Employment and Growth Rates, 2002 - 2012**

**Kaua'i County**

	Employment	Change in Employment		
		2012	Number	Annual %
<b>TOTAL, ALL INDUSTRIES</b>	<b>26,730</b>	<b>31,560</b>	<b>4,830</b>	<b>1.8%</b>
<b>GOODS-PRODUCING INDUSTRIES</b>	<b>2,430</b>	<b>2,670</b>	<b>240</b>	<b>1.0%</b>
NATURAL RESOURCES AND MINING	780	730	-50	-0.6%
Agriculture, Forestry, & Fishing & Mining	780	730	-50	-0.6%
CONSTRUCTION	1,240	1,490	250	2.0%
Specialty Trade Contractors	610	770	160	2.6%
MANUFACTURING	410	450	40	1.0%
Durable Goods Manufacturing	110	160	50	0.0%
Nondurable Goods Manufacturing	320	310	-10	0.0%
<b>SERVICE-PROVIDING INDUSTRIES</b>	<b>24,310</b>	<b>28,890</b>	<b>4,580</b>	<b>1.9%</b>
TRADE, TRANSPORTATION, & UTILITIES	5,570	6,610	1,040	1.9%
Wholesale Trade	390	460	70	1.8%
Merchant Wholesalers, Durable Goods	60	80	20	3.3%
Merchant Wholesalers, Nondurable Goods	330	370	40	1.2%
Retail Trade	3,730	4,370	640	1.7%
Motor Vehicle & Parts Dealers	290	340	50	1.7%
Electronics & Appliance Stores	40	50	10	2.5%
Bldng Mtrl & Garden Equip. & Suppl Dealers	300	440	140	4.7%
Food & Beverage Stores	850	940	90	1.1%
Health & Personal Care Stores	230	260	30	1.3%
Gasoline Stations	170	170	0	0.0%
Sporting Goods, Hobby, Bk, & Music Stores	90	140	50	5.6%
Miscellaneous Store & Nonstore Retailers	390	500	110	2.8%
Transportation & Warehousing	1,250	1,590	340	2.7%
Scenic and Sightseeing Transportation	530	660	130	2.5%
Utilities	200	190	-10	-0.5%
INFORMATION	440	370	-70	-1.6%
FINANCIAL ACTIVITIES	1,190	1,250	60	0.5%
Finance & Insurance	390	430	40	1.0%
Real Estate, Rental, Leasing	800	820	20	0.3%
PROFESSIONAL & BUSINESS SERVICES	2,500	3,480	980	3.9%
Professional, Scientific, & Technical Services	660	770	110	1.7%
Management of Companies & Enterprises	140	160	20	1.4%
Adm. & Suppt & Waste Mgt. & Remed Svcs.	1,700	2,560	860	5.1%
EDUCATION & HEALTH SERVICES	4,030	4,790	760	1.9%
Educ Svcs, Inc Govt. Educ. Svcs	1,670	1,870	200	1.2%
Health Care & Social Assistance	2,360	2,920	560	2.4%
Ambulatory Health Care Svcs	790	920	130	1.6%
Hospitals, Inc gov. Hospitals	960	1,050	90	0.9%
Social Assistance	400	590	190	4.8%

LEISURE & HOSPITALITY	7,510	8,900	1,390	1.9%
Arts, Entertainment, & Recreation	860	1,110	250	2.9%
Accommodation & Food Services	6,650	7,800	1,150	1.7%
Accommodation	3,620	4,230	610	1.7%
Food Svcs & Drinking Places	3,030	3,560	530	1.7%
OTHER SERVICES	720	870	150	2.1%
GOVERNMENT	2,360	2,610	250	1.1%
Federal Government	410	490	80	2.0%
Postal Service	100	100	0	0.0%
State Govt, exc Educ & Hospitals	650	890	40	0.5%
Local Government	1,110	1,230	120	1.1%

NOTE: FIGURES MAY NOT ADD TO TOTALS DUE TO ROUNDING TO THE NEAREST TEN.

Source: State of Hawai'i DLIR Research and Statistics Office October 2005

### Total, All Occupations

- From 2002 to 2012, over half of the job gains will originate from two occupational groups - service and professional and related occupations.
- Leading all occupational groups, service occupations, which provide jobs to one-third of the county's workforce, will post the largest numerical increase in jobs. Within this division, food preparation and serving related occupations will gain the most positions. The fastest growth will originate from healthcare support occupations followed by protective service occupations.
- Professional and related occupations will rank second in terms of job creation and will be among the fastest growing occupational groups within the county. Two sectors will fuel the boost in employment - education, training, and library occupations, and healthcare practitioners and technical occupations.
- Construction projects scheduled throughout the upcoming years will expand construction and extraction occupations by 24 percent, the fastest growth rate among all occupational groups.
- The total number of job openings generated by replacement needs will outnumber openings created by growth, representing 58 percent of the total openings.
- Openings created by service occupations, the largest occupational group, will account for 40 percent of the vacancies due to separations.

**Occupational Employment, 2002 - 2012**

Occupation Group	Kaua'i County Employment		Change in Employment	
	2002	2012	Number	Percent
<b>TOTAL, ALL GROUPS</b>	<b>26,730</b>	<b>31,560</b>	<b>4,830</b>	<b>18.1%</b>
<b>Mgt, Business &amp; Financial Occup</b>	<b>2,030</b>	<b>2,410</b>	<b>380</b>	<b>18.7%</b>
Management Occupations	1,420	1,660	240	16.9%
Business and Financial Operations Occupations	610	750	140	23.0%
<b>Professional &amp; Related Occupations</b>	<b>3,630</b>	<b>4,400</b>	<b>770</b>	<b>21.2%</b>
Computer and Mathematical Occupations	110	160	50	45.5%
Architecture and Engineering Occupations	220	260	40	18.2%
Life, Physical, and Social Science Occupations	140	170	30	21.4%
Community and Social Services Occupations	300	390	90	30.0%
Legal Occupations	90	110	20	22.2%
Education, Training, and Library Occupations	1,230	1,490	260	21.1%
Arts, Design, Entertainment, Sports, & Media Occupations	510	600	90	17.6%
Healthcare Practitioners & Technical Occupations	1,030	1,220	190	18.4%
<b>Service Occupations</b>	<b>8,830</b>	<b>10,640</b>	<b>1,810</b>	<b>20.5%</b>
Healthcare Support Occupations	580	760	180	31.0%
Protective Service Occupations	860	1,120	260	30.2%
Food Preparation and Serving Related Occupations	4,320	5,020	700	16.2%
Building & Grounds Cleaning & Maintenance Occupations	2,260	2,750	490	21.7%
Personal Care and Service Occupations	810	990	180	22.2%
<b>Sales and Related Occupations</b>	<b>2,890</b>	<b>3,440</b>	<b>550</b>	<b>19.0%</b>
<b>Office and Administrative Support Occupations</b>	<b>4,040</b>	<b>4,410</b>	<b>370</b>	<b>9.2%</b>
<b>Farming, Fishing, and Forestry Occupations</b>	<b>490</b>	<b>490</b>	<b>0</b>	<b>0.0%</b>
<b>Construction and Extraction Occupations</b>	<b>1,120</b>	<b>1,390</b>	<b>270</b>	<b>24.1%</b>
<b>Installation, Maintenance, and Repair Occupations</b>	<b>1,190</b>	<b>1,440</b>	<b>250</b>	<b>21.0%</b>
<b>Production Occupations</b>	<b>690</b>	<b>800</b>	<b>110</b>	<b>15.9%</b>
<b>Transportation and Material Moving Occupations</b>	<b>1,820</b>	<b>2,150</b>	<b>330</b>	<b>18.1%</b>

Note: Figures may not add to totals due to rounding to the nearest ten.

### Fastest Growing Occupations

- Approximately 41 percent of the growth posted by the fastest growing occupations listed in the table will fall under service occupations.
- Jobs related to tourism will be the prominent impetus for growth. These include: reservation & transportation ticket agents & travel clerks, first-line supervisors/managers of retail sales workers, hotel, motel & resort desk clerks, and various food preparation & serving workers.

### By Number of Openings & Preparation Needed

<b>Occupation</b> <i>Little Preparation</i> <i>Less than 1 month of training, usually on the job</i>	<b>2002-2012 Total Job Openings</b>	<b>Annual Growth Rate</b>	<b>Mean Annual Wages</b>
Waiters & Waitresses	700	0.7%	\$26,910
Retail Salespersons	610	1.7%	\$20,600
Cashiers	580	1.7%	\$19,300
Maids & Housekeeping Cleaners	490	2.5%	\$23,640
Office Clerks, General	230	2.0%	\$24,920
Janitors & Cleaners, Except Maid & Hskng Clnr	190	1.4%	\$22,250
Landscaping & Groundskeeping Workers	180	2.8%	\$24,140
Combined Food Preparation & Serving Workers	180	2.5%	\$17,280
Reserv & Transp. Ticket Agents & Travel Clerks	140	3.6%	\$32,130
Security Guards	70	3.2%	\$22,120
Food Preparation Workers	60	2.1%	\$20,900
Receptionists & Information Clerks	60	2.7%	\$23,690

<b>Occupation</b> <i>Short Term Preparation</i> <i>1 – 12 months of training or education</i>	<b>2002-2012 Total Job Openings</b>	<b>Annual Growth Rate</b>	<b>Mean Annual Wages</b>
Bookkeeping, Accounting, & Auditing Clerks	100	0.5%	\$28,610
Customer Service Representative	70	3.8%	\$27,640
Truck Drivers, Heavy & Tractor-Trailer	70	3.2%	\$34,010
Construction Laborers	50	2.7%	\$31,880
Secretaries, Except Legal, Medical & Executive	50	0.0%	\$31,200
Truck Drivers, Light or Delivery Services	50	2.1%	24,860
Sales Reps, Wholesale & Manufacturing, Except Technical & Scientific Products	40	2.8%	\$39,520*
Exec Secretaries & Administrative Assistants	40	1.7%	\$38,790
Medical Assistants	40	4.0%	\$29,530
Hotel, Motel, & Resort Desk Clerks	40	2.7%	\$30,060

<b>Occupation</b> <i>Middle Level Preparation</i> <i>More than 1 year to &lt; 4 years of training or education)</i>	<b>2002-2012 Total Job Openings</b>	<b>Annual Growth Rate</b>	<b>Mean Annual Wages</b>
Registered Nurses	180	2.6%	\$59,430
Cooks, Restaurant	160	1.4%	\$25,150
First-Line Supv/Mgrs of Retail Sales Wkrs	90	2.7%	\$33,040
First-Line Supv/Mgrs of Food Prep & Serv Wkrs	100	1.2%	\$32,080
First-Line Supv/Mgrs of Office & Admin Supp	90	1.0%	\$38,270
Musicians & Singers	80	2.1%	\$40,090*
Maintenance & Repair Workers, General	70	2.1%	\$34,120
Carpenters	60	2.1%	\$52,430
Automotive Service Technicians & Mechanics	60	2.1%	\$33,290
First-Line Supv/Mgrs of Mechanics, Installers & Repairers	50	3.0%	\$56,680*
Licensed Practical / Licensed Vocational Nurses	50	2.7%	\$31,560
Fire Fighters	30	2.3%	\$40,630*

<p style="text-align: center;"><b>Occupation</b> <i>Long Term Preparation</i> <i>Bachelor's degree or higher;</i> <i>may need work experience</i></p>	<p style="text-align: center;"><b>2002-2012 Total Job Openings</b></p>	<p style="text-align: center;"><b>Annual Growth Rate</b></p>	<p style="text-align: center;"><b>Mean Annual Wages</b></p>
Elementary School Teachers, Except Special Education	100	1.5%	\$40,670
General & Operations Managers	80	2.2%	\$72,490
Secondary School Teachers, Except Special & Vocational Education	70	2.1%	\$45,810*
Sales Managers	60	3.6%	74,650
Accountants & Auditors	40	2.3%	\$48,740
Vocational Educ Teachers, Postsecondary	30	3.0%	\$42,140
Child, Family, & School Social Workers	30	2.5%	\$42,560

### Occupations with the Largest Number of Openings

- The occupations with the most number of openings represent 36 percent of the total average annual openings projected for Kaua'i County.
- Service occupations will account for 65 percent of the total openings for all occupations listed.
- As tourism's role in Kaua'i's economy strengthens, many of the jobs listed will either directly or indirectly relate to the tourist industry. Numerous openings will be found in the following occupations: waiters and waitresses, retail salespersons, various food preparation and service workers, cashiers, maids and housekeeping cleaners, restaurant cooks, reservation and transportation ticket agents and travel clerks, and dining room and cafeteria attendants and bartender helpers.

### Occupations with the Most Openings\* Kaua'i County, 2002 - 2012

Occupation	Annual Job		Openings
	2002	2012	
Waiters & Waitresses	1,150	1,340	80
Retail Salespersons	1,120	1,340	60
Combined Food Prep. & Serving, Including Fast Food	720	900	50
Cashiers	740	870	50
Maids & Housekeeping Cleaners	950	1,130	40
Landscaping & Groundskeepers	640	820	30
Office Clerks, General	600	650	20
Cooks, Restaurant	530	610	20
Janitors & Cleaners, Exc. Maids & Housekeeping Cleaners	460	540	20
Reservation & Transportation Ticket Agents & Travel Clerks	390	530	20
Dining Room & Cafeteria Attend. & Bartender Helpers	360	420	20
Food Preparation	290	350	20

\*Includes only occupations with 100 or more employment in 2002 and 2012.

### Occupations with the Largest Numerical Decline

- Office and administrative support together with the professional and related occupational group, will represent 69 percent of the decline in jobs for Kaua'i County. However, jobs will still exist for many of these occupations due to replacement needs.

\* Attachment #1: *Industry Employment and Growth Rates, 2002-2012 Kaua'i County*

2. *Describe the job skills necessary to obtain the employment opportunities identified above.*

Kaua'i's labor market characteristics imply an emphasis to address incumbent and future worker training needs. Job skills training and re-training will be necessary to ensure that our adults and youth are adequately prepared to meet the employment opportunities of the present and future.

An example of the type of "general" skills, knowledge, and competencies required in the labor force include:

**Basic Skills:** Minimum high school level reading, writing, and math computation skills; effective speaking and listening skills; interpersonal skills; basic computer literacy; information gathering skills; problem solving skills.

**Job Readiness Skills and Knowledge:** These include understanding one's strengths, weaknesses, values, interests, and aptitudes and how they relate to the expectations of an employer; job search skills; resume and supporting documentation; writing skills and interviewing skills.

**Social Skills:** Attitude, respect, work ethic, understanding of legitimate and realistic expectations both as an employee and in the fulfillment of employers' expectations.

**Professional Skills:** Understanding of basic economic principles such as supply and demand; customer service skills; familiarity with basic business management and organizational operations concepts; time management; leadership skills; realistic expectation of self as an employee and awareness of professional/ethical responsibilities; competence in acceptable workplace behaviors.

**Life or "Survival" Skills:** Self-esteem, stress management, financial management, awareness of personal assistance services and resources; commitment to lifelong learning.

**Entrepreneurial Skills and Knowledge:** To ensure the success of a personal business or the employing organization, one should be equipped with a variety of skills and knowledge including, but not limited to, a thorough understanding of the elements of a business plan, organization, finances, time management, problem-solving, and interpersonal skills.

**Occupational, Post-Secondary and College Training:** Some occupations identified above will require specific training and receipt of credentials to obtain employment.

3. *Describe the current and projected labor pool, including demographics ( e.g. age, gender, number of special groups listed at IV.13 of these instructions) of the youth and working age populations.*

With the annual job growth projection for the next 10 years remaining at 1.8%, our limited skilled workforce will constrain Kaua'i's further job growth.

**Civilian Labor Force – Kaua'i County ( 2006)\*<sup>7</sup>**

<b>Year</b>	<b>Total</b>	<b>Employed</b>	<b>Unemployed</b>	<b>Percent of Labor Force</b>	<b>Unemployment Rate</b>
2006	32,550	31,800	750	2.9	2.3

\*The State of Hawaii Data Book, 2006. 2002 to 2006 have been benchmarked and 2002 and 2003 are preliminary subject to BLS approval. 2006 is provisional.

***Kaua'i County***

<b>Population, 2006 estimated</b>	63,004	Change
<b>Population Net Change, 4/2000-7/2006</b>	4,541	7.8%
<b>Age (median 39.6) (2006)</b>		+ 1.2 yrs
Under 5 yrs	4,029	6.4%
5 – 14 yrs	8,075	12.8%
15 – 19 yrs	4,305	6.8%
20 – 24 yrs	3,706	5.9%
25 – 44 yrs	16,045	25.5%
45 – 64 yrs	17,887	28.4%
65 - 79 yrs	6,005	9.5%
80 yrs or more	2,952	4.7%
<b>Race and Ethnicity (2005)</b>		
White	33.9%	
Black or African American	0.4%	
American Indian and Alaska Native	0.4%	
Asian	35.3%	
Native Hawaiian and other Pacific Islanders	8.5%	
Hispanic or Latino	9.0%	
Some other race	0.9%	
Two or more races	21.4%	
<b>Educational Attainment</b>		
High School Graduates (includes GED)	83.3%	
Bachelor's Degree or Higher	19.4%	
<b>Median Household Income</b>	\$45,020	
<b>Average Annual Wage, 2005</b>	\$27,963	
<b>Persons below poverty, 1999</b>	10.5%	

<sup>7</sup> Hawaii State Department of Labor & Industrial Relations; Hawaii State Department of Taxation; Hawaii State Department of Business, Economic Development, & Tourism and Hospitality Advisors, LLC

**4. Analyze the information collected on employment opportunities, necessary skills, and the current and projected labor pool. Based on this analysis, describe the current and projected skill gaps and the sufficiency of the Local Area's labor pool.**

Kaua'i County continues to experience a shortage of workers to meet our current workforce needs. It is anticipated this shortage will continue at least for the duration of our two-year plan; however, strategic plans and goals will be updated by PY 08 to address immediate and long term labor force issues and skills gaps as reported in the "Local Vision and Goals" section.

**Skill Gaps**

**Basic Skills.** We can no longer assume all high school graduates possess competencies in basic skills previously associated with receipt of a high school diploma or equivalent. A growing proportion of the "residual" population of high school graduates on Kaua'i (i.e., those who remain on Kaua'i after graduation) are deficient in basic written and oral communication skills, math and computational skills, scientific reasoning and problem-solving ability.

**Basic Professional Competence.** A substantial gap continues to exist between employers' expectations for basic economic, business, and professional competence and actual availability in the emergent labor pool. In addition, the emergent workforce generally lacks fundamental professional skills such as interpersonal competence and familiarity with common professional courtesies, as well as a working understanding of the operating principles of business.

**Workplace Ethics and Attitude.** The dichotomy between worker expectations and self-responsibility are more apparent in the emergent labor force, with job applicants and employees unable to pass drug tests, chronically tardy or not showing up for work, and dressing inappropriately in casual attire, and displaying visible tattoos and body piercing.

**\* Note: Technical skills and post-secondary training are needed for many occupations but are not listed specifically in this plan.**

### III. LOCAL ORGANIZATION AND ADMINISTRATION

**1. *Identify the entity responsible for the disbursement of WIA formula funds.***  
***[Ref: WIA Reg. 661.350(a)(9)]***

Successful governance of the workforce investment system is achieved through the cooperation and coordination of Federal, State and local governments. Under Title I of the Workforce Investment Act (WIA), the framework for delivery of workforce investment activities is at the State and local level. The Department of Labor provides leadership and guidance to support a system that meets the objectives of Title I of WIA, and in which State and local partners have flexibility to design systems and deliver services in a manner that best allows them to achieve the goals of WIA based on their particular local needs.

The County of Kaua`i, through the Office of Economic Development, receives and is responsible for the Workforce Investment Act formula funds for Kaua`i.

While ultimate liability for appropriate use of funding resides with the County of Kaua`i, several specific liability issues are addressed in local and state policies and/or statutes. The County of Kaua`i, in conjunction with the State Department of Labor and Industrial Relations (DLIR) mutually agree upon the terms and conditions of indemnification within parameters set forth by aforementioned policy guidelines and legislation.

The following are prepared prior to execution of any legally-binding agreement between the County and DLIR:

- Definition of scope of work and content of contract
- Endorsement of administrative and legal authorities
- Contract execution

**2. *Describe roles and relationships between the Mayor, LWIB, grant recipient, sub-recipient/fiscal agent, and One-Stop operator. Attach any agreements and organization charts that define the roles and relationships.***

The Mayor of the County of Kaua`i and KWIB are committed to a coordinated, collaborative effort to develop a system tailored to Kaua`i's specific needs and characteristics. This coordination is fundamentally based on mutually understood roles and responsibilities and an awareness of the importance of the inter-relationships.

**Mayor**

- The chief elected County of Kaua`i official appoints KWIB members in accordance with State criteria established under WIA.

**KWIB**

- In partnership with the chief elected official, the KWIB sets policy for the local workforce investment system.
- Develops the local workforce investment plan (Local Plan) and conducts oversight of the One-Stop system, youth activities and employment and training activities under title I of WIA;
- Selects the One-Stop operator in agreement with the chief elected official;
- In cooperation with the chief elected official, appoints a Youth Council as a subgroup of KWIB and coordinates workforce and youth plans and activities with the Youth Council in accordance with WIA section 117(h) and Sec. 661.33;
- Selects eligible youth service providers based on the recommendations of the Youth Council, identifies eligible providers of adult and dislocated worker intensive services and training services, and maintains a list of eligible provider with performance and cost information;
- Develops a budget for the purpose of carrying out the duties of the Local Board;
- Negotiates and reaches agreement on local performance measures with the State Workforce Development Council;
- Coordinates workforce investment activities with economic development strategies and the development of employer linkages;
- Promotes private sector involvement in the Statewide workforce investment system;
- Develops mechanisms to enhance and sustain incumbent worker training, and opportunities for internships and on-the-job training;
- Defines and creates support for standards of quality, performance, and outcomes
- Monitors on-going system improvement;
- Adheres to the “Sunshine” provision whereby the local board shall make available to the public, on a regular basis through open meetings, information regarding the activities of the local board, including information on the local plan prior to submission of the plan; regarding membership, the designation of the One-Stop operator and the award of grants or contracts to eligible providers of youth activities; and on request, minutes of formal meetings of the local board;
- Adheres to the “Conflict of Interest” provision: a member of the local board may not vote on a matter under consideration by the local board regarding the provision of services by such member or by an entity that such member represents or that would provide direct financial benefit to the immediate family<sup>8</sup> of such a member; or engage in any other activity determined by the CEO to constitute a conflict of interest as specified in the plan.

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<sup>8</sup> Immediate family defined as: spouse, mother, father, grandmother, grandfather, aunt, uncle, domestic partner, children, son-in-law, daughter-in-law, brother or sister, or any relative living in the immediate household of the board member

**County of Kauai / One-Stop Operator**

- Responsible for administering workforce investment, educational and other human resource programs and funding streams;
- Collaborate to create a seamless system of service delivery that enhances access to the program’s services and improves long-term employment outcomes for individuals receiving assistance;
- Facilitates Board and subcommittee operations through primary staffing (one full-time WIA Administrator and one part-time Accountant);
- Provides an efficient communication channel between the Board, local organizations, and system partners;
- Facilitates the collection, compilation, and analysis of information appropriate to Board needs;
- Fosters operational collaboration amongst partnering agencies through trust and open communication, etc.;
- Oversees financial and administrative operations under WIA funding.

**Program Operator**

- Provides core, intensive and training services
- Responsible for Individual Training Account (ITA) determination and front-line; monitoring of appropriate employment and training choice;
- Tracks program participants and outcomes;
- Implements and administers other program-related information needs;
- Coordinates services and collaborates with youth services operator.

**Partnering Agencies**

- Provide participants, through the One-Stop delivery system, core services applicable to the partners’ programs and which are in addition to the basic labor exchange services traditionally provided in the local area under the Wagner-Peyser program;
- Enter into a memorandum of understanding (MOU) with the Local Board relating to the operation of the One-Stop system, including description of services, how the operating costs will be funded, and methods for referrals;
- Provide representation on the Local Workforce Investment Board;
- Focus on quality service delivery and participant outcomes;
- Commit to inter-organizational collaboration to enhance efficiency, improve accountability and reduce duplication;
- Support the efforts of the program operator with respect to WIA funding, participant tracking, and gathering and compiling information appropriate to the overall workforce development system.

**Fiscal Agent**

- Centralizes financial services for all WIA programs; applies policies-procedural guides including WIA Financial Management Manual- Bulletins, State of Hawai`i Accounting Manual, OMB Circulars;
- Ensures that accounting processes are in compliance with all required and mandated statutes;
- Establishes necessary accounting codes to ensure proper WIA programs are charged;
- Processes requisitions using appropriate accounting codes;
- Generates and distributes purchase orders, invoices, and disbursements to respective vendors for the purchase of goods and services;
- Processes and distributes payments/reimbursements to program participants;
- Processes payroll (including W-2) for designated WIA program service provider staff and Work Experience participants;
- Processes and distributes travel payments;
- Performs financial monitoring of On-the-Job contracts as well as other service contracts;
- Provides technical assistance and support to program service provider staff to ensure efficiency in the fiscal system;
- Develops and implements a Cost Accounting System for generating monthly time distribution and financial reports;
- Prepares financial reports for county review to ensure programs are in compliance with specific program requirements;
- Prepares audit schedules for annual single audits.

*\* Attachment #2 Organizational Chart*

**3. Describe measures in place or planned towards effective and efficient use of administrative resources, including:**

**a) Improved procedures for data flow and entry**

The State of Hawai`i Department of Labor and Industrial Relations contracted with GeoSol in 2006 to have their HireNet Hawaii (HNH) system replace the previously utilized America's One-Stop Operating System (AOSOS). Like AOSOS, HNH is an internet-based system for data collection, reporting and case management for WIA and Wagner-Peyser programs with enhanced capabilities that went live in July 2006.

Data is collected at the local level and entered in the HNH system which is then used to produce the federally required reports and various other local area reports that are necessary for program management.

The Kaua'i Branch of the Workforce Development Division, \*WorkWise! is the provider of the WIA Adult Worker and Dislocated Worker programs and Wagner-Peyser programs. Staff received basic training in the use of the HNH system prior to its implementation and is responsible for timely and accurate data entry, subject to the operating capacity of HNH.

The About Face Program, administered through the Hawai'i National Guard, operates the youth service programs and has also staff designated to maintain all data flow and entry. The Workforce Investment Act, title I-B Standardized Record Data (WIASRD) – General Reporting Instructions and Specifications were previously provided for reference and clarification in procedures.

In Spring 2006, staff received orientation to the new HNH system, then subsequent HNH training that reviewed process and procedures relating to data entry, performance outcomes, data validation, and conducting job matches. Additional training was conducted in December 2007 to clarify service codes, identify what data is utilized for performance reporting, and other relevant content.

Data validation is conducted annually by the State WDD office, and monitored by the local WIA staff administrator on a random basis as well as during annual program monitoring, along with KWIB and Youth Council volunteers when possible.

***b) Single administrative structure to support the Local WIB and serve as the fiscal agent under WIA funds***

The County of Kaua'i, through the Office of Economic Development, provides the single organizational structure by which it acts as the One-stop Operator, administers grants, provides support for the local board (KWIB), and serves as fiscal agent.

We ensure that our own financial systems, as well as those of our grantees, provide fiscal control and accounting procedures that are in accordance with accepted accounting principles, including: Accrual base reporting, effective internal control, proper charging of costs and cost allocations, source documentation and resolution of any audit findings.

Coordination and resource sharing among One-Stop partners is documented in a Memorandum of Understanding, and regularly reviewed.

***c) Simplifying and combining programs; and  
d) reducing overlapping services by affiliated entities***

KWIB has found over the years that combining programs enhances the delivery of service and minimizes duplication, and all partners recognize the importance of effective and efficient referral procedures to achieve a “no-wrong-door” one-stop system.

Our strategy towards maximizing the effectiveness of Federal and State resources is to:

- Be organizationally structured for efficient operation;
- Optimize use of available technology;
- Leverage resources through education, economic development and Industry associations to support OJT and customized training;
- Be a demand-driven workforce system that aligns with economic development;
- Bring key players together, including the faith-based community;
- Have partner and community agencies assist with job development and placement;
- Align employment efforts and focus on underrepresented groups;
- Strengthen links with Adult Education, Kaua`i Community College, and Rural Development Project;
- Identify and support agencies whose primary responsibilities are to address barriers such as affordable housing, substance abuse, etc.;
- Use detailed information-gathering forms to assist with eligibility determinations for all or most programs across the workforce development system;
- Utilize efficient information sharing mechanisms to facilitate the transfer of profile information to and from partner agencies;
- Cross-train staff.

***e) Leveraging resources with interested parties***

Coordinating and attracting supplemental resources to meet the needs of our labor force is a significant challenge for the Kaua`i Workforce Investment Board. We work collaboratively with our partner agencies and other community and faith-based organizations to leverage resources such as:

- Partnership with Kaua`i Community College Rural Development Project which provides training tuition for WIA eligible clients;
- Co-enrollment of WIA and TANF students in the youth in-school program;
- Complementary workforce development services provided by Kaua`i Community School for Adults including assessment, remediation and employer training;
- Collaboration with faith-based and community agencies that provide referrals, resource sharing and grant writing to obtain additional funding.

Coordinating intensive service and training needs of job seekers under multiple funding streams will maximize the value of support and training services and minimize the unit

cost. Information systems will link qualified participants with available jobs in a cost-effective and cost-efficient manner.

***f) Limited travel policy***

Due to continued reduction of funding, routine travel is limited in-state to attend Workforce Development Council meetings and required training provided by the Workforce Development Division. As additional funds are received such as incentive awards and Reed funds for capacity building, travel to the mainland for the NAWB, Innovations conferences, and other suitable and qualifying events will be considered.

***g) Joint activities with other Local Areas***

Part of effective collaboration, improved communication, and efficiency in leveraging involves working with the other Local Areas. We will continue to work on statewide initiatives such as Reed Act implementation, Prisoner-Reentry and related grants, TANF services, etc. facilitated by WDC to augment WIA and Wagner-Peyser funding. We will also continue to share best practices and creative methods for the provision of services with limited funding.

***4. Describe any training that is conducted for LWIB members and staff on ethics, conflict of interest, and the Sunshine Law; including the frequency and date of recent and planned sessions.***

Training in 2008 and 2009 will expand upon initial information provided during orientation to all new KWIB and Youth Council members. One topic we will elaborate on is conflict of interest, to include:

Representation of Interest. No member of the KWIB, Youth Council or any Committee [both standing and *ad hoc*] shall represent or act as an agent for any private interest, whether for compensation or not, in any transaction in which the members have direct and substantial interest and which could be reasonably expected to result in a conflict between a private interest of the member and the member's official responsibility.

Restricted Activities: No member shall cast a vote or participate in any decision-making capacity on any matter under consideration regarding the provision of services by such member, or by an entity that the member represents, or that would provide direct financial benefit to such member or the immediate family (footnote #10) of such member; engage directly or indirectly in any business transactions or private arrangement for profit which accrues from, or is based upon, his or her official position or authority on the Board; participate in the negotiation of, or decision to award, contracts or grants, the settlement of any claims or charges in any contracts or grants, the certification of any eligible providers or the establishment of any designation of local workforce investment areas or the establishment of any One-Stop delivery systems, with or for any entity in which he or she as a financial or personal interest.

Misuse of Board Facilities and Equipment. No member of the Board shall use any Board equipment, supplies, or properties for his or her own private gain or for other than official designated purposes.

Duties of Board Members. It shall be the duty of all Board members to:

1. Recuse themselves from their official Board duties if there is a conflict of interest;
2. Advise the Board of any potential conflicts of interest;
3. Ask the Board for an opinion if they have any doubts that a specific situation involves a conflict of interest.

<b>TRAINING</b>	<b>TOPIC</b>	<b>FREQUENCY</b>	<b>DATE</b>
New Board & Youth Council Members Orientation	WIA background & role as KWIB member (binder of materials provided)	Annual	September 26, 2007
Demand-Driven Services (for Board, Youth Council and Staff)	Greater emphasis on Business Services & Implementation	Introduced 5/2005; review at meetings, as appropriate	On-going review and discussion
Role of Board in Community (Board members & staff)	Best Practices from other WIBs with similar labor market challenges	NAWB and Innovations Conferences	2008
Skills Development (WorkWise! Staff)	Case Management, Assessment, Job Development, Follow-up	On-going	On-going
Skills Development (WorkWise! Staff)	Interpersonal skills – personalities & learning styles	Scheduled program	2008
Skills Development (WorkWise! Staff)	Public speaking and Presentations skills	Scheduled program	2008
Skills Development (WIA Service Providers, Staff)	HireNet Hawai'i - Recording data for performance reporting	As needed due to HNH system changes and upgrades	December 2007 and as upgrades are introduced
Labor Market Trends/Wages, Challenges, etc. (Board, Youth Council, and Staff)	Board member industry & business updates. Articles of interest related to labor market, hiring, retention, culture, etc. distributed.	At Board Meetings	Generally held bi-monthly
Expanding the Labor Pool - Underrepresented populations (Employers, partners)	Recruiting, hiring, transitioning to employment, and retention	As the labor market demands	Fall 2008
Industry Tours (Partner staff, DOE & KCC educators)	Food & Agriculture, Renewable Energy, other high growth industries	Presented at least annually	Fall Semester 2008 and 2009

**5. Please describe the LWIB's mechanism and plans for providing its staff with the support (training, communication mechanisms, equipment, etc.) they need to fulfill the LWIB's expectations? This response should cover staff of the LWIB, One-Stop Center and Youth programs.**

Although administrative funds and statewide funds for capacity building are limited to send staff to training off island, investment in our staff and board members is essential for successful implementation of our strategic plans. Training and career development are essential tools to improve staff capacity, productivity and to provide quality and timely services to our job seeker and employer customers.

Through cross training and cross information between partner staff, we insure One-Stop service delivery system staff members recognize and understand the needs of individuals from various population groups and are sensitive to needs of these job seeker and prospective employers.

Through program coordination, staff is able to consult with each other and better tailor services to meet the needs of the customers.

Flexibility will also be required when determining how core and intensive services are made available and provided at the One-Stop Center, with greater reliance on technology and cross-training of staff.

***Additional methods to provide support:***

- Staff training in the areas of assessment, case management, job development and placement and follow-up services are planned for 2008;
- The WorkWise! website "Forum," enables partners to obtain updates, job listings, partner agency news and share other pertinent information, which has effectively minimized the communication and coordination gap;
- Tools such as local labor market information, wage information, service directory of community organizations, and the Kaua'i Youth Directory on-line as well as printed in the Ad-Ventures telephone directory were developed and implemented to aid staff;
- Partner agency "spotlight" at Consortium meetings where the designated partner updates other partners on their service, programs and populations served, and "Best Practices";
- The One-Stop will relocate in 2008 to a renovated section of the County's Līhu'e Civic Center which will include a functional office layout, new workstations, new computers for public use, and new telecommunications equipment to facilitate staff participation in training sessions held on other islands.

**6. Please describe the LWIB's activities and plans for supplementing WIA funding and/or adjusting its operations to the availability of funding?**

In June 2005, Kaua'i County Council approved supplementing the WIA Administrator's salary for program year 2005, and the Mayor has since included this allocation in his annual budget. Also, the County of Kaua'i continues as the One-Stop operator to reduce costs and minimize the need to downsize \*WorkWise! staff.

Additional efforts include:

- Staff adjustments in work assignments and reorganization of processes;
- Increased reliance on partners to assist and provide cross-functional duties which will enhance efficiency;
- Continue to submit applications for workforce-related grants, such as Prisoner-Reentry, Youth Build, TANF, etc.;
- Partner with the Kaua'i Rural Development Project to continue paying tuition for the majority of WIA participants enrolled in training;
- Supplement WIA funds with TANF funds to provide a combined in-  
..... school program for TANF and WIA eligible youth;
- Collaborate with local community agencies, share resources and reduce duplication of effort.

**7. What waivers from WIA requirements would facilitate LWIB operations?**

The following approved waivers address previous impediments to the implementation of our strategic plan and continuous improvements strategy.

- **Eligible Training Provider subsequent eligibility requirement AND tracking requirements** – The County of Kaua'i received WDD Administrator approval in June 2007 that exempts Kaua'i Community College from the social security number reporting requirement.
- **Transfer of funds between DW and Adult** –Provides the LWIBs flexibility to ensure that limited funds are appropriately utilized to maximize benefit to both Adult and Dislocated Worker populations based on local factors.
- **Customized training** -- Enables LWIBs to enter into customized training with local businesses without requiring a 50 percent employer match but rather establish a sliding scale from 10 percent to 50 percent employer match based on factors such as the number of employees trained, company size, etc.

#### IV. ONE-STOP DELIVERY SYSTEM AND SERVICES

**1. *Identify the One-Stop operator(s) for the county's One-Stop System. Identify how the One-Stop operators were designated.***

The One-Stop operator is the entity that performs the role of coordinating service providers within the One-Stop Center.

The One-Stop Operator may be selected in the following manner:

- a) The Local Board, with the agreement of the chief elected official, must designate the One-Stop operator(s) in each local area
- b) The One-Stop operator is designated:
  1. Through a competitive process
  2. Under an agreement between the Local Board and a consortium of entities that includes at least three or more of the required One-Stop partners identified at Sec. 662.220 or
  3. Under the conditions described in Section 662.420 or 662.430.(WIA sec 121 (d), 121(3), and 117(f)(2)
  4. The designation of the One-Stop operator must be carried out in accordance with the "Sunshine Provision" at 20 CFR 661.307

State and Federal guidelines were used to select the County of Kaua'i as the One-Stop operator, which required the operator be one of the following:

- a) A postsecondary educational institution;
- b) An employment service agency established under the Wagner-Peyser Act on behalf of the local office of the agency;
- c) A private, nonprofit organization (including a community-based organization);
- d) A private for-profit entity;
- e) A government agency; or
- f) Another interested organization or entity.

At the May 20, 2005 KWIB meeting, the Board voted and approved the County of Kaua'i to be the designated local One-Stop Operator for program year 2005 and 2006. The Mayor of Kaua'i and the required partners also approved this designation for the same time period, as did the Regional Administrator, of the Employment and Training Administration, US Department of Labor.

The One-Stop operator designation for PY 07 is subject to evaluation and determination which will be addressed in conjunction with the update of the KWIB Strategic Plan in 2008.

**2. Describe the current and planned One-Stop infrastructure [Ref. WIA Reg. 661.350(a)(3)]**

The County as One-Stop Operator oversees the coordination of services within the One-Stop Job Center. And in conjunction with KWIB, the Operator also assists in coordination of activities throughout the One-Stop system.

The Kaua'i One-Stop Job Center – WorkWise! is designed to meet the needs of our employers and job seekers through customer-oriented services and programs. Consistent with WIA principles and goals and objectives, this includes efficiency (streamlined services), accessibility (universal access and empowered individuals), flexibility, and accountability.

DLIR WDD, as service provider for the Adult and Dislocated Worker programs, is primarily responsible for facilitating delivery of required center services through coordinating the efforts of, and fostering effective communication among, all one-stop partners.

WDD staffs our One-Stop Center, while partner agencies provide periodic services in the center. Partners provide all required core services, consistent with their federal regulations and memorandum of understanding with the WIB, from their agency's own separate location.

The One-Stop Job Center, currently housed at the WDD - Kaua'i Branch Office, will relocate to the County's Lihu'e Civic Center in 2008. This move should improve the integration of service delivery for workforce development and other related services as it will be in close proximity to county agencies such as the Office of Economic Development and the Office of Community Assistance which administers County housing and transportation services.

***Describe how well the One-Stop operators meet the standards and outcomes [Ref: WIA Reg. 661.350(a)(3)] defined below:***

- a. documented sound fiscal procedures, integrity, and accountability,  
The County has an experienced finance department with fiscal responsibility for approximately 250 - 400 grants annually. A half-time accountant for the WIA programs is located within the Office of Economic Development and works closely with the WIA Administrator and the Finance Department.
- b. effective management structure,  
In fiscal year 2007, the County hired a Grants Manager with extensive grants experience to provide oversight of all County grants, to provide consultative and advisory services to departments with administrative responsibility for grants, and to establish consistent grant administration procedures for the

County. This will enhance grant administration and better ensure timely reporting and closure.

- c. effective use and training of staff from partner agencies,  
In 2008 - 2009, greater emphasis will be placed on capacity building for service providers and one-stop partners. A needs-assessment will be conducted, training needs prioritized, a training plan developed and implemented.
- d. status and plan for partner coordination,  
In calendar year 2008 and beyond, KWIB will focus on expanding Kaua'i's labor pool to address the island's critical shortage of workers. One of its projects is to successfully transition underrepresented populations into the workforce. The WorkWise! Consortium, comprised of the One-Stop partners, will play an instrumental role in planning and implementation of this initiative.
- e. infrastructure that provides sufficient space for partners and enables partners to interact electronically,  
The WorkWise! "Forum" bulletin board enables partners to post information of interest and then automatically notifies the other partners that new information is available. The bulletin board also serves as a convenient reference repository since information remains on the board until removed by its author.

Also, with the relocation of the WorkWise! One-Stop Job Center to the County's Līhu'e Civic Center in 2008, workstation space will be available for partner agencies' staff use that will enhance in-person communication and facilitate networking.

- f. demonstrated understanding of and commitment to the One-Stop Job Center strategy of seamless service, and track record of achieving desired outcomes in the past.  
Overall, the Consortium is responsible for ensuring that core and/or intensive services are appropriately available at all agency sites consistent with the terms and conditions specified in each agencies federal guidelines and MOU with the WIB. The Consortium is therefore also responsible for ensuring that core and intensive services are available at the One-Stop Job Center and that effective communication occurs between agencies' sites and the One-Stop Job Center.

The Workforce Development Division, as service provider for the adult and dislocated worker populations and home to the One-Stop Job Center, is the agency primarily responsible for the following services.

- Coordinate services and facilitate communication among One-Stop Operators/Partnering Agencies;
- Operate a “no-wrong-door” value through inter-agency commitment to reduce duplication of resource expenditures;
- Focus on quality service delivery and participant outcomes;
- Commit to inter-organizational collaboration to enhance efficiency, improve accountability, etc.;
- Support the efforts of the program operator with respect to WIA funding and participant tracking; to gathering and compiling information appropriate to the overall workforce development system;

**3. *Describe how LWIB expectations of the One-Stop Operator is conveyed and evaluated, including how feedback is provided. At minimum, the expectations should cover implementation of demand-driven concepts, incorporating non-traditional resources, integration with counselors at affiliated agencies, outreach to \*underrepresented groups and outreach to incumbent workers.***

At KWIB bi-monthly meetings, the One-Stop Operator as well as the providers of the Adult and Dislocated Worker programs and the Youth Services, provide progress reports. Updates on funding opportunities and grant award status are also provided when applicable. Board members are encouraged to ask questions, seek clarification, provide feedback and discuss agenda items.

At bi-Monthly Consortium meetings, One-Stop operations are reviewed, evaluated and the progress gained and next steps to be taken are discussed. Members are encouraged to provide input and suggestions to facilitate discussion and determine needed adjustments for alignment.

Since 2005, KWIB and KCC co-sponsored Industry Tours have provided an excellent venue for discussion of workforce-related issues between counselors from affiliated agencies, educators from DOE and KCC, and employers.

With the implementation of labor pool expansion through outreach to underrepresented populations, much more interaction with other community agencies servicing these populations will occur, primarily through the WorkWise! Consortium.

\*underrepresented groups - individuals with disabilities; individuals receiving Temporary Assistance for Needy Families, immigrants, out-of-school, older workers and retirees, and individuals with substance abuse, and ex-offenders backgrounds

**4. Describe how the workforce development needs described in response to Section II of these instructions will be met. [Ref: WIA Reg. 661.350(a)(1)]**

To address workforce issues related to changing local labor market conditions, several projects are underway:

- Organize six industry forums focusing on the high-growth industry clusters identified in the 2004 CEDS Report to generate real-time labor Market Information to provide KWIB with an accurate assessment of Kaua'i's workforce today, as a baseline for planning.
- Evaluate what training programs provide skills and knowledge which are applicable to an array of jobs in demand and “transferable” to many local industries and ensure they are included on KWIB’s Long Term Training Matrix. We will focus on areas with significant direct economic impact on the community as well including:
  - *Health Care*
  - *Education*
  - *Transportation*
  - *Construction*
  - *Kanaka Maoli Cultural Education*
- Support and promote training opportunities offered by other organizations that are consistent with the training priorities defined by KWIB.
- Promote benefits of apprenticeships, on-the-job training, work experience, and internships to businesses and facilitate establishment of programs. Apprenticeship programs are currently being developed in auto body and food service.
- Continue utilizing the successful “*Learn-to-Work*” training model that includes: Work-readiness/ethics training, classroom and hands-on training; and on-site work experience.
- Promote *Enhancing Employee Effectiveness* no-fee educational opportunities for business offered by Kaua'i Community School for Adults. Classes include: basic skills (reading, writing, speaking, math), English as a Second Language, high school diploma and citizenship. Customized classes at nominal charge can be held at the worksite, before, during or after work hours to address “specific” employer needs.
- Improve case management and follow-up services. Case management training was conducted in October 2006 and further training is being planned for 2008. Additional training, as needed, will be provided through KWIB’s capacity building initiative.

**5. Describe how innovative, demand driven business services will be delivered at the One Stop Job Center. How will you learn business needs and attract increased job postings? How can WDC help?**

The Kaua'i One-Stop Job Center "WorkWise!" strives to meet the needs of our employers and job seekers through customer-oriented services and programs which are "demand-driven". Consistent with WIA Principles, this includes providing streamlined services, accessibility with universal access and empowered individuals, and greater flexibility, and improved accountability.

KWIB, through the WorkWise! Office, will host industry forums to gather LMI data, elicit discussion, and develop working relationships, giving priority to Kaua'i's identified six growth industry clusters. County-specific workforce information generated will be used to plan specific strategies to address our identified immediate workforce needs and to ensure an effective One-Stop delivery system. All will then be integrated into the Kaua'i Workforce Investment Board Strategic Plan Update.

KWIB will conduct a public relations & marketing campaign promoting the business focused One-Stop Career Center's labor exchange and market information services to employers, job seekers, and the community. Various venues will be utilized including presentations to business organizations and associations, and at community meetings and events, as well as host an Open House event as part of the One Stop's re-location to the Lihu'e Civic Center. HireNet Hawaii demonstrations will also be conducted at selected events, such as job fairs.

As part of the labor pool expansion project targeting underrepresented populations, KWIB, through the WorkWise! Office, will host an educational session for employers to disseminate information critical to hiring and retaining the underrepresented - addressing their employment barriers, addressing employer concerns, conveying employer benefits, and providing other resources to help ensure success. The Hawai'i Workforce Development Council's August 2007 publication, "Solutions at Work... Finding Workers" is an excellent resource. WorkWise! will also network with other community agencies that service these target populations.

- Provide DHS – BESSD staff and SEE Job Developer information regarding support for their clients returning to work, and provide employer and job leads whenever possible.
- Provide Department of Health Kaua'i Employment Initiative Program Specialist with employer and job leads to place developmentally disabled clients in gainful employment.

Other available demand driven business services include:

- Strategic Workforce Assessment Team (SWAT) services to provide human resource-related consultative services, such as applicant screening and initial interviewing, advice on flexible work rules and benefits policies to improve employee retention, what constitutes “reasonable accommodations” for people with disabilities, etc.
- Videoconference services use for long-distance interviews,
- Conference room use for recruitment and interviewing,
- On-site counseling support to new employees,
- Seminars on labor laws, substance abuse awareness, violence in the workplace, hiring and retaining employees, successfully transitioning underrepresented populations into the workforce,
- Training videos and other resource information,
- On-site customer service training for employees.

KWIB will continue to assess current services and make appropriate and necessary changes given current labor market conditions and program staffing/funding limitations. WIA funded staff and partners will concentrate on providing the intensive and training services, sharing in job development, employer relations and marketing.

The Wagner-Peyser funded staff will continue to provide the majority of the basic labor exchange services such as:

1. Promotion of HireNet Hawai‘i to employers and to job seekers
2. Registration of employers and monitoring of their job orders
3. Registration of job seekers Dissemination of labor market information
4. Initial skills assessment
5. Individual and group employment counseling
6. Instruction on job search techniques
7. Referral of job seekers to employers for appropriate jobs

**6. Describe how the One-Stop system will ensure universal access to the mandatory core services [Ref. WIA Section 134(d)(2)].**

WorkWise! staff have actively educated clientele to be self-sufficient in accessing core services, helping to ensure universal access for all adults and dislocated workers.

Kaua`i also improved universal access with its state-of-the-art assistive technology work station and devices to assist persons with disabilities.

All individuals have access to the One-Stop system and to core employment-related services, information about job vacancies, career options, student financial aid, relevant employment trends, instruction on how to write a resume or interview with an employer either by self-service or with staff assistance.

### **Core Services**

For the purposes of WIA, “core” services generally refer to those types of employment services applicable to any individual interested in employment assistance and services. It is presumed that for many employers seeking qualified applicants and many individuals seeking employment, a basic or “core” set of services, information, and other resources will be adequate to assist them with achieving their goals. In addition, many of these services are available with minimal staff support when provided in a manner which is inviting, accessible, and easy-to-use.

Core services referred to herein can be basically described as either “self-help” or “staff-assisted.” Self-help services are those resources and information which job seekers and employers are able to use without the need for any assistance. These include:

- Employment statistics information including, for example, a listing of job vacancies on Kaua`i and the types of skills required for the jobs or information about occupations in demand on Kaua`i and projected salary/wage levels for these occupations;
- Information about the performance of Kaua`i’s workforce development system;
- Information about the performance and costs of eligible training providers in the State;
- Information about the types and availability of various services and resources (not only within the workforce development system and one-stop partners) such as child care and transportation support services.

Additional services and information which can reasonably be expected to require at least a moderate level of personal assistance will also be available through the one-stop system. For some individuals, perhaps because of prior experience using particular types of equipment or information, these services will be easy-to-understand and easy-to-use. For others, however, many of these services will require staff of the WDD to assist them. These include:

- Determinations of whether individuals are eligible to receive additional WIA-funded services and determinations of eligibility for other types of financial aid (e.g., First-to-Work, SEE program);

- Outreach, intake, and orientation to other services available through the One-Stop delivery system;
- Initial assessment of individual skill levels, aptitudes, abilities, and supportive service needs;
- Job search and placement assistance, and where appropriate career counseling;
  
- Access to employment statistics information, including accurate information relating to local, regional and national labor market areas, including:
  - a. job vacancy listings,
  - b. information on job skills necessary to obtain those jobs,
  - c. information relating to local occupations in demand and the earnings and skill requirements for such occupations;
  
- Provision of performance information and program costs on eligible providers of training services;
- Provision of performance information regarding how the local area is performing on the performance measures and any additional performance information with respect to the One-Stop delivery system in our local area;
- Provision of accurate information related to the availability of support services, including child care and transportation, available in our local area, and referral to such services, as appropriate;
- Provision of information regarding filing claims for unemployment compensation
- Assistance in establishing eligibility for
  - a. welfare-to-work activities,
  - b. programs of financial aid assistance for training and education programs that are not funded under this Act and are available in the local area and,
  - c. follow-up services, including counseling regarding the workplace, for participants in workforce investment activities authorized under this Act who are placed in unsubsidized employment, as appropriate;

In all cases, once an individual is determined eligible for services beyond self-help and minimal staff-support, information gathered by all partner agencies will be limited primarily to that information necessary for determining eligibility for the partner's respective program(s). If the particular individual does not qualify for the partner's respective program, preliminary assessment of eligibility for other partners' programs will immediately be made. This is possible due to cross-training of intake counselors within the system. The individual will be provided information about relevant programs, along with adequate explanation about the programs to stimulate informed choice in being referred to another agency and understanding about the reasons for the referral.

Many core services are available at partners' agency locations. Those services which require some staff assistance will be provided by each partner at a level that is (a) within the guidelines of its federal funding, (b) required by its respective MOU with the WIB, and (c) reasonably provided within the constraints of its staffs' qualifications, expertise, and experience.

**7. Describe the intensive services that will be provided through the One-Stop system, including the service delivery method. [ref. WIA Section 134(d)(3)]**

The demand-driven service model is employed, with a "Customer Service Representative" stationed at the entrance of the One-Stop Job Center to assist, assess needs, to provide information and "triage" to the appropriate services based upon the individual's assessment.

Intensive services are provided to adults and dislocated workers who:

- are unemployed and are unable to obtain employment through one-stop core services,
- who have been determined by a One-Stop service provider to be in need of more intensive services in order to obtain employment; or
- who are employed, but who are determined by a One-Stop service provider to be in need of such intensive services in order to obtain or retain employment that allows for self-sufficiency.

***Delivery of Services***

Services may include comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include:

- Diagnostic testing and use of other assessment tools,
- In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals,
- Development of an individual employment plan, to identify the employment goals, appropriate combination of services for the participant to achieve the employment goals,
- Group counseling,
- Individual counseling and career planning,
- Case management for participants seeking training services,
- Short-term prevocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct, to prepare individuals for unsubsidized employment or training.

**8. Describe policies, if any, to restrict training funds for uses the LWIB has identified as Local Area priority; e.g. a) direct a certain percentage of training funds to high demand, economically vital, and/or targeted skills and occupations, or b) give priority to training for jobs that pay at least a self-sufficiency wage.**

Training services are directly linked to occupations that are in demand in our local area. In addition to these types of classroom-based instruction, other training opportunities may

be appropriate to, and required by, WIA participants. For example, on-the-job training programs which combine workplace training with classroom-based instruction (e.g., cooperative education), and customized training specific to industries or groups or employers may also be relevant to the needs of individual WIA participants or to Kaua'i's workforce development system as a whole.

No specific policy restricts training fund uses; however, all training program available through eligible training providers have been approved by the Local WIB and State and are considered economically vital and must provide transferable skills which could be utilized in a variety of high demand positions and industries within our local area. Due to WIA funding reductions, training costs have been supplemented by the Kaua'i Rural Development Project with increasing amounts in recent years.

Following the WIA Bulletin No. 04-05 (SN 82), the 2007 Lower Living Standard Income level (LLSIL) Guidelines applies:

- Employment that pays at least 200% of the lower living standard income level(LLSIL), or
- The layoff wage, whichever is higher.

\* Note: [www.sixstrategies.org](http://www.sixstrategies.org) presents self-sufficiency wages based on size of the family and where the family lives (2003).

**9. Describe the training services that will be provided through the One-Stop system, including the LWIB's**

Training services may be made available to employed and unemployed adults and dislocated workers who:

- have met the eligibility requirements for intensive services, and have received at least one intensive service under Sec. 663.240 and have been determined to be unable to obtain or retain employment through such services;
- have been determined by the provider, following an interview, evaluation, and/or assessment and case management, to be in need of training services and to possess skills and qualifications necessary to successfully complete the selected training program;

- select a program of training services that is directly linked to the employment opportunities either in the local area or in another area to which the individual is willing to relocate;
- are unable to obtain grant assistance from other sources to pay the costs of such training, including such sources as State-funded training funds, welfare-to-work, Trade Adjustment Assistance and Federal Pell grants or required WIA assistance in addition to other sources of grant assistance; and
- whose services are provided through the adult funding stream, are determined eligible in accordance with the State and local priority system in effect for adults under WIA.

Training services may include:

- Occupational skills training, including training for nontraditional employment,
- On-the-job training,
- Programs that combine workplace training and related instruction, which may include cooperative education programs,
- Training programs operated by the private sector,
- Skills upgrading and retraining,
- Entrepreneurial training in readiness training,
- Adult education and literacy activities provided in combination with services,
- Customized training conducted when an employer or employer-group commits to employ an individual upon successful completion of the training.

*The Local WIB does not provide training, although individual members may provide training through their businesses as a community service (e.g. financial literacy)*

***a) Policies and procedures to contract with employers for on-the-job training (“OJT”) and customized training.***

On-the-job training is provided by an employer while the participant engages in productive work in a job that:

- provides knowledge and skills essential to the full and adequate performance of the job,
- provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extra ordinary costs of providing the training and additional supervision related to the training and,
- is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant and the service strategy of the participants.

An on-the-job contract must comply with the requirements of WIA and include:

- the occupations for which training is to be provided,
- the duration of training,

- the wage rate to be paid to the trainee,
- the rate of reimbursement,
- the maximum amount of reimbursement,
- a training outline that reflects the work skills required for the position,
- an outline of any other classroom training.

Customized training is:

- designed to meet the special requirements of an employer, including a group of employers, and: must be a business in targeted industries providing demand occupations,
- is conducted with a commitment by the employer to employ an individual upon successful completion of the training, and
- for which the employer pays for part of the cost of the training on a sliding scale (procedures defined by the State).

Customized training is indicated when:

- an employer or a group of employers determine a need for employees with specialized skills or training that is not readily available through the Eligible Training Provider list or other local training providers.

***b. if applicable, policies and procedures to contract with community-based organizations or other private organizations that offer effective training to special populations with multiple barriers to employment. (Not applicable)***

***10. Describe the local Training Account (“ITA”) system, including:***

- a) Any limits the LWIB chooses on the dollar amount, duration, number and scope of ITAs for individuals,***
- b) ITA procedures, if any, to cover costs of the following items provided by approved training providers: Tuition and fees for training; textbooks, supplies, uniforms, and necessary training materials; testing fees for certification, and licensing examinations.***
- c) Procedures for how ITA expenditures will be controlled and tracked***
- d) Procedures for how a customer will be able to complete training planned if the applicable training program is removed from the list of eligible training providers before that customer completes training.***

Adults and dislocated workers who have been determined to need training may access training with an Individual Training Account (ITA) which enables them to choose among available training providers.

WIA requires allocation of Individual Training Accounts (ITAs) to those participants for whom training has been determined as a needed activity. With an ITA, each WIA participant may select from among the training service providers determined to be eligible to cover costs such as tuition and fees, textbooks and supplies, and other training costs. Based on individual needs for training services, each WIA participant will be provided with an ITA which allows them to enroll in training services and have all or some of the costs of this training debited to their ITA.

WIA requires that ITAs only be issued to eligible individuals who are unable to obtain other grant assistance for such services through the Federal Pell Grant Program or any other grant assistance (section 134 (d) (4) (B)). On-the-Job training and customized training are exceptions; and for dislocated workers there may be the possibility of North American Free Trade Agreement (NAFTA) or Trade Act Adjustment (TAA) funding.

WDD, as operator of the adult and dislocated worker programs, will be responsible for managing and administering all ITA-related payments. A letter accompanying the ITA will authorize an eligible training provider to register specific participants, request confirmation of registration, request that an invoice be sent to the ITA issuer, and request immediate notification to issuer should trainee withdraw from training. Upon receipt of the invoice and confirmation of registration, WDD will facilitate the disbursement of payment to the training provider through collaboration with the State DLIR.

WDD will also be responsible for controlling and tracking ITA expenditures including, but not limited to, ensuring the following:

- Individual participants employ ITA funds only in accordance with established IEPs,
- ITA funds are used to compensate training providers only for tuition and fees and that tuition and fees assessed WIA participants are consistent with tuition and fees assessed other, non-WIA participants,
- Participants are actively engaged in the training services paid for by WIA funds (e.g., participants attend all or most class sessions) and written agreement between the participant and WDD for misuse of WIA funds and reimbursement by the participant or other entity exists for each ITA,
- Preparing and presenting monthly, quarterly, and/or annual reports to the WIB describing the use and impact of WIA funds used for training services,
- Training providers prepare and transmit adequate information to WDD to allow for WDD's preparation of required reports and documentation for the WIB.

**Policy:**

- ITAs will be capped/limited to \$5,000 over a 2-year (24 months) period. Under special circumstances, on a case-by-case basis and with proper justification, a case manager could request a waiver from the KWIB to exceed the \$5,000 limit;
- Maximum training time will be 2 years (if funding available to cover this duration);
- ITAs and OJTs may be combined as long as the total stays under the \$5,000 cap. Under special circumstances, on a case-by-case basis and with proper justification, a case manager may request a waiver from the KWIB to exceed the \$5,000;
- This ITA policy will apply to both adult and dislocated worker programs.

**Procedures:**

- Case manager conducts transferable skills analysis and in-depth assessment.
- Case manager and customer determine the best training options.
- Case manager and customer explore all funding possibilities (Pell, DOE Community School for Adults).
- Case manager verifies that the customer has the skills and a qualification to successfully participate in the selected program, i.e., verifies that the customer meets the Training Provider's requirements (reading level, math, etc.).
- Case manager completes the ITA Worksheet (attached).
- Case manager verifies with the supervisor that there is WIA funding available and that the customer is eligible and is next in line on the priority of service list. ITA is approved by the supervisor.
- ITA is recorded on a State DLIR Requisition for Supplies and Equipment form under Cost Center 20101 and submitted to Administrative Services Office. ITA is recorded by the One-Stop for accounting purposes.
- Customer is registered with training provider. ETP sets up the appropriate record for billing and reporting.
- ETP provides case manager with completed time and attendance records, grades and report of completion of course, and copies of any certificate earned.
- Case manager forwards written authorization to pay ETP invoice to supervisor who forwards it to DLIR fiscal to be paid.

\* Note: In the event an applicable training program offered by an eligible training provider is removed from the list of eligible training prior to an enrolled WIA participant's completion of the program, the participant will be permitted to complete the training program.

**11. Identify all partners of the One-Stop system.**

The required partners are entities that carry out the workforce development programs. The partners of the Kaua'i One-Stop system are:

- Alu Like, Incorporated
- Department of Human Services, Benefit, Employment & Support Services
- Department of Human Services, Vocational Rehabilitation & Services for the Blind
- Department of Labor & Industrial Relations, Unemployment Insurance Division
- Department of Labor & Industrial Relations, Workforce Development Division
- Kaua'i Community College
- Kaua'i Community School for Adults, Department of Education
- Kaua'i Economic Opportunity, Incorporated

**12. Provide a copy of the Memorandum(s) of Understanding (“MOU”) as described in WIA Section 121 (c) between the LWIB and each of the One-Stop partners. [Ref: WIA Reg. 661.350(a)(3)(ii)]. Each MOU must delineate:**

- a. *the role of each partner (services, implementation, responsibilities)*
- b. *how services will be funded*
- c. *how operating costs of the One-Stop Job Center will be funded*
- d. *how individuals will be referred between services*
- e. *how confidentiality will be protected,*
- f. *coordinated employer services and job development, with a single repository of job orders and applications,*
- g. *procedures for compliance with the Americans with Disabilities Act (“ADA”),*
- h. *other strategies intended to increase the efficiency of the One-Stop Job Center, including at least:*
  - *how duplicative services can be reduced*
  - *current and planned electronic connectivity*
  - *development of and resource support for innovative strategies,*
  - *identification of training for skills identified by business partners*

A Memorandum of Understanding describes the relationship between, and responsibilities of, each One-Stop partner and the WIB with respect to Kaua'i's workforce development system. It is the mutual understanding about and commitment to these relationships, roles, and responsibilities that form the foundation for success of the One-Stop system. On an annual basis, the WIB, in conjunction with each one-stop partner, will revisit the substance of respective MOU to ensure that responsibilities and relationships are appropriate to the needs of the WDS, WIB, and partners on an on-going basis. \* Attachment #3 MOU

***13. Describe how Reed Act funds are being used to improve the One-Stop system. Include how initiatives that are supported by Reed Act funds will become self-sustaining.***

Reed Act funds are being used in four areas:

- **Employer Outreach**  
Industry Forums will be organized by industry clusters to generate real-time LMI for planning. Participating businesses should find mutual interest and value in the data generated from these events, encouraging these business leaders to develop self-sustaining industry work teams.
  
- **Labor Pool Expansion**  
Business organizations and associations are being invited to participate in the planning and execution of the local regional job fairs. JSEC, which has successfully planned and executed seven annual island-wide job fairs, will share planning information with these associations to enable them to independently replicate the job fairs in their regions in the future. The out-of-state recruitment events will be financed by those businesses directly benefiting from participation.  
  
The other projects targeting specific populations include development of procedures, systems, tools, linkages that can be maintained after the end of these specific funded projects.
  
- **Capacity Building**  
The updated strategic plan will be implemented by the County, KWIB and the One-Stop Career Center. Within the design of the training initiative, trainers will be designated and will receive additional instruction on presenting the material, then will train partner staff and new staff in the future. Those attending conferences will present a summary at subsequent KWIB meetings. Materials collected at these sessions will be compiled and added to the One-Stop Career Center's resource library.
  
- **Technology**  
Equipment utilized for labor-exchange activities and enhanced communication will be updated in conjunction with the One-Stop's relocation to the Lihū'e Civic Center. All wiring upgrades and work stations are part of the renovation project that is being funded by the County and through a Federal EDA grant.  
  
Location of remote One-Stop Computer Resource Centers will be limited by the liability/indemnification requirements of the State. For those placed, partnerships will be established with business associations, school PTSAs, etc. to assume the cost of the internet and telephone service, maintenance and repair of the computers and work stations, and to replace the equipment when warranted.

**14. Describe the LWIB's coordination with applicable entities if they are not partners in the county's One-Stop system:**

In addition to the required one-stop partners and the services and resources they lend to Kaua'i's workforce development system, the WIB recognizes the need for, and value in, collaborating with other Kaua'i organizations both directly and indirectly involved in the education and training of a qualified labor force for Kaua'i. Referrals are made to and from community agencies for assistance with supportive services. A list of resources, such as child care providers -- their location and cost information, are provided to those in need, as well as transportation information, with options for travel allowance and/or a bus pass to promote participation in the program and training, attending job interviews, and meetings with the WIA case manager.

Included among these organizations:

- Child Care Providers
- Child Protection Agency
- Corrections
- Faith-based and Community-based organizations
- Foster care
- Judiciary
- Libraries
- Private sector
- Rural Development Project and Rural Job Training Project
- TANF (Temporary Assistance for Needy Families)
- Transportation
- U.S. Department of Defense
- Youth Opportunity Grants

Kaua'i's WDD has written guidelines specifying the coverage and procedures for receipt of supportive service funded by WIA. Reimbursements are limited to transportation and meal allowance, protective equipment and tools.

**Private Sector Partners.** Active participation by private industry is essential as Kaua'i's workforce development system becomes more sophisticated and developed. The commitment of these organizations to labor force development (e.g., through providing opportunities for on-the-job training) cannot be over-emphasized in terms of assuring that quality training is continually delivered and that the labor force is adequately prepared before entering and during service in Kaua'i's labor market. To foster participation of Kaua'i's private sector, the KWIB will continue to conduct focus groups across the island to promote understanding about the workforce development system and WIA.

**Human-Services Related Partners.** The Child Protection Agency, Corrections Unit, and State and County Judiciaries, in addition to other public sector agencies such as the County Drug Response Program provide services that are complementary and/or

supportive of workforce development services. Historically, Kaua'i's One-Stop partners and other social service agencies have shared information and resources to serve the complex and systemic needs of individuals.

Collaboration will continue on various community-based job training grants and the County of Kaua'i Drug Response Plan.

***15 Describe how the particular workforce development needs of the following groups (below) will be met, ensuring accessibility, nondiscrimination and equal opportunity, and consistency of service across the county: [Ref: WIA Reg. 661.350(a)(1)]***

In our One-Stop environment, members of special populations such as dislocated workers, persons with disabilities, migrant and seasonal farm workers, women, etc. have access to all of the core, intensive and training services provided by the One-Stop partners.

***a. Dislocated Workers:*** Generally, these individuals have been in a particular job for years and are unfamiliar with the current labor market, the skills required for other jobs, and job search skills. They are motivated to return to work quickly and often shy away from any long-term training.

Core and job-specific training are primary needs. These job seekers require labor market information on available jobs, the skills required to work in them, and job search skills. Short and intensive occupational skills training prepare them for their new job.

***b. Displaced homemakers:*** These individuals have usually been out of the workforce and are unfamiliar with the current workplace environment and its requirements. Often they are returning to the job market not by choice but for economic reasons, and are unsure of what to expect and what is expected of them.

After receiving core services, emphasis is on building a solid foundation of job skills by providing intensive services as well as occupational training.

***c. Low-income individuals such as migrant and seasonal farm workers (MSFW):*** These individuals usually have little knowledge of the labor market, how it functions, and where they can get help. This may be because a majority of them are immigrants who have little knowledge of the American labor market.

Outreach service need to be provided to bring these individuals into the one-stop system. Language barriers may need to be addressed and overcome to provide the full array of services. MSFW will comply with federal requirements under the Wagner-Peyser Act which states that counseling, testing, and referral to jobs and training opportunities shall

be provided on a basis that is qualitatively and quantitatively proportionate to services afforded non-MSFW individuals. In many cases, however, these seasonal farm workers prefer to return to their respective companies for the next season rather than seek new employment opportunities.

**d. Public Assistance Recipients:** Department of Human Services (DHS) is a One-Stop partner and collaborative case management between DHS and the One-Stop Job Center staff and partners is used to provide intensive and training services to welfare recipients.

In addition to the services available under the WIA, the One-Stop Job Center is able to provide job placement and training services to TANF recipients under the federally funded First-to-Work Program.

**e. Women:** This target group is usually in need of intensive services, occupational skills training, and a wide range of support services such as childcare, transportation, and in some cases domestic violence counseling. Current employment and training programs advocate non-traditional employment for women.

**f. Minorities:** May need intensive services, occupational skills training, and a wide range of support services.

**g. Individuals training for Non-Traditional Employment:** One-Stop partners such as WDD and Kaua'i Community College are members of the State's Non-Traditional Employment Taskforce (NET), comprised of public and private employers, education and training agencies, and community-based organizations that was formed to encourage the training and employment of persons, particularly women, in non-traditional occupations. Information on non-traditional employment is available at the One-Stop Job Center and is provided as part of career counseling.

**h. Veterans:** In August of 2005, WIA Bulletin No. 07-05 (SN85) was disseminated by the State DLIR to inform local areas of the veterans' priority provisions of the Jobs for Veterans Act. (Stated below) Additional changes in priority of service may be forthcoming to assist veterans returning from the war.

Some veterans suffer from chronic disorders that affect their employability. Staff serving Veterans in the One-Stop system have the expertise and the resources to provide direct training and employment services as well as case management services to the veterans as they participate in employment preparation workshops. Those requesting or requiring intensive services will be assisted by dedicated Local Veterans Employment Representatives or by Disabled Veterans Outreach staff, as appropriate.

In addition to labor exchange services and WIA Adult and Dislocated Worker Programs services, training and job placement services will be provided through grants from USDOL/VETS when available.

*i. Older Workers:* The Kaua'i WIB recognizes that with increased life expectancy, the workforce of Kaua'i is maturing. Board efforts will focus on identifying the specific needs of these older workers and identifying strategies to serve this specific subpopulation.

*j. People with limited English-speaking ability:* Needs are generally due to unfamiliarity with the current labor market, specific job requirements, and with the English language. Translation and interpretation services to assist individuals with limited English-speaking ability will be available via bilingual staff stationed at the One-Stop Job Center, or other arranged interpreters as appropriate.

*k. People with disabilities:* Needs are often due to their unfamiliarity with the current labor market, specific job requirements, and potential accommodations. Assistive technology options, such as screen readers to access job bank information, TDD for deaf and hearing impaired, are available for use at the One-Stop Job center. Intensive and training services may be provided through coordination with organizations that specialize in serving this target population such as DVR and Department of Health.

**16. Describe the process for providing priority to public assistance and low income individuals for intensive and training services when adult program funds are limited. [Ref: WIA Reg.661.350(a)(11)]. What priority is given to veterans? What priority, if any, is given to underrepresented groups? What priority, if any, is given to employed people who earn below the self-sufficiency level?**

WIA states that in the event that funds allocated to the local area for employment and training activities are limited, priority for intensive and training services funded under Title I adult funds must be given to recipients of public assistance and other low-income individuals in the local area. Since funds are limited, criteria have been established to determine the process by which priority is applied. This criterion includes the availability of other funds for providing employment and training-related services in the local area and the needs of the specific groups within the local.

In August of 2005, WIA Bulletin No. 07-05 (SN85) was disseminated by the State DLIR to inform local areas of the veterans' priority provisions of the Jobs for Veterans Act.

This policy states:

The veteran's priority is a statutory mandate, but is not intended to displace the core function of the program. For all WIA programs, veterans must meet the programs eligibility requirements to obtain priority services. For programs with "existing" statutory targeting provisions, the veterans' priority must be applied by assessing a person's status in light of both requirements.

Veterans' priority is applied as follows:

- Persons who meet both the veterans' priority and the mandatory targeting provisions have the highest priority for participation,
- Non-veterans who meet the mandatory targeting provisions have the next highest priority,
- Veterans who do not meet the mandatory targeting provisions have the third highest priority,
- Persons who are not veterans and who do not meet the mandatory targeting provisions have the lowest priority.

The Kaua'i Workforce Investment Board's Local Area Plan states that when funds are limited, the process for applying priority for adult intensive and training services is to first, as WIA requires, attempt to service the participant with other available funds. When other funding streams are not available to the participant, during the first year, the following criteria may be used:

- Welfare participants,
- Participants who meet the Federal Lower Living Standard Income Level (LLSIL),
- Participants who do not meet the above income eligibility but are characterized by one or more of the following subpopulations:
  - Individuals with limited English language proficiency
  - Displaced homemakers
  - School Dropouts
  - Teenage parents
  - Handicapped
  - Older and mature workers
  - Veterans
  - Offenders
  - Alcoholics
  - Addicts
  - Incumbent Workers

A common checklist form readily identifies those participants who qualify under one or more of these priority categories. For participants who do not meet any of the criteria, an attempt will be made to match them with partners or resources outside the formal Workforce Development System for assistance with services (e.g., Pell grant opportunities) or be placed on a waiting list for desired services after all priority participants have been served.

**Procedures for Applying the Priority of Service:**

- 1) The Kaua'i WIA Adult Program Intake Priority Checklist is used to determine the participant's total score with regard to Primary Characteristics (which are all income-based) and then with regard to Secondary Characteristics (which are barrier based). As required by law, priority will be given to recipients of public assistance and other low-income individuals.
- 2) Obtain required documentation to verify the participant's eligibility.
- 3) Submit participant's name, primary score, secondary score and date that the participant applied for service to the supervisor. The supervisor compiles the priority lists. Those with the highest score for income and other barriers will receive services first. Participants are also served on a first come first-served basis. Therefore, if two participants have the same score, the participant who requested intensive or training services first will be served first.
- 4) Inform participant of the policy on priority of service and keep records current. If a participant is no longer interested in being wait-listed for a service, the supervisor is informed so that the participant can be removed from the list.
- 5) Depending on the demand for services, participants with low scores may not receive services, as participants with the highest scores will be served first, regardless of how long they have been on the waiting list.

***17. Describe how the LWIB will coordinate local activities with statewide rapid response activities. [Ref: WIA Reg. 661.350(a)(6)].***

WDD's Wagner-Peyser staff coordinates the statewide and local rapid response activities for companies scheduled for shutdowns. Upon receiving a written notice from the affected company, local staff initiates contact with the employer to immediately arrange an orientation for staff and management. Through the general oversight of the KWIB, WDD, the Unemployment Insurance Division, and the appropriate One-Stop partners conduct joint orientation and enrollment sessions for affected workers on the employer's site at the earliest opportunity. Those eligible and interested in training are referred to the respective One-Stop partners and are immediately eligible for readjustment and/or retraining services.

**18. Describe the county's strategy for providing reemployment services to UI claimants most likely to exhaust benefits**

Re-employment services will include, but not be limited to:

- Registration and documentation of claimant's active search for work (three contacts each week) in order to fulfill the UI work test requirement,
- Worker Profiling Program – UI identifies claimants most likely to exhaust their benefits and refers them to WDD for worker profiling orientation session held weekly and for mandatory participation in job search activities.
- For those not in the Worker Profiling Program, the same Wagner-Peyser services are available for claimant's voluntary participation.
- Wagner-Peyser reemployment services offered to UI claimants who meet the UI eligibility for services.
- Job search, including instruction in use of HireNet Hawai'i job match system, and placement assistance services offered to claimants.

Through Federal Reemployment and Eligibility Assessment program funding, staff provide expanded reemployment services to claimants. Each week 10 – 20 claimants are selected from the UI pool, UI staff interview them in the One-Stop Job Center and assess eligibility requirements. Claimants are then offered opportunity to meet with WDD staff for further services and assistance in seeking work and enhancing their employability.

Twice a week, UI staff members meet UI claimants at the One-Stop Job Center to review their case, conduct job search efforts and introduce claimants to other services and staff available to assist them through the one-stop system.

**19. Describe the competitive process that the LWIB uses to award grants and contracts for intensive services that are not provided by the One-Stop Job Centers.**

KWIB does not award grants and contracts outside of the one-stop system for intensive services.

**20. Describe past activities and current plans to support the introduction and embedding of continuous improvement concepts into your One-Stop and training programs.**

The service providers and WIA Administrator review the quarterly performance report to identify where our programs are not meeting performance goals and then research data to determine potential cause(s). Through discussion with staff, an action plan is developed

to address these areas of opportunity. This continuous improvement process is also useful in identifying staff training needs.

The WIA Administrator has compiled the quarterly performance since PY 06 on a spreadsheet to assist in tracking performance over time to help identify any trends that may exist so that further corrective action can be taken.

***21. Describe any other policies regarding your One-Stop and training programs.***

N/A

## V. YOUTH SERVICES

*Please prepare a comprehensive Youth Services Plan, addressing the needs of both youth-in-need and all other youth, covering areas of education, vocation, and support services, the concept of continuous improvement.*

Our Local Area plan includes collaboration and coordinated services with other community organizations to provide comprehensive services for our youth. Thorough partnerships, programs and services are enhanced and continuous improvement is gained.

AGENCY	SERVICES
Adult Education	Adult Education provides orientation at the <i>About Face</i> program locations informing participants of services provided by Adult Ed. They also provide basic skills assessment (pre & post testing), and pre-testing for GED and/or Competency Based training for the Out-of-School program. Remediation training and GED/CB classes are provided at the High Schools in addition to the Adult Education classrooms.
Department of Education	The <i>About Face</i> In-School program is conducted at the High Schools, which allows for sharing classroom space and resources. DOE makes referrals to the In-School and Out-of-School program.
Foster Care	Child Protective Services and Hale `Opio make referrals to the Out-of-School youth program and receive referrals as well from <i>About Face</i> . Follow-up is provided and referral to other appropriate community agencies is made depending upon individual youth need.
TANF	In-School students participating in the TANF after school programs receive curriculum support, while WIA assists those eligible students with work readiness, life skills and work experience. (co-enrolled) The Out-of-School program refers TANF participants to work with the First-to-Work program and/or One-Stop Job Center and Consortium partner agencies for work experience, job development, placement and follow-up.

AGENCY	SERVICES
Family Courts/OYS; Hale `Opio, Inc. Teen Court; Drug Court; Circuit Court	Referrals are made to the In-School and Out-of-School programs; reduced sentences in exchange for participation and completion of program (younger and older youth)
Alu Like, Inc.	<i>About Face</i> In-School and Out-of-School program staff makes referrals to Alu Like for work experience, the summer school program and for training at KCC; Alu Like likewise refers youth to the <i>About Face</i> programs.
Kaua`i Community College	<i>About Face</i> staff refer Out-of-School youth to KCC to attend classes and/or participate in an apprenticeship. KCC mentors each About Face class, providing them an orientation to the college campus.
Kamehameha Schools	<i>About Face</i> networks with Kamehameha Schools for college scholarships for eligible participants and for Nova Net provided at Kapa`a High School.
Kaua`i Economic Opportunity Inc. & Hale `Opio, Inc.	Referrals are made to these agencies to assist In-School and Out-of-School youth participants with housing needs and pre-vocational services; KEO supplies food for the summer In-School program.
WorkWise! – Kaua`i's One-Stop Job Center	WorkWise! staff attend the last day of the <i>About Face</i> Out-of-School program to provide an orientation on the One-Stop services, register participants and schedule appointments. Training, supportive services, job development, placement services and follow-up.
Rural Development Project	RDP assists with course tuition for WIA youth & adults.
Boys & Girls Club	Referrals are received for participation in the <i>About Face</i> program; and <i>About Face</i> makes referrals for In-School and Out-of-School youth to participate in art, cultural, sports and recreation programs.
Carpenters' Union	Provides assessment and remediation for older youth who have obtained their diploma and are participating in the union apprenticeship.
KWIB Employers	<i>About Face</i> staff work with some Board members to place Out-of-School program participants into unsubsidized employment and In-School youth in work experience. Board members also assist in providing training such as financial literacy and work readiness. The goal is to expand this collaboration.
County of Kaua`i After School Programs	<i>About Face</i> staff refer participants in the In-School and Out-of-School program to the many Malama Na `Opio programs sponsored by the County (recreation, sports, arts, culture, work experience etc.).

**1. Describe the responsibilities the LWIB has delegated to the Youth Council. Provide a roster of your current Youth Council. [Ref: WIA Reg. 664.110].**

The Youth Council is a subset of the Local Board and assists in crafting a system that serves the needs of local youth. The Youth Council is comprised of community volunteers, many of whom are also members of KWIB.

\* Attachment # 4 Youth Council Roster

The KWIB retains the responsibility for oversight and relies on the Youth Council for recommendations on youth policy related to:

1. Developing and recommending local youth employment and training policy and practice,
2. Broadening the youth employment and training focus in the community to incorporate a youth development perspective,
3. Establishing linkages with other organizations serving youth in the local area,
4. Identifying the range of issues that can have an impact on the success of youth in the labor market,
5. Monitoring performance of the contracted youth service provider.

**2. Define how the LWIB documents that a youth is “deficient in basic literacy skills” [Ref: WIA Reg 664.205].**

A youth will be assessed as deficient in basic skills according to the following criteria:

- 1) The youth computes or solves problems, reads, writes or speaks English at or below the 8<sup>th</sup> grade level on an acceptable standardized test,
- 2) Is unable to compute or solve problems, read, write or speak English at a level necessary to function on the job, in the individuals family or in society.

Basic literacy skills are measured using an appropriate standardized assessment instrument, such as the Comprehensive Adult Student Assessment System (CASAS) or Test of Adult Basic Education (TABE).

**3. Define the criterion for deficiencies. [Ref: WIA Reg. 664.210]**

- GPA below 2.0
- More than 10 days absent in a quarter
- Failure in one or more core subjects
- Referrals for behavioral or academic problems

- No previous work experience
- Less than 6 months of consecutive employment
- One parent who has been unemployed for at least 6 months
- Fired from previous employment

**4. Identify the serious barriers to employment (eight eligibility criterion for youth who are not low income) which will qualify up to 5% of youth who are not low-income individuals. [Ref: WIA Reg: 664.220(h)]**

Up to five (5) percent of youth participants served by the youth program in our local area may be individuals who do not meet the income criterion for eligible youth, provided that they are within one or more of the following categories:

1. School dropout
2. Basic skills deficient, as defined by WIA
3. Are one or more grade levels below the grade level appropriate to the individual's age
4. Pregnant or parenting
5. Possess one or more disabilities, including learning disabilities
6. Homeless or runaway
7. Offender

**5. Describe and assess the type and availability of youth activities in the county [Ref. WIA Reg. 661.350 (a)(7)].**

Kaua`i has many excellent activities and programs for youth available throughout the island, with several additions made when the County Drug Response Plan went into effect in 2004 such as The “Malama Na `Opio” after school program. Developed by the Office of Community Assistance Recreation Agency, it is now operated by the County’s Parks and Recreation Department. Goals of this program are to:

- Provide after school activities and transportation for youth from Kaua`i’s Middle and High Schools in five areas: North Shore, Eastside, Central, Southside, and Westside,
- Work in partnership with other providers of existing activities for youth.

The following briefly describes other types of youth-oriented activities and services available for Kaua`i’s youth:

**County Neighborhood Centers:** Nine neighborhood centers around the island are managed by the County Parks and Recreation Department. The centers conduct many youth activities throughout the year such as Sports Clinics, Track and Field Events, Volleyball and Teen Dances.

**The Summer Enrichment Program:** A County-sponsored program offered to boys and girls kindergarten through 11 years of age at the neighborhood centers. The program includes a Hawaiian themed curriculum where children learn history, dance, food, and outdoor games, and directed crafts. There are also educational excursions planned weekly. Youth ages 12 – 17 are able to assist as program aides.

**Junior Lifeguard Program:** For boys and girls ages 13 through 18. Participants learn first aid, CPR, and basic water safety.

**PAL League (Police Activities League):** The league offers various sports activities including flag football, community basketball, and wrestling.

**Alu Like, Inc. :** Alu Like provides services to economically disadvantaged Hawaiian and part Hawaiian Youth. They offer a Summer Program to approximately 350 eligible youth and provide paid work experience in the community.

**Kaua`i Economic Opportunity, Inc.:** Provides an after school life skills program, in partnership with the canoe clubs, Department of Health, Boys and Girls Club and others.

**Boys & Girls Club:** The program serves the three school complexes and has a mobile unit serving outlying communities as well. Programs include:

- Sports, Health & Fitness
- Power Hour (study time)
- Character & Leadership Development
- SMART MOVES (Skills Mastery and Resistance Training) prevention/education program for drug/alcohol abuse and premature sexual activity.
- CareerLaunch (career exploration and mentoring)

**Hanalei Hawaiian Civic Club:** Programs offering tutoring, canoe paddling, strength training, and a drug and alcohol-free club.

**YWCA offers a Girlz Dayz Camp:** Held in July for girls between the ages of 7 and 16.

**Other Youth Organizations:**

AYSO Youth Soccer	Kawaihau Little League
HYSA Youth Soccer	West Kaua'i Youth Baseball
Pop Warner Football	Līhu'e Pony League
YMCA Roller Hockey League	Girls Softball

**Recreational Activities:** Many recreational activities are available throughout the community:

Aerobics	Hula	Martial Arts	Gymnastics
Ballroom Dancing	Japanese Dance	Photography	Sewing
Crafts	Karaoke	Ukulele	Yoga
Filipino Dance	Line Dancing	Taiko Drumming	

To keep the Kaua'i community informed about youth programs on the island, KWIB through the Youth Council, developed and published a Kaua'i Youth Directory. Due to printing costs and the challenge of keeping information current, the directory was converted to a website: [kauaiyouthdirectory.com](http://kauaiyouthdirectory.com). In PY 06, Ad-Ventures Publishing offered to print an updated youth directory, without charge, at the front of its telephone directory and will continue to do so in the future as a service to the community.

- 6. Describe how local agencies cooperate to provide youth with needed services on a seamless, continual basis throughout the individual's developmental years. Describe planned innovations in the collaborative delivery of services to youth. Does the Local Area give extra points to proposals from coalitions of providers using collaborative strategies to provide youth services? Does the Local Area use contract negotiations to cement collaborative ties between agencies? Describe improvements in the collaborative delivery of services to youth in the past five years.***

Strong partnerships have been developed over the past years, as identified under #1 in the collaborative and coordinated approach to providing youth services. Communication and collaboration have been key to the success of the About Face program which provides both the in-school and out-of-school youth programs. Their staff works closely with community agencies and One-Stop partners to provide a comprehensive program, offering opportunities for work experience and job placement in unsubsidized positions.

Such collaboration includes:

- Kaua'i Drug Response Plan initiated in 2004. Numerous community organizations work on drug prevention, treatment, enforcement and integration. A Summit was held in Fall 2006 to report on the progress made and to revise action plans as necessary,

- Utilization of all community agencies and youth partners to actively recruit eligible youth on Kaua`i to assure island-wide awareness of the programs and summer activities,
- Development of worksites in the private and non-profit sectors enabling youth to apply their occupational skill training. Training plans are developed with the work sites to provide quality hands-on work experiences,
- Coordination with community resources to address youth employment barriers. Transportation, childcare and work attire are a few areas in which youth receive assistance,
- On-going counseling services are provided throughout the program to assist a participant with personal or professional problems,
- Leadership development opportunities, including activities such as self-esteem building, team building, critical thinking, problem-solving, time management, work behavior training and service learning projects.

***Linkages:***

Programs ensure appropriate links to entities that will foster the participation of eligible youths. Linkages may include, but not be limited to, the following organizations:

- Family court branches
- County police department
- County housing department
- DOE district offices and local secondary schools
- The YMCA youth leadership and outreach programs
- Native Hawaiian youth programs through Alu Like and the Polynesian Voyaging Society
- Kaua`i Community College (and other campuses if applicable)
- Boys and Girls Club of Hawai`i, Kaua`i Branch
- Hawai`i Community Development Corporation (HCDC)
- Hawai`i National Guard Youth Programs
- Hale `Opio Kaua`i, Inc
- Habitat for Humanity
- Human Services agencies dealing with foster care, welfare, etc.
- YWCA youth leadership and outreach programs
- Queen Lili`uokalani Children Centers
- County Parks and Recreation
- CPS - Child Protective Services
- School-to-Work concept programs

In the RFP process for the 2006-2007 program year, the Local Area gave extra points to proposals where collaborative strategies were provided; it had not done so in the past.

**7. Describe how Reed Act funds are being used for youth. Include how initiatives that are supported by Reed Act funds will become self-sustaining.**

Three of KWIB's five labor pool expansion projects that will be implemented in 2008 relate to youth.

- Out-of-school youth

Expand the existing youth work readiness program including: summer employment opportunities directly linked to academic and occupational learning; work experiences including coordination of internships and job shadowing; literacy and numeracy assessment; leadership development opportunities which

may include such activities as positive social and workplace behavior, decision making, teamwork and other activities; pre-vocational and work readiness assessment counseling; career exploration and job placement services.

KWIB will work to identify other funding sources including working with business partners to establish tuition, scholarship, and tuition reimbursement programs primarily funded by the businesses who directly benefit.

- At-risk-youth (those contemplating dropping out of high school)

Establish a pilot work-study project designed to increase participation of at-risk youth by redirecting potential dropouts towards a productive life through emphasis on lifelong learning. Each project participant will receive job search assistance, referral and placement with an employer. While in the classroom for part of the day, the participant will develop work readiness skills and then for the remainder of the day, will apply those skills in the work setting.

Upon successful completion of the program, the participant will have developed valuable work skills and will have secured, or will shortly thereafter secure permanent employment, thereby expanding Kaua'i's labor force. In addition, the participant will receive a State of Hawaii high school diploma or GED credential that verifies his/her acquired job search and work readiness skills.

Once the funding period ends, participant referrals from applicable agencies will continue while the "Job Counselor" function will be integrated into the One-Stop's staff.

- In-school youth

Prepare middle and high school youth to meet the future workforce needs of existing Kaua'i industries. Youth will examine various career options and identify viable career paths through existing and evolving programs. Experiential opportunities will be provided to develop skills in critical thinking, problem-solving, team-building and self-directed learning as well as to identify and then reinforce the critical skills needed for jobs on Kaua'i particularly in the six growth

industry clusters: Food & Agriculture, Health & Wellness, Sports & Recreation, Arts & Culture, High Technology, and Renewable Energy.

These programs will be supported and maintained by public-private sector partnerships. This sustainability model has already been demonstrated and is operating successfully with the County's existing Adopt-A-School Program.

**8. Describe the process that the LWIB uses to provide effective youth services and meet performance outcomes.**

The Youth Council has been reorganized and is comprised of representatives from key community organizations and employers that are committed to youth. As the members network and collaborate with one another, the synergy created will be utilized to move our youth program forward.

During 2008, the Youth Council will be tasked with overseeing the implementation of the three Reed initiatives above, in addition to overseeing the existing youth program. Involving more employers in the youth programs will be essential. We will also focus on the criteria for effective service to each youth, as defined in Section VIII.G.6 of the State Plan, which includes:

- a. the presence and support of a caring adult,
- b. the integration of academic and occupational learning,
- c. opportunities for contextual work-based experiences,
- d. individual career planning and the accompanying guidance and counseling services,
- e. the influence and support of work-site mentors,
- f. the support of a cohort peer learning group which builds teaming skills, work habits and attitudes,
- g. recognition and rewards,
- h. activities that are appropriate to the individual's age and stage, and
- i. continuity of service, including a) timely intake and exit, and b) transition to the next provider, should the provider's contract end and a new provider take over.

**9. Separately describe the activities of the LWIB's comprehensive plan for a) in-school youth and b) out-of-school youth. Identify the separate age-appropriate activities within each plan. Describe how each of the activities will be accomplished. Describe the year-round program, including the summer component. Describe how any coordination occurs with the agencies listed at IV.14.**

KWIB’s plan follows the “New Strategic Vision” for the delivery of youth services, which is that out-of-school youth and those most at risk of dropping out are an important part of the new workforce “supply pipeline” needed by businesses to fill job openings.

WIA funded youth programs help provide leadership by serving as a catalyst to connect these youth with quality secondary and post-secondary education and with high-growth and other employment opportunities.

**The Hawai`i National Guard “About Face” In-School Program:**

The In-School Program is offered to youth from ages 14 -18. In order for a youth to be eligible for this program the participant must be low income and:

- 1.) aged 14 -18
- 2.) deficient in basic literacy skills (math and/or reading)
- 3.) currently enrolled in school

**In-School Activities** The In -School youth program serves youth who are still enrolled in school. Comprehensive case management is provided, along with counseling, mentoring and assessment for needed assistance. The About Face Instructors coordinate with the school to follow the participant's academic growth. After school workshops are offered during the school year to cover topics such as critical thinking, life skills, decision-making, employability skills and supplement topics to assist in school work. A summer youth employment component provides participants opportunity to demonstrate their work readiness and apply the skills learned throughout the school year.

Due to significant funding reduction, the in-school program will likely be phased out by PY 08, while follow up services for current participants will continue to be funded.

**After School Workshops/Summer Program:** During the school year, this training includes 16 after-school classroom sessions (approx. 32 hours), 4 after-school work experiences with an employer 2 to 2.5 hours in length each (approx. 8 hours), and 2 Saturday work experiences with an employer approximately 6 hours each (approx. 12 hours).

The summer component is 3 weeks in length and includes 15 daily sessions of 6 hours each. The first week (5 days) consists of classroom activities to prepare the students for the work experience. The remaining 2 weeks (10 days) consists of the work experience training.

**Incentives:** The program design includes a financial incentive to encourage participants to remain with the program which helps to prevent program dropouts. In addition, a formal graduation ceremony is held at the end of the program, which includes award

presentations, guest speakers, displays of projects, testimonials and other highlights from the program. Family, friends, community members, worksite supervisors, Guard mentors, etc. are all invited to attend this celebration. Both staff and participants prepare for and anticipate this exciting conclusion to the program.

**Case Management:** Case management and a client-centered approach are utilized. The Program/Case Managers utilize the “Individual Service Strategy” (ISS) tool to identify student needs and to assure those needs are met, whether it is remediation in reading and/or math, basic employability skills, or a referral for eyeglasses.

Meetings with Guidance Counselors, Teachers and Administrators are scheduled as deemed necessary. Methods aimed at ensuring high rates of program completion are incorporated into the design of this program. These include careful monitoring of attendance and punctuality, one-on-one counseling, and consultations with the parent/guardian if necessary. Constructive, positive feedback is provided to participants through regular, weekly counseling sessions conducted by the Program/Case Manager. Typically, if there is a problem that may lead to the participant's failure to complete the program, it is identified during these sessions. Prompt action is taken by the staff to help the youth overcome the problem and continue with the program.

**Curriculum**

School Planner  
Computer Literacy  
Smoking Prevention  
Life Skills  
Academic Remediation  
Work Exp. Field Kit  
Using the Internet  
On-Line Instruction  
Career Directions  
Work Exp. Activities  
Mentoring Activities  
Direction

**Work Experience**

Interpersonal Group Dynamics  
Pregnancy Prevention  
Core Work Skills  
Life Skills  
Academic Remediation  
Work Experience Field Kit  
On-Line Instruction  
Work Experience Activities  
Mentoring Activities  
Parent Workshops

**SummerWork Experience**

Business Perspectives  
Exploring Careers  
Effective Employee Skills  
Job Searching Skills  
Work Experience Field Kit  
Work Experience Orientation  
On-Line Instruction  
Work Experience Activities

**Work Experience:** Upon completion of the employability/work readiness classroom instruction, participants transition to work experience with public or private organizations for the remainder of the program. In preparation for the Work Experience, staff perform the following:

- Develop training plans and competencies for each site,
- Secure, train and supervise staff to counsel participants at worksites,
- Develop and secure worksite agreements with participating worksite supervisors,
- Maintain records necessary to document attendance and competency acquisitions,

- Provide participants with information explaining the goals and objectives of the work experience as well as the policies of the worksite.

### **The Hawaii National Guard About Face Out-of-School Program**

The Out-of-School program is offered to youth from age 16 -21. These students are no longer attending school, whether they have dropped out or have graduated, but are basic skills deficient, unemployed, or underemployed.

Curriculum for the two (2) week class specifically addresses Work Readiness and Occupational Skills to prepare the participant for the work experience and job placement that follow. Goals are addressed and achieved through interactive training modules described below, followed by actual participation in work experience for youth not deficient in basic skills. This approach allows the participants to only receive training in employability skills, as well as begin to immediately apply those skills in the workplace.

**GED Preparation and Credential Attainment:** GED Preparation software and materials are available for use by participants who need such resources. Case Managers encourage youth who do not have diplomas to attain their GED equivalency credential. Staff also assist participants with GED test registration. Youth are also counseled and referred (as appropriate) to enroll in short-term training programs such as Certified Nurse Aide (CNA) that are offered through the One-Stop system by KWIB-approved eligible training providers.

**Incentives:** Financial incentives are provided throughout the program to encourage participation and completion. The incentives plan is structured to reflect the payment system from which a participant would receive compensation as an employee, with show attendance and/or timesheet documents submitted at the end of regularly scheduled pay periods and checks issued on paydays.

In addition, a formal graduation ceremony is held at the end of the program. Activities include award presentations, guest speakers, displays of projects, testimonials and other highlights from the program.

### **Curriculum**

**Pre-Employment Work Maturity Skills:** *Job Search* and *Effective Employee* modules, which include demonstration and practice of work maturity skills, focus on employment skills that youth will need as they prepare for employment.

The *Job Search* topics are practice-oriented and activity-based, and whenever possible they use the perspective of business volunteers who are invited to speak to the classes about the hiring process. These include:

- job search methods,
- completing job applications, resumes and correspondence,

- telephone techniques,
- interviewing skills and
- job search follow up activities.

The *Effective Employee* module addresses skills as they relate to retraining employment once secured. Topics include:

- getting along with others,
- understanding human behavior,
- appropriate employee behaviors,
- attire,
- self-esteem,
- goal setting,
- advancing in the organization, and
- time and stress management.

**Career Exploration:** Career exploration activities begin with a review of the labor market and then participants are introduced to the types of jobs available, where they are, the pay and benefit ranges, what it takes to be qualified for those jobs, and the future outlook for employment. This is supplemented by participating employers from the local community who visit the classes to discuss employment opportunities within their firms. They also discuss normal business operations and give advice on how to prepare for the world of work. Youth may also make on-site visits to area employers or the One-Stop Job Center to explore careers and observe how businesses operate.

**Working Basics Life Skills:** Youth are introduced to the kinds of decisions they will make as responsible adults. Life Skills topics include:

- personal financial management,
- insurance and its role,
- comparing cash and credit purchases,
- when and how to seek legal assistance,
- understanding tax forms, contracts, warranties, and utility bills

**Work Experience:** After the initial employability/work readiness instruction, participants transition to work experience with public or private non-profit organizations for the next two (2) weeks of the program. In preparation for the Work Experience, staff perform the following:

- Develop training plans and competencies for each site,
- Secure, train and supervise staff to counsel participants at worksites,
- Develop and secure worksite agreements with participating worksite supervisors,
- Maintain records necessary to document attendance and competency acquisition,
- Provide participants with information explaining the goals and objectives of the work experience as well as the policies of the worksite.

***Provider Discretion***

Program operators have the discretion to determine what specific services will be provided to a youth participant based on each participant’s objective assessment and individual service strategies.

***Evaluation***

Programs review the progress of each participant in meeting the objectives of their service strategy. Modifications to the individual’s plan are made to ensure appropriate services for the participant. Customer service evaluations are administered for each service the participant enters. Follow up services continue for at least 12 months after program exit.

**Program Design**

***Year-Round Operation:*** The activities are conducted on a year-round basis and meet all specified program elements as described in the following:

- Essential Elements
- Program Elements
- Evaluation
- Program Linkages

Participant and worksite satisfaction surveys are conducted.

- Weekly monitoring of worksites is conducted to ensure work assignments/internship are in compliance with the current child labor laws.
- Pre/Post testing to measure basic skills and work employability skills are conducted on all participants.

***Summer Activity***

These activities are conducted between the months of June-July and meet all specified program elements listed in the comprehensive plan:

- Essential Elements
- Program Elements
- Evaluation
- Program Linkages
- All other program elements specified under Year-Round Activities under this section

**10. Describe how the LWIB will ensure that at least 40% of total youth funds will be directed to out-of-school youth.**

Our Local Plan adheres to the Hawai'i State WIA Plan that a minimum of 40% of the youth funds be directed to out-of-school youth. Since 2005, KWIB has designated 70% of youth funds to the out-of-school youth program.

Due to diminishing funds, the Hawai'i National Guard, Kaua'i's youth program service provider, has informally requested that KWIB increase the percentage allocation of funds for the out-of-school program to 95% with the remaining 5% to be used for the 12-month follow up of exiting in-school youth. Since the DOD receives substantial funding for the in-school program from another funding stream, they would continue to operate the in-school program utilizing that other funding source.

Although the Hawai'i National Guard has yet to submit a formal proposal requesting the change, it is likely that this change will be implemented for the 2008 Program Year.

WIA [Ref: WIA Reg. 664.300] defines out-of-school youth as an eligible youth who:

- a. Has withdrawn from school through completion of the Department of Education's Form 4140 (Exception to Compulsory Education); or
- b. Is a high school graduate or holds a GED/Competency Based High School Diploma, but is:
  - 1) Deficient in basic skills
  - 2) Unemployed, or
  - 3) Underemployed. Under employed is an individual who is:
    - a) Seeking full-time work, but working 19 hours or less;
    - b) Working part-time, but whose income is below the lower living standard for Hawai'i; or
    - c) Working, but the person's skills qualify the person for higher level jobs.

**11. Describe the youth program(s)' connection to the county One-Stop system**

The Youth program's connections with the One-Stop Job Center include:

- Including use of the One-Stop Job Center services in the Individual Service Strategy (ISS), the goal being for the youth to be able to utilize it as a life-long employment tool,
- Utilizing the One-Stop Job Center as a resource for career awareness, job referral, and labor market information,

- Utilizing the One-Stop to establish linkages with schools, community-based youth services organizations, and school-to-work systems,
- Having the One-Stop Job Center conduct outreach efforts for out-of-school youth,
- Touring the One-Stop Job Center.

***12. Describe the LWIB's workforce-related prevention strategy towards lessening school drop-out rates.***

School dropout is a complex social problem for which there is no simple solution. The DOE and the community need to continue to work collaboratively to identify potential dropouts and provide prevention programs. After-school and mentoring programs, learning centers, parent support project/association and DOE teachers/faculty taking notice and action are also key to identifying potential dropouts.

Community programs that assist in identification and implementation of preventative measures include agencies such as Hale `Opio, Inc., the Boys and Girls Club, Kaua`i's Drug Prevention Coalition, Child Protective Services, Family/Drug/Teen Courts, Alu Like, Inc. and Kaua`i Economic Opportunity, Inc.

One strategy is to ensure a strong in-school youth service program, such as About Face, to equip students to make informed decisions based on the related consequences, and to incorporate career exploration and planning for the future in the curriculum, in addition to basic skills remediation and academic strengthening.

We also need to look at, and address, the more systemic problem: What is, or is not happening in the schools that results in students wanting to leave school before graduation? If we do not get to the cause of their discontent with school and/or education, we will continue to have to deal with its symptom – dropouts.

Encouraging parents and businesses to get more involved in the schools may help to instill in these at-risk youth a greater sense of education's relevance.

***13. Describe the LWIB's strategy for providing youth participants with a broad spectrum of employment experiences to help shape career paths.***

KWIB works with the Department of Education and Kaua`i Community College to provide assistance in developing career pathways within the schools and extending student learning into the community by providing hands-on work experiences. Engaging students in vocational related activities, such as informational interviews, job shadowing, internships, attending job fairs, participating in mock interviews, attending presentations

on industry and labor market trends and future opportunities, is a means to stimulate interest in school, continuing education, employment possibilities and life-long learning.

***14. Describe the LWIB's strategy for providing youth participants access to career, employment, and labor market information.***

WDD and WorkWise! staff and KWIB and Youth Council members attend high school job fairs to reach out to students to introduce them to an array of employment, educational, and career options. In addition, WDD and WorkWise! staff explain vocational resources, register those interested, provide labor market information and explain the full array of services available to them through Kaua'i's One-Stop Job Center. During the Spring semester, WorkWise! staff also meet with High School seniors not planning to continue their education to discuss employment and training options available to them.

In addition, KWIB has been organizing industry tours for DOE and KCC faculty and career/guidance counselors to keep them abreast of the current and future labor market, and training and employment needs so they can better assist their students in career exploration. Tours offered thus far have included: High-technology, Healthcare, Construction, and Sports & Recreation (within the hospitality industry). Future events will target Food & Agriculture, Renewable Energy and Culture and the Arts.

The County's Team Tech and Team Health programs also bring professionals into all the public schools to provide career awareness opportunities and to convey the relevance of education to the work setting.

***15. Describe past activities and current plans to support the introduction and embedding of continuous improvement concepts into your youth program.***

The service provider and WIA Administrator review the quarterly performance report to identify where our programs are not meeting performance goals and research data to determine potential cause(s). Through discussion with staff, an action plan is developed to address these areas. This continuous improvement process is also useful in identifying staff training needs.

The WIA Administrator has compiled the quarterly performance since PY 06 on a spreadsheet to assist in tracking performance over time to help identify any trends that may exist so that further corrective action can be taken.

- 16. Describe any other policies regarding your youth program. For example, a local area might target 30% turnover in participants each year; or decide to spend 100% of total youth funds on out-of-school youth.***

As stated previously, due to diminishing youth program funds, KWIB may consider increasing out-of-school program funds to 95% with the remaining 5% to be used for the 12-month follow up of exiting in-school youth for the next program year.

## VI. OTHER SERVICES

***1. Describe steps you will take to encourage participants to seek further training to prepare them for higher-paying jobs; e.g. place in higher education or apprenticeships***

- KWIB will undertake a major project to generate real-time LMI to identify occupations in demand now and within the next 5 years, as well as determine whether the demand will be sustained over time. This information will be utilized to structure training and educational opportunities to support those needs.
- Continue collaborating with DOE and KCC to coordinate and expand outreach efforts and awareness within the schools and community to promote education, training and apprenticeship opportunities;
- Encourage board members to participate in career pathway activities and provide job shadowing, internships, work experiences and mentoring to broaden student understanding and encourage the value of education and life-long learning;
- Continue to hold job fairs and expand adopt-a-school programs to promote career exploration and growth;
- Work with businesses/employers to provide incumbent worker training; provide resources and incentives when possible;
- Expand our breadth of influence by encouraging business associations and service organizations that already support education through scholarships to also provide career shadowing, mentorship, etc. opportunities.

***2. Describe how faith-based and community-based organizations will be included in your workforce investment system.***

Successful implementation of our Reed Act project to integrate the underrepresented populations into our labor pool will be dependent upon our ability to effectively collaborate with faith-based and community-based organizations. The Kaua'i Planning and Action Alliance (KPAA) has an extensive directory of agencies that will be used to identify appropriate partners in this effort.

***3. Describe current and planned policies and practices, not described elsewhere, to support your goals in Section I, especially regarding:***

**a. *Economic Development***

Faith-based and community-based organizations provide meaningful partnerships in workforce and economic development. Successful collaboration on the Kaua'i County Drug Response Plan and the Prisoner Re-Entry grant proposal (though not awarded), demonstrate value of such partnerships. Effective partnerships broaden outreach to the local community, with many benefits gained in a working relationship, such as:

- Faith-based and community-based organizations (FBCOs) provide services to job seekers *prior* to seeking assistance at the One-Stop Job Center, *during* their participation and maintain long-term relationships *after* they exit programs. This type of relationship may assist in exceeding WIA performance measures by providing “wrap-around” services that assist in securing long-term employment and retention.
- FBCOs are mission-driven organizations and are generally well connected to the communities where customers live and have a reputation for going to extraordinary lengths to meet their needs.
- They are compassionate and serve individuals who can be hard to reach and difficult to serve, including ex-offenders, at-risk youth, homeless persons, immigrants and welfare recipients.
- FBCO service delivery mechanisms can be instrumental in enabling the One-Stop Job Center to enhance access to programs, expand services, and leverage resources.
- FBCOs provide services during the evenings and weekends, outside the One-Stop Job Center’s working hours, thereby expanding the workforce investment system’s capacity.
- These demand driven organizations have programs that have operated since prior to the availability of public funding streams; they are, therefore, not dependent on government money to keep their programs going.

**b. *Worker supply***

Expansion of our labor supply is a high priority due to the extremely low unemployment on Kaua'i and the estimated 3000 new jobs in the next 5 years, primarily in the service industries. Our five-pronged approach will require collaboration with and between many agencies and organizations.

**c. *Education, and***

Critical to our labor pool expansion efforts will be the availability of more OJT, apprenticeship, work experience, mentoring, tutoring, job shadowing, etc. programs to provide successful transitions into the workplace.

***d. Other local priorities.***

Through the planned public relations and marketing campaign, we need to convey the message that to ensure we have a workforce capable of meeting the island's demands now and in the future, the community and businesses be actively involved in the process and support the efforts of government and the schools.

A comprehensive compilation of current labor market information through industry forums, employer interviews and surveys, job seeker interviews and service provider interviews will be the basis of analysis to develop an action plan for Kaua'i's future workforce development initiatives.

***4. Describe other services, activities and projects not described elsewhere in this plan***

The One-Stop system will continue to develop enhanced employer services, increased outreach and methods to attract individuals who are currently not participating in the workforce nor pursuing education. Incumbent worker training will be encouraged and customized training expanded.

**VII. PERFORMANCE GOALS AND LEVELS**

The performance levels for the State apply to all the Local Areas.  
[Ref: WIA Reg. 661.350(a)(4)]

**Hawaii’s Negotiated Performance Levels, PY 07 and PY 08**

<b>WIA</b>		<b>PY 2007</b>	<b>PY 2008</b>
<b>ADULT</b>	Entered Employment Rate	78.0%	79.0%
	Employment Retention Rate	84.0%	85.0%
	Employment and Credential Rate	61.0%	62.0%
	Average Six Months Earnings	\$10,500	\$10,800
<b>DISLOCATED WORKER</b>	Entered Employment Rate	78.0%	79.0%
	Employment Retention Rate	85.0%	86.0%
	Employment and Credential Rate	65.5%	66.0%
	Average Six Months Earnings	\$13,500	\$14,000
<b>OLDER YOUTH</b>	Entered Employment Rate	72.0%	73.0%
	Employment Retention Rate	80.0%	80.5%
	Credential Rate	68.0%	69.0%
	Earnings Change	\$3,200	\$3,300
<b>YOUNGER YOUTH</b>	Skill Attainment Rate	70.0%	70.5%
	Diploma or Equivalent Rate	42.0%	44.0%
	Retention Rate	50.0%	51.0%
<b>CUSTOMER SATISFACTION</b>	Participants	82.0%	82.0%
	Employers	72.0%	72.0%
<b>WAGNER-PEYSER</b>	Entered Employment Rate	59.0%	60.0%
	Employment Retention Rate	81.5%	82.0%
	Average Six Months Earnings	\$12,000	\$12,276

Although Local Areas will be collecting and reporting data for the new Common Measures, there are no performance levels that must be met this program year.

**1. Provide a LWIB assessment of its Adult and Dislocated Worker WIA Performance Measures for the first five years of the WIA program, including a discussion of the LWIB's level of satisfaction with the outcomes and plans for meeting future targets. Please include the following:**

**a) Description and assessment of the type and availability of adult and dislocated worker employment and training activities in the County [Ref. WIA Reg. 661.350(a)(5)]**

As the smallest of the Counties, Kaua'i has only one Job Center providing Adult and Dislocated Worker programs through WDD, and one community college providing most post-secondary training on the island.

Since 2005, the State has experienced an economic boom. Kaua'i's unemployment has been 2.6% or less during this time which has dramatically negatively affected the WIA formula funding for the island. And despite the low unemployment rate, Kaua'i is faced with significant underemployment where many workers do not make a living wage so find it necessary to work multiple jobs. This problem, coupled with the high cost of living on Kaua'i, exacerbate other social issues that impact the workforce – declining enrollment in higher education, increasing high school drop-out rate, latch key kids, domestic violence, high drug use, increased crime, etc.

With the growing economy and expansion of industries and businesses, the demand for both skilled and unskilled workers continues to grow as well. To address workforce development needs despite diminishing financial resources, greater emphasis has been placed on enhancement of employer services, remediation of basic skills in adults and younger workers, work readiness, short term training and direct placement of dislocated workers in employment.

Beyond core and intensive services, focus during the past two WIA program years has been to provide training opportunities through the Eligible Training Provider that result in the award of credentials in high demand, have the greatest potential to increase average earnings, and provide transferable skills to help assure employment in our dynamic workforce. As a result, courses on the long term training matrix have been scrutinized to meet these criteria and are therefore limited to healthcare, education, transportation, and trades-related courses.

**b) Assessment of the County One-Stop system's strengths and weaknesses**

Strengths:

- Easy access to the One-Stop Job Center and to partner agencies;
- Equipped with assistive technology for persons with disabilities;
- Diversity of skilled and trained staff;

- Long standing working relationship and partnership among partners and community agencies;
- Responsive education and training providers;
- Commitment to meeting the needs of local area job seekers and businesses;
- Collaboration and sharing/leveraging of resources.

Weaknesses:

- Partners within the One-Stop system are not co-located, making it more difficult to share resources, staff and minimize duplication;
- Funding reductions among all partners has resulted in limitation on resources and staffing;
- Each partner has their own program performance measures and goals to achieve which take priority;
- Implementing changes to a ‘demand-driven’ model takes time and training;
- Lack of shared management systems.

***c) Identify planned improvements and capacity building, including a timeline and description of how this will incorporate the LWIB’s vision and goals described in Section I.***

Emphasis continues to be on “triage” of clients and cross-referrals to partner and community agencies, regular communication with partners to provide updates, referrals, job leads, and news worthy information sharing.

Outreach efforts to employers, job seekers, and community organizations will be significantly enhanced in 2008 through our PR/Marketing campaign to promote and raise awareness about the wide array of services and training available through the One-Stop Job Center. This will include a comprehensive approach using mixed media

Partner staff capacity building will include: an overview of Kaua‘i’s Economic Development Plan and the revised KWIB Strategic Plan, review of current employer needs based on real-time data and other LMI data, and further skills training in: use of tools, assessment, development of employment plans, effective case management and documentation, job development, job placement, follow-up services and retention, servicing employers/businesses, working with the hard-to-serve clientele and effective interpersonal skills.

KWIB members and staff will also have an overview of Kaua‘i’s Economic Development Plan and the revised KWIB Strategic Plan, review of current employer needs based on real-time data and other LMI data, and an overview of HireNet Hawai‘i. The roles of partner agencies and the role of KWIB in the community will be addressed, as well. Key board members and staff are also scheduled to attend national workforce events to network with other WIBs and share best practices.

Performance Overview

Entered Employment and Credential/Diploma performance fell significantly short of the desired performance goals. In PY 06, all three programs failed to meet the Entered Employment goals (adult program in PY 05 as well) and the adult and dislocated worker programs failed to meet the Credential goals for both PY 05 and PY 06.

Program Design

- Errors in data entries into the record management systems - AOSOS in PY 05 and HNH in PY 06, as well as data conversion problems with the migration to HNH in July 2006 impacted the validity of performance data, as did subsequent systems problems that prevented data entry of certain service codes. Subsequent staff training by GeoSol, the system vendor was well-received and should result in more timely and accurate data entry and more valid performance results.
- Staff has had difficulty in providing follow-up with some participants after exit and/or when they transitioned from one service provider to another. Phone numbers have been disconnected and no forwarding addresses available.
- Case management, job development/placement and follow-up services required greater attention.
- Due to Kaua'i's current economic conditions, participants are more "transient" and likely to abruptly leave the program for "fast cash" prior to completing their individual education plan.
- The prevalence of cash jobs results in the under-reporting of employment and job retention.
- As greater proportions of clients served are those with multiple barriers due to the low unemployment, it has become increasingly more challenging to achieve employment-related performance measures.

Action to increase performance and enhance services:

- Focus on staff training and cross-training to improve case management, job development & follow-up
- Expand partner support, resource sharing and leveraging
- WDD branch manager and WIA administrator to provide closer supervision and monitoring

- 2. Provide a LWIB assessment of its Older Youth and Younger Youth WIA Performance Measures for the first five years of the WIA program, including a discussion of the LWIB's level of satisfaction with the outcomes and plans for meeting future targets.***

The Hawaii National Guard, About Face Program took over as service provider for the Youth programs beginning in January 2004.

As Kaua'i's economy has strengthened since 2005, there was a corresponding drop in unemployment and an increase in the wide array of jobs opportunities that became available to youth. When faced with a decision to earn a credential or earn wages, many have elected to put education on hold and to work instead. Other youth found attending school while working was too difficult to manage.

Client characteristics demonstrate that a greater proportion of youth being served are those who have been out-of-school and hardest to transition due to multiple barriers, including deficiencies in basic skills.

To accommodate serving more out-of-school youth, KWIB voted in the Fall of 2004 to increase the allocation of funds to serve out-of-school youth from 50% to 70%. This allocation has continued since the greater allocation enables the neediest of youth to be served.

Plans for the future include continued collaboration and coordination of services with community organizations, DOE and One-Stop partners. Through these efforts, the youth program can be enhanced, resources shared, expertise provided to promote credential attainment, job placement and retention improved, and follow-up service provided.

***a. Description and assessment of the type and availability of youth activities in the County. [Ref: WIA Reg. 661.350 (a)(5)]***

As identified in Section V. Youth Services, many youth activities and services have developed over the years, particularly since the implementation of the Kaua'i County Drug Response Plan. Several well-established after school programs and community organized academic and prevention services are available to youth of all ages. Funding for these youth programs and transportation to enhance access was extended due to the favorable results attributable to frequency of use of services.

A listing of many of the youth activities and services available on Kaua'i is available at: [kauaiyouthdirectory.org](http://kauaiyouthdirectory.org)

***b. Assessment of the county service delivery mechanism's strengths and weaknesses.***

**Strengths**

- A wide array of youth activities are available around the island and offered by diverse groups
- Program leaders are committed to youth and continually seek opportunities to enhance services
- There is strong community support for youth programs

**Weaknesses**

- Transport of youth to applicable sites for services continues to be a challenge due to inconsistent ridership that makes planning difficult
  - Coordination of services between agencies and organizations is limited resulting in some duplication of services and inefficiencies in use of limited resources
- c. Identification of planned improvements, including a timeline and description of how this will incorporate the LWIB's vision and goals described in Section I.***
- A re-assessment needs to be made, with input from the youth, parents and service providers to identify what is needed to increase ridership and access within budgetary limits.
  - An opportunity exists to improve communication between agencies and organizations serving youth to minimize duplication of services, support referrals between agencies, and maximize breadth of services with the limited funding available.

## VIII. MONITORING AND EVALUATION

1. *What are the LWIB's policies and procedures to assure that data entry into the state MIS is timely and accurate? Describe the frequency, scope and method of monitoring data entry. What ensures that corrective action is taken on a timely basis to address identified problems?*

The LWIBs, State WDD and WDC work together to promote continuous improvement and staff development on service strategies to achieve each funding program's negotiated performance.

The Workforce Development Division, Kaua'i Branch is responsible for operation of the Adult and Dislocated Worker programs under WIA funding and is therefore accountable for the performance of adults and dislocated workers served. The Hawai'i National Guard, through its subcontractor Paxen Group, Inc., is responsible for the operation of the Youth programs and is accountable for the performance of the youth populations served.

Staff have been trained on the use of HireNet Hawaii and the importance of timely and accurate data entry. WDD – Kaua'i Branch and Paxen Group, Inc. are responsible for facilitating the collection and compilation of all required performance data related to their respective programs.

Quarterly performance and client exit reports and numerator and denominator lists from WDD are reviewed by each provider at which time discrepancies in performance results should be identified, researched to determine if there is an actual problem with data, and appropriate action taken to resolve. The WIA administrator also reviews the information, makes requests to the service providers to research an issue if not already done, and to initiate action to correct discrepant data as needed. The WIA administrator will require written status reports from the service providers on these projects, henceforth.

There is a final opportunity to correct data when the year-end performance reports and numerator and denominator lists are issued. However, corrections at this point should be minimal if discrepancies have already been addressed on a quarterly basis.

If MIS system modifications are made during the course of the reporting period by GeoSol or at the State level that alter the database and the ability of the service providers to input data, then those system corrections must be addressed by the vendor and closed files reopened by the vendor before the manual data corrections can be made at the local level.

Annual data validation is performed by the State WDD office and by the WIA administrator.

- 2. Describe how the LWIB ensures the continuous improvements of the One-Stop Job Center, eligible training providers, and service providers. Include descriptions of the quality assurance provisions in the contracts, interim indicators of achieving performance levels, technical assistance, training, minimum operating guidelines, monitoring, incentives, and methods to ensure contract compliance.***

Performance is reviewed and discussed at the bi-monthly KWIB and Youth Council meetings. Each service provider attends the applicable meeting and reports on the program, participants, status, outcomes and performance. A report of the One-Stop Job Center is also provided by the WDD branch manager, with additional input from partner agencies. Board and Council members are encouraged to ask questions and seek clarification as needed. If a request is made for follow-up after the meeting, the WIA administrator provides email communication between bi-monthly meetings. The WIA administrator also reports on performance and compliance of each provider and Federal and State updates/reports/bulletins.

In addition, consolidating information gathered for reporting purposes and about customer satisfaction helps to identify opportunities for improvement and potential strategies to initiate change. Annual review of expected performance levels along with the annual contract “renewal” for Adult and Dislocated Worker program operations are used to facilitate performance outcomes improvement in a timely manner.

#### ***Adult/Dislocated Worker Service Provision***

The Branch Manager is responsible for monitoring interim performance indicators as well, through effective and frequent case management and recording of incidents, follow-up on situations/events that could result in lack of participation, interruption or incompleteness of program/services. The WDD branch manager meets bi-weekly with WIA staff to perform case file reviews to monitor interim progress towards meeting performance measures. In addition, WIA staff have participated in, and will continue to attend capacity building training to improve their skills in case management, individual employment planning, job development and placement, and employer outreach. Communication between staff and the branch manager is encouraged and reinforced to assure performance is reviewed and monitored throughout the year.

#### ***Youth Service Provision***

The KWIB engages in procedures to evaluate the youth services program operator through methods similar to that of evaluating the adult and dislocated worker program operator. In addition, Paxen (subcontracting agency) management team conducts monitoring on a monthly basis and submits reports to the About Face staff and WIA administrator to evaluate interim performance indicators. Along with performance

assessment against required criteria, information about customer satisfaction is also useful in assessing the overall effectiveness and quality of the youth services operator.

Providers monitor training and provide updates at the bi-monthly meetings as to the number of enrollments, upcoming training classes, training needs indicated by Board members and employers. The ETP Committee in collaboration with DOE and Kaua'i Community College representatives reviews training programs in relation to the changing needs of Kaua'i.

The contracts with the providers state the fiscal and reporting requirements, statutory and regulatory requirements, scope of service, program goals and objectives, performance goals and objectives and transition planning requirements.

**3. Describe how the LWIB ensures the quality of its One-Stop Job Centers, eligible training providers, and service providers, including a description of the following:**

- a. the process for addressing problem areas in performance outcomes and achieving course correction to ensure satisfactory annual outcomes,**
- b. frequency, scope and method of monitoring services, contract compliance, and performance**

The required performance measures are monitored on a quarterly basis upon receipt of the State WDD quarterly reports by the service providers and the WIA administrator. If any goals are not met in the quarter, the WIA administrator requests explanation from the provider indicating why the goal(s) have not been achieved and meets with provider to discuss what steps will be implemented to ensure improvement.

Interim performance meetings and communication between the WIA administrator and service provider are ongoing to track progress and identify other challenges. The youth provider sends monthly progress reports on attainment of goals and youth performance.

Technical assistance is provided as deemed necessary and whenever requested by the providers. Additional service strategies are discussed and planned prior to the commencement of the plan year to meet desired outcomes.

- c. how the LWIB establishes performance benchmarks for its One-Stop Centers and service providers**

Negotiated performance levels with the State provide the WIB with benchmarks against which to assess the overall performance of the service provider's services and

programs. In addition to information gathered for state and federal reporting purposes, the WIB gathers information which monitors the performance with respect to employer and participant interests and needs.

KWIB identifies its priorities and defines its expectations in the Annual Executive Summaries and conveys this on an ongoing basis at its bi-monthly meetings. Various publications and articles are circulated regularly to members to enable them to review best practices that are being utilized by other LWIBs and consider similar programs for our community.

- d. how the LWIB provides feedback to providers about their performance, particularly with respect to their contribution to the LWIB meeting its targeted Performance Measures.*
- e. at what intervals the LWIB provides feedback and follow-up, and*

After service provider presentations and quarterly performance reports at regularly schedule meetings, KWIB members have opportunity to ask questions of the service providers to gain clarification and then to convey concerns regarding performance. They also provide constructive feedback and recommendations to address the low performance.

- f. how the LWIB identifies effective and ineffective providers, and what is done with this information*

One of the challenges on Kaua'i is having limited options for service providers. A change of service provider was made in the past through the RFP process, based on KWIB's ongoing dissatisfaction with performance outcomes of that program.

Providing on-going feedback and reiterating expectations to the ineffective provider, and then identifying and addressing staff training needs is the means used to address this issue in our island environment.

## IX. BUDGET

### *1. Identify all amounts and sources of funds that support your activities.*

#### **WIA Allocation for PY 07:**

<b>Adult Program:</b>	<b>\$139,702.00</b>
<b>Dislocated Program:</b>	<b>\$128,138.00</b>
<b>Youth Program:</b>	<b>\$122,916.00</b>
<b>Local Administrative Costs:</b>	<b>\$ 43,416.00</b>
<b><i>Federal Total</i></b>	<b><u>\$433,172.00</u></b>
<b>County Funds*</b>	<b>\$ 20,000.00</b>
<b>Total Administered by the County</b>	<b><u>\$453,172.00</u></b>

\*Since PY 05, the County of Kaua'i has contributed \$20,000 annually toward the WIA administrator's salary due to WIA funding reductions

- Kaua'i Rural Development Project funding pays for the majority of training costs for WIA eligible participants

## X. LOCAL PLAN DEVELOPMENT PROCESS

***1. Describe the process used to ensure public comments on and input into the development of the local plan. Include a description of specific steps taken to include input from members of businesses and labor organizations.***

The LWIB provided an opportunity for public comment and input into the development of the local workforce investment plan prior to its submission. [Ref: WIA Reg. 661.345(b)] The opportunity for public comment encompassed the following:

- Make copies of the proposed local plan available to the public (through such means as public hearings and local media);
- Include an opportunity for comment by members of the LWIB and members of the public, including representatives of business and labor organizations;
- Provide at least a thirty (30) day period for comment prior to submitting the plan to the Workforce Development Council;
- Be consistent with the requirement in WIA Section 117(e) that the LWIB make information about the plan available to the public on a regular basis through open meetings; and
- The LWIB must submit to the Workforce Development Council all comments received that express disagreement with the plan. [Ref: WIA Reg. 661.345(c)]

The local plan development process and content were discussed at KWIB Executive, KWIB full board, and Consortium meetings on the following dates:

October 4; November 7, 2007 (Unable to meet on December 6)	KWIB Executive Committee
October 24; December 12, 2007	KWIB Full Board
December 5, 2007 (Unable to meet on October 3)	WorkWise! Consortium

Board approval on the final plan was received on December 12, 2007 prior to it being sent to the Workforce Development Council.

The following public notice was announced in the Garden Island newspaper on November 8, 2007:

**PUBLIC NOTICE**  
**WORKFORCE INVESTMENT ACT OF 1998**  
**LOCAL AREA PLAN FOR PROGRAM YEARS 2007 – 2009**

The County of Kaua'i is in its last year of its Workforce Investment Act of 1998, Local Area Plan for Program Years 2005- 2007. Pursuant to Hawaii State plans and instructions, the Kaua'i County Workforce Investment Board has developed and published its draft Local Area Plan for Program Years 2007 – 2009 and is providing citizens an opportunity to examine its contents and to submit comments on the draft Local Area Plan.

**PUBLIC COMMENT PERIOD**

The proposed Local Area Plan for Program Year 2007 – 2009 will be available for public review and comment from November 08, 2007 to December 08, 2007 on the County of Kauai Website [www.kauai.gov](http://www.kauai.gov), under the "What's New" section, also at the Hawai'i State Public Libraries in Lihue, Kapaa, Princeville and Waimea and at the following location, Monday through Friday, 7:45 a.m. to 4:30 p.m., except on holidays.

County of Kaua'i  
Mo'ikeha Building  
Office of Economic Development  
4444 Rice Street, Suite 200  
Lihue, HI 96766

A copy of the proposed Local Area Plan will be mailed to any interested person who requests a copy by calling (808) 241-6389.

Citizens who wish to comment on the proposed plan must submit their comments in writing to the above address or fax to (808) 241-6399, to be received by December 8, 2007, in order for the Kaua'i County Workforce Investment Board to finalize the Local Area Plan prior to submittal to the State.

The Kaua'i County Workforce Investment Board will consider any comments and views expressed by citizens on the proposed Local Area Plan for Program Years 2007 – 2009, and may modify the Plan, if it deems appropriate.

By Authority of the Kaua'i County Workforce Investment Board

Irving Soto  
Chairman

Jan Miyamoto  
County of Kaua'i  
Workforce Investment Act Administrator

***2. Describe how comments were considered in the plan development process.***

No “public” comments specific to the posted written plan were received other than from KWIB members. Members of the KWIB provided comments during the plan development and in final draft review (as indicated under #1 of this section).

***3. Summarize and include as an attachment public comments on the draft Local Area Plan, particularly those that express disagreement with the plan. Please include information on LWIB response to the comments.***

No public comments were received.

## XI. PLAN MODIFICATION

*Formal modifications to the local plan are to be submitted to the WDC when:*

- 1. there are significant changes in local economic conditions*
- 2. changes in partner-provided services*
- 3. changes to the LWIB structure, or*
- 4. strategies need to be revised to meet performance goals*

Situations in which formal modifications to the Kaua`i plan may be required include significant changes in local economic conditions, changes in the financing available to support WIA-Title I and partner-provided WIA services, changes to the LWIB structure, or a need to revise strategies to meet performance goals. It is important to recognize that ensuring a workforce development system consistently responsive to Kaua`i's labor market needs will require changes in the design, delivery, and assessment of the system itself. Commensurately, the WIB views the local plan as a living document which should and will be reformulated as information becomes available.