

# **WIOA State Plan for the State of Hawaii FY-2018**

## **Overview**

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the Secretary of the U.S. Department of Labor that outlines a four-year strategy for the State's workforce development system. The publicly-funded workforce development system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all job-seekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA's principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans.

## **Options for Submitting a State Plan**

A State has two options for submitting a State Plan — a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult program (Title I of WIOA),
- the Dislocated Worker program (Title I),
- the Youth program (Title I),
- the Adult Education and Family Literacy Act program (Title II),
- the Wagner-Peyser Act program (Wagner-Peyser Act, as amended by title III), and
- the Vocational Rehabilitation program (Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA's core programs plus one or more of the Combined Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that

particular program. If included, Combined State Plan partner programs are subject to the “common planning elements” (Sections II and III of this document) where specified, as well as the program-specific requirements for that program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.)
- Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (Programs authorized under 38, U.S.C. 4100 et. seq.)
- Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment Program (Programs authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))\*
- Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

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\* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

## **How State Plan Requirements Are Organized**

The major content areas of the Unified or Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- The **Strategic Planning Elements** section includes analyses of the State’s economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State’s workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State’s efforts to support the State’s strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:
  - State Strategy Implementation,
  - State Operating Systems and Policies,
  - Assurances, and
  - Program-Specific Requirements for the Core Programs, and
  - Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the Workforce and Innovation Act (WIOA) Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.\* States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations.

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\* Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.

## I. WIOA State Plan Type

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

**Unified State Plan.** This plan includes the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program.    Yes

**Combined State Plan.** This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below.    No

### Combined Plan partner program(s)

Indicate which Combined State Plan partner program(s) the State is electing to include in the plan.

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) No

Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.) No

Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4))) No

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))) No

Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)) No

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et seq.) No

Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law) No

Senior Community Service Employment Program (Programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.)) No

Employment and training activities carried out by the Department of Housing and Urban Development No

Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) No

Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532)) No

## **II. Strategic Elements**

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

### **a. Economic, Workforce, and Workforce Development Activities Analysis**

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

# **1. Economic and Workforce Analysis**

## **A. Economic Analysis**

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

### **i. Existing Demand Industry Sectors and Occupations**

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

### **ii. Emerging Demand Industry Sectors and Occupation**

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

### **iii. Employers' Employment Needs**

With regard to the industry sectors and occupations identified in 1 and 2 above, provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

## **A. Economic Analysis (THIS ENTIRE SECTION IS UPDATED)**

The Economic Development Alliance of Hawaii (EDAH) an alliance of the four economic development boards of the counties of Hawaii has been meeting quarterly to monitor and further the U.S. Department of Commerce approved State of Hawaii and individual county Comprehensive Economic Development Strategies (CEDs).

Part of the agenda included economic forecast/projections from 2016-2020 which include projections for the individual counties' largest and fastest growing occupations. These LMI forecast reports and along with the State of Hawaii Forecast, Update published by the Economic Research Organization at the University of Hawaii provide regular updates to the Workforce Development Council (WDC) via the WDC Data Management and Technology Committee and annual and update reports from the State of Hawaii Department of Labor and Industrial Relations Research and Statistics Division.

This data is also made available to the Hawaii's WIOA Core Partners. The WDC Data Management and Technology Committee also provides the same reports to the Adult Education and Family Literacy Council (Title II) and to the State of Hawaii Rehabilitation Council (Title IV) to ensure all WIOA partners have consistent labor market forecast identifying job trends and in demand occupations.

WDC ensures that the current economic forecasts are provided on an ongoing basis to the four county Local Workforce Development Boards (LWDBs) and WIOA Core Partners. This nexus between the EDAH, Hawaii's county Economic Development Boards, the WDC and the four LWDBs ensures consistent data and greater symbiosis between Hawaii's economic and workforce development agencies. State and county economic overview reports are located at the following URL:  
<http://labor.hawaii.gov/wdc/reports/>.

*(i) Existing Demand Industry Sectors and Occupations*

**Industry Employment**

The three largest industries – government; trade, transportation and utilities; and leisure and hospitality account for approximately 56 percent of the state’s total job count. Within government, the state education sector which includes the Department of Education and the University of Hawaii system employs a large portion of the workforce. Many of the jobs provided by the trade, transportation and utilities industry fall under the retail trade sector, while the accommodation and food services sector supply a large portion of leisure and hospitality industry jobs. Advances in both industries reflect the dominance of tourism in Hawaii’s economy. Also noteworthy, although the education and health services industry is not among the three largest industries, one of its subsectors, healthcare and social assistance provides a major source of jobs, and is the third largest subsector behind the accommodation and food services, and the retail trade sectors.

Table 1. Jobcount by Industry - State of Hawaii, 2017

Industry	2017 Employment	Industry Distribution
<b>TOTAL NONAGRICULTURAL WAGE &amp; SALARY JOBS</b>	<b>654,800</b>	<b>100%</b>
Government	125,500	19.2%
Trade, Transportation & Utilities	122,200	18.7%
Leisure & Hospitality	121,500	18.6%
Professional & Business Services	85,300	13.0%
Educational & Health Services	84,500	12.9%
Nat. Resources & Mining & Construction	37,600	5.7%
Financial Activities	28,000	4.3%
Other Services	27,300	4.2%
Manufacturing	13,800	2.1%
Information	9,100	1.4%

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

**Advertised Jobs by Occupational Group**

According to February 2018 online job advertisements, office and administrative support occupations posted the most job openings (1,434), followed by healthcare practitioners and technical occupations (1,281), and food preparation and serving related occupations (1,178). In terms of potential candidates, occupational groups with more than 1,000 applicants include: office and administrative support occupations with the most applicants (4,100), management occupations were the next highest (2,455), followed by construction and extraction (2,097), food preparation and serving related (1,853), sales and related (1,738), and transportation and material moving occupations (1,300).

Table 2. Ratio of Candidates per Job Opening by Occupational Group as of 02/08/18

<b>Occupation Group</b>	<b>Advertised Job Openings</b>	<b>Potential Candidates</b>	<b>Candidate per Job Opening</b>
Healthcare Practitioners and Technical	1,281	579	0.45
Computer and Mathematical	524	460	0.88
Architecture and Engineering	231	259	1.12
Protective Service	353	443	1.25
Personal Care and Service	349	448	1.28
Food Preparation and Serving Related	1,178	1,853	1.57
Healthcare Support	333	528	1.59
Business and Financial Operations	499	858	1.72
Sales and Related	988	1,738	1.76
Community and Social Services	238	472	1.98
Transportation and Material Moving	542	1,300	2.40
Management	984	2,455	2.49
Education, Training, and Library	260	657	2.53
Installation, Maintenance, and Repair	346	897	2.59
Legal	38	104	2.74
Office and Administrative Support	1,434	4,100	2.86
Production	180	516	2.87
Building & Grounds Cleaning & Maintenance	255	804	3.15
Life, Physical, and Social Science	69	237	3.43
Arts, Design, Entertainment, Sports, and Media	164	576	3.51
Farming, Fishing, and Forestry	41	385	9.39
Construction and Extraction	137	2,097	15.31

*Job Source: Online advertised jobs data, Candidate Source: Individuals with active resumes in the workforce system, Downloaded: 02/08/18*

For most occupational groups, the number of applicants or potential candidates exceeded the number of advertised openings. However, for two groups, the healthcare practitioners and technical occupational group and the computer and mathematical group, the opposite occurred, resulting in the ratios of candidates per job opening to less than one. The ratios for most of the groups ranged from a little over one candidate per job opening to about three and one-half candidates per job. Only two occupational groups posted rates well above this range - farming, fishing, and forestry occupations averaged 9.39 applicants per opening, while construction and extraction ended up with the highest ratio of 15.31 applicants per advertised job which possibly may be due to the cyclical nature of the construction industry.

### **Top Advertised Jobs by State and County**

As of February 2, 2018, the top advertised jobs within each county offered a mixture of opportunities for job seekers. The following graphs display the ten occupations with the most openings in the State as well as in each county.

Table 3. Advertised Job Openings - State of Hawaii (as of 02/02/18)

<b>Occupation</b>	<b>Job Openings</b>
Registered Nurses	500
Retail Salespersons	401
Customer Service Representatives	375
Security Guards	244
Stock Clerks and Order Fillers	199
First-Line Supervisors of Retail Sales Workers	188
First-Line Supervisors of Food Preparation and Serving Workers	185
Cashiers	161
Executive Secretaries and Executive Administrative Assistants	153
Combined Food Preparation and Serving Workers, Including Fast Food	144

Source: Online advertised jobs data

Table 4. Advertised Job Openings - Honolulu County as of 02/02/18

<b>Occupation</b>	<b>Job Openings</b>
Retail Salespersons	279
Registered Nurses	271
Customer Service Representatives	266
First-Line Supervisors of Food Preparation and Serving Workers	142
Executive Secretaries and Executive Administrative Assistants	135
First-Line Supervisors of Retail Sales Workers	135
Stock Clerks and Order Fillers	134
Security Guards	128
Combined Food Preparation and Serving Workers, Including Fast Food	114
Managers, All Other	98

Source: Online advertised jobs data

Table 5. Advertised Job Openings - Hawaii County as of 02/02/18

<b>Occupation</b>	<b>Job Openings</b>
Registered Nurses	138



Customer Service Representatives	52
Security Guards	45
Retail Salespersons	42
Physical Therapists	29
Maids and Housekeeping Cleaners	28
Laborers and Freight, Stock, and Material Movers, Hand	23
Occupational Therapists	22
Stock Clerks and Order Fillers	21
Waiters and Waitresses	20

*Source: Online advertised jobs data*

Table 6. Advertised Job Openings, Maui County as of 02/02/18

<b>Occupation</b>	<b>Job Openings</b>
Registered Nurses	76
Retail Salespersons	59
Customer Service Representatives	38
Security Guards	34
Maids and Housekeeping Cleaners	32
Cashiers	29
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	27
Diagnostic Medical Sonographers	27
Physical Therapists	27
Stock Clerks and Order Fillers	27

*Source: Online advertised jobs data*

Table 7. Advertised Job Openings, Kauai County as of 02/02/18

<b>Occupation</b>	<b>Job Openings</b>
Security Guards	37
Maids and Housekeeping Cleaners	24
Cashiers	21
Retail Salespersons	21
Customer Service Representatives	19
Stock Clerks and Order Fillers	17
Registered Nurses	15
First-Line Supervisors of Food Preparation and Serving Workers	14

Cooks, Restaurant	13
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	13
First-Line Supervisors of Retail Sales Workers	13
Food Preparation Workers	13

*Source: Online advertised jobs data*

Five occupations common to all areas included: registered nurses, retail salespersons, customer service representatives, security guards, and stock clerks and order fillers. Maids and housekeeping cleaners were in demand in three of the four counties. While some of the jobs in each county can be obtained with only a high school diploma, like laborers and entry-level positions, others require some postsecondary education such as registered nurses, managers, physical therapists, occupational therapists, and diagnostic medical sonographers.

*(ii) Emerging Demand Industry Sectors and Occupations*

**Short- and Long-term Job Growth Positive**

Generally, both short-term and long-term projections for Hawaii predict positive growth. The short-term outlook from 2016 to 2018 points to further improvement in the state's economy and forecasts an increase of 14,980 jobs, or 1.1 percent annually. Growth over the long term will expand at a slower pace and is projected to expand by 0.6 percent annually from 2014 to 2024.

Job gains among the industries will vary slightly depending on the timeframe of the projections. More than half of the short-term gain is forecasted to occur in two sectors: leisure and hospitality (2,085); and education and health services (1,735). Within these sectors accommodation and food services will provide the biggest gains, followed by healthcare and social assistance. Natural resources and mining will report the only job loss over the two-year period. The four largest industries will provide approximately three-quarters of the increase in the long-term forecast: education and health services (1,321); trade, transportation, and utilities (733); leisure and hospitality (618); and professional and business services (612). Within these major sectors, the following subsectors will add at least 500 jobs per year: healthcare and social assistance; and accommodation and food services. During this period, only government will incur a small decline in jobs.

The overall job outlook for the state appears more positive in the short-term compared to the long-term. Further improvement in tourist arrivals should continue but at a steadier pace. As the percentage of older people increases in size for Hawaii, hiring in the health care industry should increase. Now that the rail project is well on its way, construction may not expand as fast, but other projects surrounding the rail stations may spur construction projects.

Table 8. Projected Average Annual Job Growth by Industry for Short-and Long-term

<b>Industry</b>	<b>Short Term 2016-2018 Annual Net Change</b>	<b>Short Term Average Annual Percent Change</b>	<b>Long Term 2014-2024 Annual Net Change</b>	<b>Long Term Average Annual Percent Change</b>
Leisure & Hospitality	2,085	1.8%	618	0.5%
Education & Health Services	1,735	1.2%	1,321	1.0%
Trade, Transportation & Utilities	965	0.8%	733	0.6%
Professional & Business Services	830	1.0%	612	0.7%
Construction	670	1.8%	435	1.4%
Government	435	0.6%	-13	0.0%
Financial Activities	200	0.7%	130	0.5%
Other Services	160	0.6%	111	0.4%
Information	5	0.0%	38	0.5%
Manufacturing	0	0.0%	13	0.1%
Natural Resources & Mining	-100	-1.5%	22	0.3%

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

### **Long-Term Industry Growth by County**

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

Industries losing jobs will differ in each of the counties. Honolulu County will experience a cutback in government jobs. The manufacturing industry in Hawaii County will trim jobs, while the natural resources and mining and the information industries will lose jobs in Maui County. Although Kauai County will not suffer any declines, both the natural resources and mining and the information industries will not generate any growth.

Table 9. Projected Average Annual Job Growth by Industry, Honolulu County, 2014-2024

<b>Industry Title</b>	<b>2014-2024 Annual Net Change</b>	<b>Average Annual Percent Change</b>
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Education & Health Services	976	1.0%
Professional & Business Services	466	0.7%
Trade, Transportation & Utilities	434	0.5%
Leisure & Hospitality	332	0.5%
Construction	291	1.2%
Financial Activities	87	0.4%
Other Services	79	0.4%
Information	43	0.6%
Manufacturing	7	0.1%
Natural Resources & Mining	6	0.3%
Government	-43	-0.1%

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

Table 10. Projected Average Annual Job Growth by Industry, Hawaii County, 2014-2024

Industry Title	2014-2024 Annual Net Change	Average Annual Percent Change
Education and Health Services	177	1.2%
Leisure and Hospitality	118	0.9%
Trade, Transportation and Utilities	102	0.7%
Professional and Business Services	55	0.9%
Construction	44	1.3%
Natural Resources and Mining	20	0.9%
Government	16	0.3%
Financial Activities	14	0.5%
Other Services	13	0.7%
Information	2	0.3%
Manufacturing	-4	-0.3%

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

Table 11. Projected Average Annual Job Growth by Industry, Maui County, 2014-2024

Industry Title	2014-2024 Annual Net Change	Average Annual Percent Change
Trade, Transportation & Utilities	153	1.1%
Education & Health Services	121	1.1%
Leisure & Hospitality	102	0.4%

Construction	68	2.0%
Professional & Business Services	63	0.9%
Financial Activities	18	0.7%
Other Services	15	0.5%
Government	12	0.2%
Manufacturing	2	0.2%
Natural Resources & Mining	-4	-0.3%
Information	-6	-1.1%

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

Table 12. Projected Average Annual Job Growth by Industry, Kauai County, 2014-2024

Industry Title	2014-2024 Annual Net Change	Average Annual Percent Change
Leisure & Hospitality	67	0.7%
Education & Health Services	48	1.0%
Trade, Transportation & Utilities	44	0.8%
Construction	32	2.6%
Professional & Business Services	28	1.0%
Financial Activities	11	0.8%
Manufacturing	7	1.7%
Other Services	3	0.4%
Government	2	0.1%
Natural Resources & Mining	0	0.0%
Information	0	0.0%

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

## Summary

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

In the short-term, there will be increased demand in the education and healthcare industries due to the push for educational reform by the current Administration and the aging population. The visitor industry will continue to rise. However, as statewide occupancy rates hover around 80 percent, growth will proceed at a more moderate pace compared to the past few years. Gains within the visitor industry will positively impact retail trade, air and sightseeing transportation, and of course accommodations

and food services. Visitor arrivals are expected to increase from places other than the U.S. and Japan, while occupancy rates and room rates are also going up. In addition, visitor spending is increasing, which bodes well for not only tourism but, in general, for the entire economy, too. Likewise, construction, has been on the upswing, benefitting from residential high-rise projects and work on the rail system. The potential for growth in the energy sector is tremendous due to Hawaii's lengthy sunshine, wind action in certain areas, geothermal energy, and deep water. To capitalize on these natural resources, the WDC convened an Energy Skills Panel in 2012 to identify projected skill shortages and skills needed.

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

### **Occupations with the Most Openings, State of Hawaii**

The twenty occupations projected to have the most job openings over the long-term are mainly large-sized occupations with many of the openings created through replacement needs rather than job growth. Since wages for many of these jobs are lower than Hawaii's annual median salary of \$40,030 and have minimal education and training requirements, most of these positions are considered entry level, transitional jobs with a constant turnover of workers.

Table 13. Twenty Hawaii occupations projected to have the most annual job openings

Occupation	Due to Growth	Due to Replacements	Total Annual Openings	2016 OES Median Wages
Retail Salespersons	240	900	1,150	\$ 25,520
Waiters & Waitresses	30	700	730	\$ 34,230
Cashiers	40	610	650	\$ 21,440
Combined Food Prep & Serving Workers, Inc Fast Food	130	410	540	\$ 20,190
Maids & Housekeeping Cleaners	100	350	450	\$ 37,180
Registered Nurses	150	260	410	\$ 91,020
General & Operations Managers	90	280	360	\$ 91,300
Cooks, Restaurant	110	240	350	\$ 30,370
Janitors & Cleaners	80	270	350	\$ 26,190
Office Clerks, General	40	310	350	\$ 33,010
Landscaping & Groundskeeping Workers	80	220	300	\$ 29,820

Stock Clerks & Order Fillers	50	250	300	\$ 26,890
Farmers, Ranchers, & Other Agricultural Managers	30	250	280	n/a
Laborers & Freight, Stock, & Material Movers, Hand	60	230	280	\$ 29,280
Food Preparation Workers	40	230	270	\$ 23,070
Counter Attendants, Cafeteria, Food Concession, & Coffee Shop	30	230	260	\$ 21,290
Hosts & Hostesses, Restaurant, Lounge, & Coffee Shop	10	250	260	\$ 21,780
Dining Room & Cafeteria Attendants & Bartender Helpers	20	230	250	\$ 26,320
First-Line Supervisors of Retail Sales Workers	50	200	250	\$ 41,870
Customer Service Representatives	80	180	250	\$ 35,100

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

### **Occupations with the Most Projected Openings by County**

Among the occupations with the most projected openings, thirteen were common to all four counties. These include: retail salespersons; cashiers; waiters and waitresses; combined food preparation and serving workers; general and operations managers; general office clerks; janitors and cleaners; maids and housekeeping cleaners; restaurant cooks; stock clerks and order fillers; laborers and freight, stock and material movers, hand; dining room and cafeteria attendants and bartender helpers; and landscaping and groundskeeping workers. With the exception of home health aides in Hawaii County, replacement needs exceeded openings due to growth for all other occupations.

Table 14. Occupations with the most projected job openings, Honolulu County, 2014-2024

Occupation	Due to Growth	Due to Replacements	Total Annual Openings	2016 OES Median Wages
Retail Salespersons	160	630	800	\$25,150
Cashiers	20	430	450	\$20,180
Waiters & Waitresses	10	410	420	\$34,020
Combined Food Prep & Serving Workers, Inc Fast Food	80	310	400	\$20,180
Registered Nurses	120	200	320	\$91,040
General & Operations Managers	60	210	260	\$96,960
Office Clerks, General	20	230	260	\$33,010
Janitors & Cleaners	50	200	250	\$25,080

Maids & Housekeeping Cleaners	50	200	250	\$38,690
Cooks, Restaurant	70	150	220	\$26,430
Counter Attendants, Cafeteria, Food Concession, & Coffee Shop	20	190	200	\$20,960
Customer Service Representatives	60	150	200	\$35,150
Stock Clerks & Order Fillers	30	170	200	\$ 25,570
Laborers & Freight, Stock, & Material Movers, Hand	40	160	200	\$ 28,790
Food Preparation Workers	30	160	180	\$ 22,040
Hosts and Hostesses, Restaurant, Lounge, & Coffee Shop	10	170	180	\$ 19,880
Managers, All Other	30	130	160	\$ 91,580
Teacher Assistants	30	130	160	\$ 28,860
Dining Room & Cafeteria Attendants and Bartender Helpers	10	150	160	\$ 22,560
Landscaping & Groundskeeping Workers	40	120	160	\$ 26,980

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

Table 15. Occupations with the most projected job openings, Hawaii County, 2014-2024

Occupation	Due to Growth	Due to Replacements	Total Annual Openings	2016 OES Median Wages
Retail Salespersons	30	90	120	\$28,470
Waiters and Waitresses	10	80	90	\$35,950
Farmers, Ranchers, & Other Agricultural Managers	20	60	80	n/a
Cashiers	n/a	60	70	\$24,550
Combined Food Prep & Serving Workers, Inc Fast Food	20	40	60	\$22,820
Maids & Housekeeping Cleaners	20	40	50	\$35,430
Landscaping & Groundskeeping Workers	20	40	50	\$35,040
Stock Clerks & Order Fillers	10	40	50	\$29,110
General & Operations Managers	10	30	40	\$77,080
Registered Nurses	20	30	40	\$90,640
Cooks, Restaurant	20	30	40	\$33,760
Janitors & Cleaners	10	30	40	\$29,490
First-Line Supervisors of Retail Sales Workers	10	30	40	\$40,330
Office Clerks, General	10	30	40	\$31,670



Home Health Aides	20	10	30	\$25,040
Counter Attendants, Cafeteria, Food Concession, & Coffee Shop	n/a	20	30	\$19,940
Dining Room & Cafeteria Attendants & Bartender Helpers	n/a	20	30	\$38,090
Farmworkers & Laborers, Crop, Nursery, & Greenhouse	10	30	30	\$25,500
Maintenance & Repair Workers, General	10	20	30	\$44,050
Laborers & Freight, Stock, & Material Movers, Hand	10	30	30	\$30,560

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

Table 16. Occupations with the most projected job openings, Maui County, 2014-2024

Occupation	Due to Growth	Due to Replacements	Total Annual Openings	2016 OES Median Wages
Waiters & Waitresses	10	160	170	\$32,280
Retail Salespersons	40	120	160	\$26,400
Maids & Housekeeping Cleaners	20	90	110	\$36,270
Cashiers	10	80	90	\$23,810
Cooks, Restaurant	20	50	70	\$40,330
Landscaping & Groundskeeping Workers	20	40	60	\$31,410
General & Operations Managers	10	30	50	\$77,740
Dining Room & Cafeteria Attendants & Bartender Helpers	n/a	40	50	\$38,170
Hosts & Hostesses, Restaurant, Lounge, & Coffee Shop	n/a	40	50	\$24,540
Farmers, Ranchers, & Other Agricultural Managers	n/a	40	40	n/a
Food Preparation Workers	10	40	40	\$28,980
Bartenders	10	30	40	\$45,560
Combined Food Prep & Serving Workers, Inc Fast Food	10	30	40	\$19,530
Dishwashers	0	40	40	\$28,030
Janitors & Cleaners	10	30	40	\$30,270
First-Line Supervisors of Retail Sales Workers	10	30	40	\$40,390
Stock Clerks & Order Fillers	10	30	40	\$32,550
Office Clerks, General	10	30	40	\$33,440

Maintenance & Repair Workers, General	10	30	40	\$ 47,610
Laborers & Freight, Stock, & Material Movers, Hand	10	30	30	\$32,530

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

Table 17. Occupations with the most projected job openings, Kauai County, 2014-2024

Occupation	Due to Growth	Due to Replacements	Total Annual Openings	2016 OES Median Wages
Waiters & Waitresses	10	50	60	\$ 36,860
Retail Salespersons	10	50	60	\$ 24,880
Combined Food Prep & Serving Workers, Inc Fast Food	10	30	40	\$ 20,500
Maids & Housekeeping Cleaners	10	30	40	\$ 35,630
Landscaping & Groundskeeping Workers	10	20	30	\$ 31,000
Cashiers	n/a	30	30	\$ 24,770
General & Operations Managers	10	10	20	\$ 79,990
Farmers, Ranchers, & Other Agricultural Managers	n/a	20	20	n/a
Registered Nurses	10	10	20	\$ 92,980
Cooks, Restaurant	10	10	20	\$ 38,870
Food Preparation Workers	10	20	20	\$ 25,220
Dining Room & Cafeteria Attendants & Bartender Helpers	n/a	20	20	\$ 38,190
Hosts & Hostesses, Restaurant, Lounge, & Coffee Shop	n/a	10	20	\$ 31,960
Janitors & Cleaners	n/a	10	20	\$ 29,170
First-Line Supervisors of Retail Sales Workers	n/a	10	20	\$ 40,380
Stock Clerks & Order Fillers	n/a	10	20	\$ 25,140
Office Clerks, General	n/a	10	20	\$ 34,710
Maintenance & Repair Workers, General	10	10	20	\$ 46,440
Laborers & Freight, Stock, & Material Movers, Hand	n/a	10	20	\$ 27,980

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

## Occupational Groups

Three of the top four largest occupational groups will report the highest job gains and will account for 54 percent of the statewide increase. Services, with more than a quarter of the state's workforce, will lead all occupational groups with the creation of 13,670 jobs. This group encompasses a wide range of occupations (healthcare support, protective service, food workers, and maintenance workers) with varying skills and education and training requirements. Management, business, and financial occupations with an expansion of 5,070 jobs will post the next highest increase followed by education, legal, community service, arts, and media occupations with 4,760. In terms of percentage growth, two occupational groups – healthcare practitioners and technical occupations, and construction and extraction occupations will significantly exceed the growth rate for all groups with gains of 12.3 percent and 11.1 percent, respectively.

Almost 80 percent of all openings will be caused by the need to replace workers. Services alone will generate nearly a third of the total openings. Approximately three-quarters of the total openings will be distributed among five of the 12 occupational groups – service; sales and related; management, business, and financial; office and administrative support; and education, legal, community service, arts, and media.

Table 18. Occupational Employment and Growth, State of Hawaii, 2014-2024

Occupation Title	Employment 2014	Employment 2024	Change Net	Change Percent	Avg. Ann. Openings Growth	Avg. Ann. Openings Replacements	Avg. Ann. Openings Total
Total, All Occupations	696,610	740,540	43,930	6.3%	4,760	16,650	21,410
Service	186,640	200,410	13,760	7.4%	1,430	5,290	6,700
Sales & Related	68,830	72,990	4,160	6.1%	430	2,090	2,520
Management, Business, & Financial	89,020	94,090	5,070	5.7%	520	1,840	2,360
Office & Administrative Support	92,800	94,260	1,460	1.6%	360	1,870	2,230
Education, Legal, Community Service, Arts & Media	75,640	80,410	4,760	6.3%	480	1,610	2,100
Transportation & Material Moving	42,200	45,330	3,130	7.4%	320	1,100	1,420
Healthcare Practitioners & Technical	30,270	33,990	3,720	12.3%	380	660	1,030
Construction & Extraction	36,230	40,240	4,010	11.1%	400	530	930
Computer, Engineering, & Science	27,850	29,660	1,800	6.5%	200	590	790

Installation, Maintenance, & Repair	25,450	27,130	1,680	6.6%	180	590	770
Production Occupations	16,580	16,950	370	2.2%	70	360	420
Farming, Fishing, & Forestry	5,100	5,110	10	0.3%	n/a	130	140

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

*Source: Hawaii State Department of Labor and Industrial Relations, Research and Statistics Office, July 2017.*

From 2014 to 2024, the large majority of county jobs will also be derived from service occupations. This sector employs between one-quarter to one-third of each county's workforce. The top three occupational groups adding the most jobs will be the same for both Honolulu and Hawaii County though the order of the rankings will differ slightly. These include: service; education, legal, community service, arts, and media; and management, business, and financial occupations. Similarly, for Maui and Kauai County, the top four occupational groups are also identical but ranked differently. The top four occupational groups for Maui and Kauai County are as follows: service; sales and related; construction and extraction; and management, business, and financial.

The top two fastest growing occupational groups, healthcare practitioners and technical occupations, and construction and extraction occupations will advance the fastest with growth well above the average rate in all four counties. Only farming, fishing, and forestry, the smallest occupational group will report a slight decline in employment for Honolulu County and Maui County.

Table 19. Occupational Employment and Growth, Honolulu County, 2014-2024

Occupation Title	Employment 2014	Employment 2024	Change Net	Change Percent	Avg. Ann. Openings Growth	Avg. Ann. Openings Replacements	Avg. Ann. Openings Total
Total, All Occupations	507,450	536,470	29,020	5.7%	3,200	11,980	15,170
Service	124,410	133,210	8,790	7.1%	920	3,510	4,430
Management, Business, & Financial	66,900	70,310	3,410	5.1%	360	1,390	1,750
Sales and Related Occupations	48,440	51,120	2,680	5.5%	280	1,470	1,750
Education, Legal, Community Service, Arts & Media	60,000	63,640	3,640	6.1%	380	1,270	1,640
Office & Administrative Support	69,690	70,270	590	0.9%	230	1,390	1,620
Transportation & Material Moving	30,850	32,740	1,890	6.1%	190	800	990
Healthcare Practitioners & Technical	23,870	26,670	2,800	11.7%	280	520	800

Computer, Engineering, & Science	24,010	25,450	1,440	6.0%	160	510	670
Construction & Extraction	26,690	29,300	2,600	9.8%	260	390	650
Installation, Maintenance, & Repair	18,400	19,450	1,050	5.7%	110	420	530
Production	11,960	12,110	150	1.3%	40	260	300
Farming, Fishing, & Forestry	2,250	2,220	-30	-1.3%	n/a	60	60

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

*Source: Hawaii State Department of Labor and Industrial Relations, Research and Statistics Office, July 2017.*

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

Table 20. Occupational Employment and Growth, Hawaii County, 2014-2024

Occupation Title	Employment 2014	Employment 2024	Change Net	Change Percent	Avg. Ann. Openings Growth	Avg. Ann. Openings Replacements	Avg. Ann. Openings Total
Total, All Occupations	74,430	80,740	6,310	8.5%	670	1,780	2,440
Service	21,920	24,100	2,180	9.9%	220	610	820
Sales & Related	7,390	7,890	500	6.8%	50	220	280
Management, Business, & Financial	9,320	10,100	780	8.4%	80	180	260
Office and Administrative Support	9,690	10,140	450	4.6%	60	200	260
Education, Legal, Community Service, Arts & Media	7,080	7,610	530	7.5%	60	140	200
Transportation & Material Moving	4,280	4,680	390	9.2%	40	110	150
Healthcare Practitioners & Technical	2,820	3,240	420	14.9%	40	60	110
Construction & Extraction	4,210	4,710	510	12.0%	50	60	110
Installation, Maintenance, & Repair	2,610	2,830	220	8.5%	20	60	80
Computer, Engineering, & Science	1,800	1,950	150	8.3%	20	40	60
Production Occupations	1,950	2,050	100	4.9%	10	40	60
Farming, Fishing, & Forestry	1,360	1,450	90	6.5%	10	40	40

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

*Source: Hawaii State Department of Labor and Industrial Relations, Research and Statistics Office, July 2017.*

Table 21. Occupational Employment and Growth, Maui County, 2014-2024

Occupation Title	Employment 2014	Employment 2024	Change Net	Change Percent	Avg. Ann. Openings Growth	Avg. Ann. Openings Replacements	Avg. Ann. Openings Total
Total, All Occupations	81,180	87,090	5,920	7.3%	640	2,060	2,700
Service	28,210	29,960	1,760	6.2%	190	840	1,030
Sales & Related	9,210	9,910	700	7.6%	70	280	350
Management, Business, & Financial	9,200	9,820	630	6.8%	70	190	250
Office and Administrative Support	9,370	9,760	390	4.2%	60	190	250
Transportation & Material Moving	5,150	5,750	590	11.5%	60	140	200
Education, Legal, Community Service, Arts & Media	6,400	6,850	430	6.7%	50	140	190
Construction & Extraction	3,750	4,380	640	17.0%	60	50	120
Installation, Maintenance, & Repair	3,190	3,470	280	8.7%	30	80	110
Healthcare Practitioners & Technical	2,380	2,720	340	14.5%	40	50	90
Production	2,180	2,280	90	4.2%	10	50	60
Computer, Engineering, & Science	1,140	1,260	120	10.5%	10	30	40
Farming, Fishing, & Forestry	990	960	-30	-2.7%	n/a	30	30

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

*Source: Hawaii State Department of Labor and Industrial Relations, Research and Statistics Office, July 2017.*

Table 22. Occupational Employment and Growth, Kauai County, 2014-2024

Occupation Title	Employment 2014	Employment 2024	Change Net	Change Percent	Avg. Ann. Openings Growth	Avg. Ann. Openings Replacements	Avg. Ann. Openings Total
Total, All Occupations	33,570	36,240	2,670	8.0%	290	830	1,120
Service	11,960	12,880	920	7.7%	110	340	430
Sales and Related	3,470	3,710	250	7.2%	30	110	130
Office and Administrative Support	4,140	4,290	150	3.7%	20	90	110
Management, Business, and Financial	3,790	4,080	290	7.7%	30	80	100

Education, Legal, Community Service, Arts & Media	2,190	2,360	170	7.8%	10	50	70
Transportation and Material Moving	1,930	2,140	210	10.9%	20	50	70
Construction and Extraction Occupations	1,520	1,810	290	18.8%	30	20	50
Installation, Maintenance, and Repair Occupations	1,400	1,520	120	8.2%	10	30	50
Healthcare Practitioners and Technical Occupations	1,220	1,360	150	12.1%	20	30	40
Computer, Engineering, & Science	890	960	70	7.9%	-	20	30
Production Occupations	570	630	60	9.8%	10	10	20
Farming, Fishing, and Forestry Occupations	510	520	10	1.2%	**	10	20

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

*Source: Hawaii State Department of Labor and Industrial Relations, Research and Statistics Office, July 2017.*

*(iii.) Employers' Employment Needs*

### **Wide Range of Skills and Education Needed**

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

Table 23. Skill Requirements of Jobs with the Most Job Openings, 2014-2024

Occupation	Skills	Abilities	Knowledge	Education/ Training/Work Experience	2016 OES Median Wages
Retail Salespersons	Active listening, persuasion, speaking, service orientation	Oral comprehension & expression, speech clarity and recognition, near vision, problem sensitivity	Customer & personal service, sales & marketing, English language, mathematics	Less than HS/Short-term OJT/No experience	\$ 25,520
Waiters & Waitresses	Active listening, service orientation, social perceptiveness, speaking	Oral comprehension & expression, speech clarity and recognition, near vision, arm-hand steadiness	Customer & personal service, food production, English language	Less than HS/Short-term OJT/No experience	\$ 34,230
Cashiers	Active listening, service orientation, speaking, mathematics	Oral comprehension & expression, near vision, speech	Customer & personal service, mathematics, English language	Less than HS/Short-term OJT/No experience	\$ 21,440

		recognition & clarity			
Combined Food Preparation & Serving Workers, Including Fast Food	Active listening, service orientation, speaking, coordination, monitoring	Oral comprehension & expression, speech recognition & clarity, information ordering	Customer & personal service, food production, public safety & security, English language, sales & marketing	Less than HS/Short-term OJT/No experience	\$ 20,190
Maids & Housekeeping Cleaners	Service orientation, coordination	Extent flexibility, trunk strength, stamina, information ordering, near vision	Customer & personal service, English language	Less than HS/Short-term OJT/No experience	\$ 37,180
Registered Nurses	Active listening, social perceptiveness, service orientation, speaking, coordination	Oral comprehension & expression, problem sensitivity, deductive and inductive reasoning	Medicine & dentistry, customer & personal service, psychology, English language, education & training	Bachelor's degree/No Training/No experience	\$ 91,020
General & Operations Managers	Active listening, coordination, monitoring, social perceptiveness, speaking	Oral comprehension and expression, problem sensitivity, speech clarity, written comprehension	Administration & management, customer & personal service, personnel & human resources, English language, mathematics	Bachelor's degree/No Training/5+ years' experience	\$ 91,300
Cooks, Restaurant	Coordination, monitoring, active listening	Problem sensitivity, arm-hand steadiness, information ordering, manual dexterity, speech clarity	Food production, production & processing	Less than HS/Moderate-term OJT/fewer than 5 years' experience	\$ 30,370
Janitors & Cleaners	Active listening	Near vision, Oral comprehension, static and trunk strength, extent flexibility	Customer & personal service, English language	Less than HS/Short-term OJT/No experience	\$ 26,190
Office Clerks, General	Active listening, reading comprehension, speaking, social perceptiveness, time management	Oral comprehension and expression, speech clarity and recognition, written comprehension	Clerical, customer & personal service, English language	HS/Short-term OJT/No experience	\$ 33,010
Landscaping & Groundskeeping Workers	Operation and control	Multilimb coordination, manual dexterity, trunk strength, arm-hand	English language, customer & personal service, chemistry	Less than HS/Short-term OJT/No experience	\$ 29,820



		steadiness, control precision			
Stock Clerks & Order Fillers	Speaking, active listening, reading comprehension, service orientation, coordination, speaking, time management	Oral expression and comprehension, speech clarity and recognition, near vision, information ordering, category flexibility, information ordering, finger dexterity	Customer & personal service, mathematics, production & processing, English language	Less than HS/Short-term OJT/No experience	\$ 26,890
Farmers, Ranchers, & Other Agricultural Managers	Management of personnel resources, critical thinking, judgment and decision making, speaking, coordination, monitoring, active listening, time management	Oral comprehension and expression, deductive reasoning, problem sensitivity, inductive reasoning, category flexibility, written comprehension and expression	Administration & management, production & processing, personnel & human resources, biology, sales & marketing, food production, mathematics, economics & accounting, biology	HS/No training/5+ years' experience	n/a
Laborers & Freight, Stock, & Material Movers, Hand	n/a	Static strength, multilimb coordination, trunk strength, control precision, manual dexterity	n/a	Less than HS/Short-term OJT/No experience	\$ 29,280
Food Preparation Workers	Active listening, coordination, service orientation, social perceptiveness, speaking	Near vision, arm-hand steadiness, manual dexterity, oral expression, finger dexterity	Customer & personal service, administration & management, public safety & security	Less than HS/Short-term OJT/No experience	\$ 23,070
Counter Attendants, Cafeteria, Food Concession, & Coffee Shop	Active listening, service orientation, social perceptiveness, speaking, critical thinking	Oral comprehension and expression, near vision, speech recognition and clarity	Customer & personal service, English language, sales & marketing	Less than HS/Short-term OJT/No experience	\$ 21,290
Hosts & Hostesses, Restaurant, Lounge, & Coffee Shop	Active listening, speaking, service orientation, social perceptiveness, coordination	Oral expression and comprehension, speech recognition and clarity, near vision	Customer & personal service, English language	Less than HS/Short-term OJT/No experience	\$ 21,780

Dining Room & Cafeteria Attendants & Bartender Helpers	Service orientation, coordination	Trunk strength, manual dexterity, arm-hand steadiness, speech recognition, extent flexibility	Customer & personal service, food production, English language	Less than HS/Short-term OJT/No experience	\$ 26,320
First-Line Supervisors of Retail Sales Workers	Active listening, coordination, critical thinking, monitoring, service orientation	Oral comprehension and expression, speech clarity and recognition, problem sensitivity	Customer & personal service, sales & marketing, administration & management, English language, mathematics	HS/No training/fewer than 5 years' experience	\$ 41,870
Customer Service Representatives	Active listening, speaking, service orientation, reading comprehension, critical thinking	Oral comprehension and expression, speech clarity and recognition, near vision	Customer & personal service, English language, clerical, computers & electronics	HS/Short-term OJT/No experience	\$ 35,100

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

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

In terms of work experience, supervisory positions, which include general and operations managers (5+ years); farmers, ranchers, and other agricultural managers (5+ years); and first-line supervisors of retail sales workers (fewer than 5 years) necessitate work experience. The only non-supervisory position requiring work experience is restaurant cooks (fewer than 5 years).

Many of these occupations are tourist-related jobs that reflect the dominance of the visitor industry in our state's economy. Most of these positions are likely entry-level, requiring minimal training that is usually acquired on the job.

Two occupations – registered nurses and general and operations managers were among the high demand occupations in the state that required more advanced education, meaning an associate's degree or higher. Therefore, not surprisingly, in addition to basic skills, deductive and inductive reasoning were deemed necessary skills for registered nurses, while general and operations managers required administration

and management knowledge relating to the management of personnel and human resources. Along with these skills, knowledge specific to the job were necessary such as medical knowledge for nurses and knowledge of law and government were desirable attributes for general and operations managers.

### Soft Skills Survey

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

The soft skills survey targeted four currently in-demand industries: Construction, Healthcare, Hospitality, and Information Technology (IT). Services such as job coaching, short-term classes, workshops, and training videos will be developed for the top four soft skills of each of the industries to prepare job applicants to be successful in these fields of work.

About 125 of the larger employers in each industry were surveyed and of the 500 total surveys

mailed out, 225 or 45 percent sufficiently responded. Employers were asked to rank each soft skill from 1 to 10 in order of importance and the soft skill with the highest average ranking score was the most preferred.

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

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

Table 24. Average Ranking Score of Soft Skills for the Four Surveyed Industries

(amount of 1 votes by employers in parentheses)

## Construction

Construction Industry	Average Ranking Score	Number 1 Votes by Employers
Mentoring, Coaching	2.26	0
Work well under pressure	3.15	0
Flexibility, Adaptability	4.58	0
Problem-solve, make decisions	4.87	0
Initiative	5.08	0
Teamwork	5.47	0
Listening	6.02	(0)
Communication	7.47	(15)
Strong work ethic	8.02	(24)
Dependability, Reliability	8.10	(13)

## Healthcare

Healthcare Industry	Average Ranking Score	Number 1 Votes by Employers
Work well under pressure	3.12	0
Time management	3.45	0
Initiative	4.48	0
Flexibility, Adaptability	4.78	0
Problem-solve, make decisions	5.10	0
Teamwork	5.91	0
Strong work ethic	6.26	(8)
Listening	6.48	(5)
Empathy for patients	7.26	(10)
Communication	8.16	(19)

## Hospitality

Hospitality Industry	Average Ranking Score	Number 1 Votes by Employers
Ability to motivate	2.94	0
Planning, Organizing	3.61	0
Work well under pressure	4.10	0
Problem-solve, make decisions	4.31	0
Initiative	4.94	0
Flexibility, Adaptability	4.98	0
Teamwork	6.18	(2)
Build customer relationships	7.76	(19)
Dependability, reliability	7.86	(15)

Communication	8.31	(12)
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### Information Technology

Info Technology Industry	Average Ranking Score	Number 1 Votes by Employers
Mentoring, Coaching	2.06	0
Negotiation	2.74	0
Time management	5.13	0
Innovative, Creative	5.30	0
Initiative	5.32	0
Flexibility, Adaptability	5.36	0
Teamwork	6.30	(1)
Listening	6.30	(6)
Problem-solve, make decisions	7.81	(13)
Communication	8.68	(21)

### Tools to Assess Employer Skill Needs

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

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

### B. Workforce Analysis

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA.\* This population must include individuals with disabilities among other groups\*\* in the State and across regions identified by the State. This includes: Individuals with barriers to employment include displaced

homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. \*\* Veterans, unemployed workers, and youth, and others that the State may identify.

#### **i. Employment and Unemployment**

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

#### **ii. Labor Market Trends**

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

#### **iii. Education and Skill Levels of the Workforce**

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

#### **iv. Skill Gaps**

Describe apparent ‘skill gaps’.

*(i) Employment and Unemployment*

**(THIS ENTIRE SECTION IS UPDATED)**

### **Civilian Labor Force, Employment, Unemployment, Unemployment Rate**

Hawaii’s civilian labor force, like the rest of the nation during the Great Recession, dropped in 2009 to 631,700. After two years of recovery, it slid again in 2012 to 647,200. Since then it has rebounded and peaked at 690,200 in 2017. Over the ten-year period of 2007 to 2017, Hawaii’s labor force grew by 8.1 percent.

Over the same ten-year period, statewide employment expanded by 8.4 percent while unemployment shrank by 3.4 percent. However, since the recession in 2009, the number of employed has grown by 14.7 percent, while the number of unemployed has declined by 61.8 percent.

The unemployment rate in Hawaii was an estimated 2.5 percent in 2017, 0.3 percentage points below the 2007 average. It spiked in 2009 at 7.2 percent during the recession, but consistently improved as the economy recovered.

Table 25. State of Hawaii’s Civilian Labor Force (not seasonally adjusted), 2007-2017

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
2007	638,400	620,550	17,850	2.8%
2008	639,700	612,100	27,550	4.3%
2009	631,700	586,500	45,150	7.2%
2010	647,250	602,300	44,950	6.9%
2011	660,250	615,300	44,950	6.8%
2012	647,200	608,300	38,900	6.0%
2013	649,550	618,000	31,550	4.9%
2014	666,100	637,000	29,100	4.4%
2015	674,900	650,750	24,150	3.6%
2016	685,400	664,700	20,700	3.0%
2017	690,200	672,950	17,250	2.5%

*Note: 2017 is a preliminary estimate.*

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

As of September 15, 2017, the University of Hawaii Economic Research Organization (UHERO) projected the state's unemployment rate to be at 2.4 percent in 2018, 2.8 percent in 2019, and 3.2 percent in 2020.

In 2017, the United States unemployment rate averaged 4.4 percent, which is 1.9 percentage points higher than the State of Hawaii. In the State, Honolulu County had the lowest unemployment rate of 2.4 percent, 0.1 percentage point lower than the State. Hawaii County is the second largest labor force and had the highest rate of unemployment with 3.1 percent. Maui County had the third largest labor force and experienced 2.8 percent rate of joblessness. Meanwhile, Kauai County's had a much smaller labor force at a relatively low unemployment rate of 2.6 percent.

Table 26. Civilian Labor Force (not seasonally adjusted), U.S., State and County, 2017

Area	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
United States	160,320,000	153,337,000	6,982,000	4.4%
State of Hawaii	690,200	672,950	17,250	2.5%
Honolulu County	477,750	466,200	11,550	2.4%
Hawaii County	90,800	87,950	2,800	3.1%
Maui County	86,800	84,400	2,400	2.8%
Kauai County	35,700	34,750	950	2.6%

*Note: 2017 is a preliminary estimate.*

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

## Labor Force Participation Rates

Hawaii's labor force participation rate, the percent of the civilian labor force to the civilian non-institutional population, averaged 62.9 percent in 2017. This matched the national average exactly, and similarly in 2007, Hawaii was just 0.1 percentage point below the U.S. average. In between 2007 and 2017, the gap between Hawaii and the nation was wider, especially in 2012 and 2013.

Table 27. Labor Force Participation Rate (not seasonally adjusted), U.S. and State, 2007-2017

Year	Hawaii	United States
2007	65.9	66.0
2008	65.6	66.0
2009	64.3	65.4
2010	62.8	64.7
2011	62.6	64.1
2012	60.9	63.7
2013	60.6	63.2
2014	61.6	62.9
2015	62.0	62.7
2016	62.7	62.8
2017	62.9	62.9

Source: *U.S. Department of Labor, Bureau of Labor Statistics.*

## Labor Underutilization

In 2017, all six of Hawaii's alternative measures of labor underutilization were lower than the national average. In fact, Hawaii had the number one ranking among all states in all measures except for U-5 and U-6, where it ranked number two. The following are definitions of the six state measures:

- **U-1** - Persons unemployed 15 weeks or longer, as a percent of the civilian labor force
- **U-2** - Job losers and persons who completed temporary jobs, as a percent of the civilian labor force
- **U-3** - Total unemployed, as a percent of the civilian labor force (definition used for the official unemployment rate)
- **U-4** - Total unemployed plus discouraged workers, as a percent of the civilian labor force plus discouraged workers



- **U-5** - Total unemployed, plus discouraged workers, plus all other marginally attached workers, as a percent of the civilian labor force plus all marginally attached workers
- **U-6** - Total unemployed, plus all marginally attached workers, plus total employed part time for economic reasons, as a percent of the civilian labor force plus all marginally attached workers

Table 28. Alternative Measures of Labor Underutilization, 2017 (Percent)

Area	U-1	U-2	U-3	U-4	U-5	U-6
Hawaii	0.7	1.2	2.4	2.7	3.4	6.0
United States	1.7	2.1	4.4	4.6	5.3	8.5

Source: U.S. Bureau of Labor Statistics

(ii) Labor Market Trends

**(THIS ENTIRE SECTION HAS BEEN UPDATED)**

### Jobs by Industry

There are ten major industries in the state, the largest being government. In 2017, the public sector consisted of 125,500 jobs and accounted for about 19.2 percent of the total job count. Between 2007 and 2017, government added 3,400 jobs for a 2.8 percent growth rate.

The second largest industry group is a combination of trade, transportation, and utilities with 122,200 jobs for an 18.7 percent share of the job total. An increase of just 0.3 percent or 350 jobs occurred from 2007 to 2017. This combined trio of industries experienced different trends in the individual sectors – wholesale trade endured a loss of 1,400 jobs; transportation, warehousing, and utilities declined by 650 jobs; while retail trade expanded by 2,350 jobs. Some of the bright spots were in the more detailed sub-sectors such as grocery stores, department stores, and utilities.

Not far behind is the leisure and hospitality industry with 121,500 jobs or 18.6 percent of the total job tally. It created the greatest number of jobs with 11,550 or 10.5 percent growth, from 2007 to 2017. A huge portion of this industry is accommodation and food services, which is the hotel and restaurant business. Although accommodations displayed positive growth, it was moderate compared to food services and drinking places, which increased by 16.2 percent (9,500 jobs). Tourism continues to remain strong throughout the islands and is a vital part of our state's economy, bolstering the Governor's vision of relying on this stalwart industry to sustain the state's economy. Most of the jobs in this industry are entry-level, and require minimal to moderate training that is usually acquired on the job.

The fourth largest industry, professional and business services had 85,300 jobs and represented 13.0 percent of all jobs in 2017. It performed well during the 2007 to 2017 decade as it created 8,950 jobs for a growth rate of 11.7 percent. Most of the positions

are found in the administrative and support and waste management and remediation sector, and the employment services sub-sector was a significant source of the job growth with 8,200 jobs for fastest growth rate of 55.8 percent. The management of companies and enterprises created 1,600 new jobs for a 21.1 percent increase, while professional, scientific, and technical services actually lost 300 jobs over the ten-year period, representing a 1.2 percent decrease.

Education and health services jobs averaged 84,500 in 2017 accounting for 12.9 percent of the statewide job total. The fifth largest industry produced 11,500 new positions and led all major industries with 15.8 percent growth between 2007 and 2017. More than 8-out-of-10 of these jobs are in the health care and social assistance sector, which grew by 17.7 percent (10,400 jobs). The largest sub-sector, ambulatory health care services, had the highest number of new jobs with 5,050, for a 22.0 percent increase. Social assistance, including individual and family services, produced 2,100 new positions with a 14.6 percent growth rate. However, the nursing and residential care facilities expanded the most rapidly during this ten-year period at 29.4 percent, creating 2,000 new positions. The education services sector did contribute 1,200 new jobs at an 8.3 percent rate of growth.

The next three industry sectors are more moderate in size. Natural resources, mining, and construction averaged 37,600 jobs or about 5.7 percent of all state jobs and financial activities contributed 28,000 for a 4.3 percent share. Close behind was the other services sector that reported 27,300 or another 4.2 percent of the state job count. During the 2007 to 2017 period, jobs were lost mainly in construction (-1,500 or -3.8 percent) and financial activities (-2,050 or -6.8 percent), while other services improved modestly by 700 positions or 2.6 percent.

The last two industries of manufacturing and information were much smaller with 13,800 and 9,100 positions in 2017, only garnering 2.1 and 1.4 percent, respectively, of the total state job base. These two industries also experienced negative job trends from 2007 to 2017, as manufacturing cut 1,450 jobs (-9.5 percent), while information was down by 1,500 (-14.2 percent).

Table 29. Nonagricultural Jobs by Industry, State of Hawaii, 2007 and 2017

Industry	2007	2017	Percent of Total	2007-2017 Change	2007-2017 Percent Growth
Total Nonagricultural Wage & Salary Jobs	624,850	654,800	---	29,950	4.8
Government	122,100	125,500	19.2%	3,400	2.8
Trade, Transportation & Utilities	121,850	122,200	18.7%	350	0.3
Leisure and Hospitality	109,950	121,500	18.6%	11,550	10.5
Professional & Business Services	76,350	85,300	13.0%	8,950	11.7

Education & Health Services	73,000	84,500	12.9%	11,500	15.8
Nat. Resources & Mining & Construction	39,100	37,600	5.7%	-1,500	-3.8
Financial Activities	30,050	28,000	4.3%	-2,050	-6.8
Other Services	26,600	27,300	4.2%	700	2.6
Manufacturing	15,250	13,800	2.1%	-1,450	-9.5
Information	10,600	9,100	1.4%	-1,500	-14.2

*Note: 2017 data is preliminary.*

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

Honolulu County's job count rose by 5.6 percent, or 25,550 jobs, to 480,900 in 2017, as compared to 2007. The job distribution by industry in Honolulu County closely follows the State.

Government tops the list with a 20.5 percent share of the total job count and grew modestly between 2007 and 2017 by 2.2 percent, or 2,100 jobs. Federal government benefited the most from job creation.

Trade, transportation, and utilities comprised 18.0 percent of the overall total but only managed to grow by 0.3 percent while adding only 300 jobs. While retail trade was successful, wholesale trade and the transportation, warehousing, and utilities sectors suffered job losses during the 10-year period.

The third largest industry, leisure and hospitality, accounted for 15.1 percent of the job total and led all industries in job creation with 8,650 or 13.5 percent growth. Accommodation and food services influenced this industry with a growth rate of 14.1 percent over the 10-year period.

The professional and business services industry represented 14.3 percent of all jobs and posted the fastest job growth of 14.1 percent, creating 8,550 positions. Most of the new jobs were due to the employment services sub-sector of administrative, support, waste management, and remediation services which expanded by 87.3 percent.

The education and health services industry, accounting for 13.6 percent of all jobs, generated 7,850 new positions, for a 13.6 percent increase. Most of this growth occurred in health care and social assistance which posted 7,000 new jobs over the 10-year period.

Of the smaller industries, natural resources, mining, and construction, along with other services, managed to post positive growth over the last decade, but the following industries experienced job loss: financial activities, manufacturing, and information.

Table 30. Nonagricultural Jobs by Industry, Honolulu County, 2007 and 2017

Industry	2007	2017	Percent of Total	2007-2017 Change	2007-2017 Percent Growth
Total Nonagricultural Wage & Salary Jobs	455,350	480,900	---	25,550	5.6
Government	96,500	98,600	20.5%	2,100	2.2
Trade, Transportation and Utilities	86,100	86,400	18.0%	300	0.3
Leisure and Hospitality	64,150	72,800	15.1%	8,650	13.5
Professional and Business Services	60,450	69,000	14.3%	8,550	14.1
Education and Health Services	57,550	65,400	13.6%	7,850	13.6
Natural Resources, Mining, Construction	26,500	27,900	5.8%	1,400	5.3
Financial Activities	22,950	21,200	4.4%	-1,750	-7.6
Other Services	20,600	21,000	4.4%	400	1.9
Manufacturing	11,850	11,000	2.3%	-850	-7.2
Information	8,750	7,700	1.6%	-1,050	-12.0

*Note: 2017 data is preliminary.*

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

Hawaii County was the only county to endure a decline in jobs between 2007 and 2017 as it cut 100 positions or 0.1 percent of its workforce down to 66,700.

Job cuts occurred in seven-out-of-ten industries, and were heavily concentrated in the natural resources, mining, and construction industry which tumbled by 32.8 percent as it lost 1,900 jobs.

Professional and business services enjoyed the most job growth by adding 1,350 positions, for a 27.3 percent rise. The administrative and support and waste management and remediation services sub-sector provided the momentum in this sector.

Education and health services also did well by generating 1,300 new positions for a 17.8 percent rate of growth. Being the larger of the two sub-sectors, health care and social assistance provided 1,050 of the new jobs, but education services grew at the faster pace of 18.2 percent over the past decade.

Government was the third industry to expand between 2007 and 2017, primarily due to strength in State education. It created 900 new jobs for a 7.4 percent increase.

The two largest industries in the county suffered job losses but they were minimal: leisure and hospitality (-450 jobs, -3.1 percent); and trade, transportation, and utilities (-200 jobs, -1.4 percent).

Table 31. Nonagricultural Jobs by Industry, Hawaii County, 2007 and 2017

Industry	2007	2017	Percent of Total	2007-2017 Change	2007-2017 Percent Growth
Total Nonagricultural Wage and Salary Jobs	66,800	66,700	---	-100	-0.1
Leisure and Hospitality	14,750	14,300	21.4%	-450	-3.1
Trade, Transportation and Utilities	14,400	14,200	21.3%	-200	-1.4
Government	12,200	13,100	19.6%	900	7.4
Education and Health Services	7,300	8,600	12.9%	1,300	17.8
Professional and Business Services	4,950	6,300	9.4%	1,350	27.3
Natural Resources, Mining, Construction	5,800	3,900	5.8%	-1,900	-32.8
Financial Activities	2,850	2,500	3.7%	-350	-12.3
Other Services	2,200	2,000	3.0%	-200	-9.1
Manufacturing	1,650	1,200	1.8%	-450	-27.3
Information	750	600	0.9%	-150	-20.0

*Note: 2017 data is preliminary.*

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

Maui County's workforce expanded by 3,750 to average 76,100 in 2017, representing a growth rate of 5.2 percent over 2007.

The largest industry, leisure and hospitality, made up 32.3 percent of all total jobs – this is the largest share of jobs dependent on tourism among all the counties. It generated 2,350 new jobs over the last decade for a 10.6 percent rate of growth. The breakdown by sub-sector has food services and drinking places contributing 1,550 new positions, while accommodation added 400.

The second largest industry, trade, transportation, and utilities increased by 3.0 percent, or 450 jobs. Surprisingly, retail trade registered a negative job trend with 200 job losses while wholesale trade managed to add 50 jobs. Transportation, warehousing, and utilities grew providing 700 new jobs, despite 300 job cuts in air transportation.

Government is the third largest industry, accounting for 12.0 percent of the workforce, but it did not display any change at all during the 2007 to 2017 period. State government shed 350 jobs overall during the last decade even though State education

posted 250 new jobs. Local government did well by tallying a 300 job increase, while federal government remained stable.

The fourth largest industry, education and health services, produced 1,900 new positions between 2007 and 2017, leading all industries with the most rapid rate of growth of 33.3 percent. The health care and social assistance sector demonstrated strength with 1,750 new jobs, growing by 37.6 percent over ten years, while education services contributed 150 positions.

Many of the smaller industries experienced job loss over the last decade: professional and business services (-100 jobs, -1.4 percent); natural resources, mining, and construction (-750 jobs, -15.2 percent); manufacturing (-350 jobs, -25.9 percent); and information (-250 jobs, -29.4 jobs). Two small industries managed to display positive growth: other services (400 jobs, 14.3 percent) and financial activities (100 jobs, 3.3 percent).

Table 32. Nonagricultural Jobs by Industry, Maui County, 2007 and 2017

Industry	2007	2017	Percent of Total	2007-2017 Change	2007-2017 Percent Growth
Total Nonagricultural Wage and Salary Jobs	72,350	76,100	---	3,750	5.2
Leisure and Hospitality	22,250	24,600	32.3%	2,350	10.6
Trade, Transportation & Utilities	15,050	15,500	20.4%	450	3.0
Government	9,100	9,100	12.0%	0	0.0
Education & Health Services	5,700	7,600	10.0%	1,900	33.3
Professional & Business Services	7,300	7,200	9.5%	-100	-1.4
Natural Resources, Mining, Construction	4,950	4,200	5.5%	-750	-15.2
Other Services	2,800	3,200	4.2%	400	14.3
Financial Activities	3,000	3,100	4.1%	100	3.3
Manufacturing	1,350	1,000	1.3%	-350	-25.9
Information	850	600	0.8%	-250	-29.4

*Note: 2017 data is preliminary.*

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

Kauai County experienced an increase of 350 jobs to average 30,700 in 2017, a 1.2 percent rate of growth over 2007.

The largest industry, leisure and hospitality, accounted for a 31.9 percent share of the entire workforce. It led all industries with an increase of 950 jobs or 10.7 percent growth.

Virtually all the job creation occurred in the food services and drinking places sub-sector of the accommodation and food services industry.

The trade, transportation, and utilities industry, although comprising 19.2 percent of all jobs, suffered job cuts of 450 over the last decade for a 7.1 percent decline. All sectors were plagued with negative growth: wholesale trade (-50 jobs, -9.1 percent); retail trade (-300 jobs, -7.1 percent); and transportation, warehousing, and utilities (-100 jobs, -6.3 percent).

Government is the third largest industry with a 15.0 percent share of the workforce. It posted job gains of 300 or 7.0 percent during 2007 to 2017. While Federal government dropped 50 positions, State government education added 200 positions and local government contributed 150 new jobs.

The education and health services industry tallied a 550 job gain or 22.4 percent over the 10-year period. All the job creation appeared in the health care and social assistance sector, while education services remained stable.

Half of the smaller industries endured job cuts over the last decade: professional and business services (-850 jobs, -23.3 percent); natural resources, mining, and construction (-100 jobs, -5.3 percent); and information (-100 jobs, -33.3 percent). Other services displayed a small gain of 50 jobs, while financial activities and manufacturing remained constant.

Table 33. Nonagricultural Jobs by Industry, Kauai County, 2007 and 2017

Industry	2007	2017	Percent of Total	2007-2017 Change	2007-2017 Percent Growth
Total Nonagricultural Wage and Salary Jobs	30,350	30,700	---	350	1.2
Leisure and Hospitality	8,850	9,800	31.9%	950	10.7
Trade, Transportation & Utilities	6,350	5,900	19.2%	-450	-7.1
Government	4,300	4,600	15.0%	300	7.0
Education & Health Services	2,450	3,000	9.8%	550	22.4
Professional & Business Services	3,650	2,800	9.1%	-850	-23.3
Natural Resources, Mining, Construction	1,900	1,800	5.9%	-100	-5.3
Financial Activities	1,200	1,200	3.9%	0	0.0
Other Services	950	1,000	3.3%	50	5.3
Manufacturing	400	400	1.3%	0	0.0
Information	300	200	0.7%	-100	-33.3

*Note: 2017 data is preliminary.*

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

## **Workforce Is Continually Churning**

To provide an overview of the State's workforce, the U.S. Census Bureau's Local Employment Dynamic (LED) program produces Quarterly Workforce Indicators (QWI). For the scope of this Plan, focus was on the larger industries. Public administration was not included because the LED data currently does not include state government data in Hawaii. To see which industries moved in a positive direction over the past decade, we can analyze *firm job change*, which is the difference between job creation and job destruction. *Job creation* is defined as the estimated number of jobs gained at firms throughout the quarter - a measure that counts total employment increase at firms that grew over the course of the quarter. *Job destruction*, on the other hand, is the estimated number of jobs lost at firms throughout the quarter - counts of employment decrease at firms that shrank over the course of the quarter. Four quarters of data in a calendar year were averaged to get the annual average. The latest data available is for 2016 and comparisons to 2006 illustrate some of the dynamics happening within the workforce over the last 10-year period.

Statewide, the net firm job change for all industries combined displayed a negative trend going from 4,097 in 2006 to 1,430 in 2016. However, the 2016 net firm job change was still positive, and two-thirds of the industry sectors also registered a positive net change in 2016. Health care and social assistance displayed the most favorable net job change in 2016 with 608, which is an improvement from 232 in 2006. Educational services also fared well with net change of 126 in 2006 and boosting it up to 231 in 2016. The arts, entertainment, and recreation sector rebounded from -87 in 2006 to a positive 223 in 2016. Two other sectors managed to show improvement over the 10-year period: management of companies and enterprises which climbed from 44 to 74; and real estate and rental and leasing which increased from 23 to 38.

Table 34. Net Firm Job Change by Industry, State of Hawaii, 2006-2016

Year	2006	2016	2006-2016 Change
All NAICS Sectors	4,097	1,430	-2,667
Health Care and Social Assistance	232	608	376
Transportation and Warehousing	506	292	-214
Educational Services	126	231	105
Arts, Entertainment, and Recreation	-87	223	310
Other Services (except Public Administration)	414	205	-209
Admin, Support, Waste Mgmt, Remediation Svcs	472	95	-377



Management of Companies and Enterprises	44	74	30
Finance and Insurance	136	59	-77
Professional, Scientific, and Technical Services	271	55	-216
Real Estate and Rental and Leasing	23	38	15
Retail Trade	340	16	-324
Wholesale Trade	52	15	-37
Utilities	13	-18	-31
Manufacturing	24	-22	-46
Accommodation and Food Services	745	-55	-800
Agriculture, Forestry, Fishing and Hunting	41	-83	-124
Construction	662	-86	-748
Information	67	-256	-323

Source: U.S. Census Bureau, Local Employment Dynamics, <https://qwiexplorer.ces.census.gov>.

All of the counties registered positive new job change in 2016, but only Hawaii County progressed positively from 88 in 2006 to 125 in 2016.

Table 35. Net Firm Job Change, State and County, 2006-2016

Year	2006	2016	2006-2016 Change
State of Hawaii	4,097	1,430	-2,667
Hawaii County	88	125	37
Honolulu County	3,220	778	-2,442
Kauai County	205	187	-18
Maui County	579	339	-240

Source: U.S. Census Bureau, Local Employment Dynamics, <https://qwiexplorer.ces.census.gov>.

### Ratio of Unemployed to Job Openings

The ratio of unemployed to the number of advertised online jobs openings in the State of Hawaii in 2017 averaged 0.11, where there were 17,250 jobless and 162,933 job openings. The earliest year that this data was available is 2008, where the ratio was 0.20. Because the ratio was lower in 2017, this means that the proportion of openings was much larger than the amount of people unemployed. This trend follows the same path as the unemployment rate and job count, where the recession years of 2009-2010 were less favorable and since then the economy has steadily improved into 2017.

Table 36. Ratio of Unemployed to Job Openings, State of Hawaii, 2008-2017

Year	Unemployed	Job Openings	Number of Unemployed per Job Opening
2008	27,550	138,489	0.20
2009	45,150	99,286	0.45
2010	44,950	105,314	0.43
2011	44,950	132,203	0.34
2012	38,900	133,646	0.29
2013	31,550	208,761	0.15
2014	29,100	270,810	0.11
2015	24,150	155,947	0.15
2016	20,700	169,500	0.12
2017	17,250	162,933	0.11

*Note: Unemployed data is not seasonally adjusted; 2017 unemployed data is preliminary.*

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

The trend in Honolulu County was very similar to the State and had a lower ratio of unemployed to job openings, with 0.16 in 2008 and 0.10 in 2017. Hawaii County has the highest ratio, 0.53 in 2008 and 0.15 in 2017, but it showed the biggest improvement of all other counties. The number of job openings grew at a very rapid pace of 91.3 percent. Maui County's ratio in 2008 was 0.33 and it went down to 0.11 in 2017, matching the statewide average. Job openings also grew at a fast rate. Kauai County had a relatively low ratio of 0.20 in 2008, the same as the State, and it improved even more to 0.08, which is the lowest of any area.

Table 37. Ratio of Unemployed to Job Openings, State and County, 2008 and 2017

Year	State of Hawaii	Honolulu County	Hawaii County	Maui County	Kauai County
2008	0.20	0.16	0.53	0.33	0.20
2017	0.11	0.10	0.15	0.11	0.08

*Note: Unemployed data is not seasonally adjusted; 2017 unemployed data is preliminary.*

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

## Farmworkers

### Labor Market Trends

According to the State of Hawaii Employment Projections for Industries and Occupations, 2014-2024, which was revised by the DLIR in June 2017, the farming,

fishing, and forestry occupations will create approximately 140 job openings annually. About 100 openings will be for farmworkers in crops, nursery, or greenhouse, while another 20 will be for farmers in ranch or aquaculture specialties. Ten openings will occur in the supervisor ranks. Most job openings will occur because a worker left the job as opposed to newly created or additional openings occurring. Projected employment for this group will remain relatively stable with minimal increases or declines.

Table 38. Projected Openings for Farmworkers, State, 2014-2024

Occupation	2014 Estimated Employment	2024 Projected Employment	Annual Percent Change	Projected Annual Openings
<b>Farming, Fishing, and Forestry Occupations</b>	<b>5,100</b>	<b>5,110</b>	<b>0.0%</b>	<b>140</b>
Farming, Fishing, Forestry Worker Supervisors	340	330	-0.4%	10
Agricultural Inspectors	110	110	0.4%	0
Graders and Sorters, Agricultural Products	120	110	-0.6%	0
Farmworkers, Crop, Nursery, Greenhouse	3,560	3,580	0.0%	100
Farmworkers, Farm, Ranch, Aquaculture	680	690	0.2%	20
Agricultural Workers, All Other	80	80	-0.4%	0

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

Although the farmworker occupational group will not show any noticeable change in employment from 2014 to 2024 statewide, there are some changes within the counties. Honolulu County will endure small cuts in employment of 0.1 percent a year, but because of the need to replace workers that leave, there will be 60 annual openings to fill. The same situation goes for Maui County which is projected to experience a loss of 0.3 percent employment over the 10-year period, yet still have 30 annual openings due to replacement needs. Kauai County is poised to generate some new jobs, but 20 annual openings will primarily be due to replacement as well. Hawaii County is the only one to generate enough job gains with 0.6 percent projected growth to warrant any future openings due to growth. About 40 openings each year between 2014 and 2024 are expected.

Table 39. Projected Openings for Farmworkers, State and County, 2014-2024

Area	2014 Estimated Employment	2024 Projected Employment	Annual Percent Change	Annual Growth Openings	Annual Replacement Openings	Annual Total Openings
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State of Hawaii	5,100	5,110	0.0%	0	130	140
Honolulu County	2,250	2,220	-0.1%	0	60	60
Hawaii County	1,360	1,450	0.6%	10	40	40
Maui County	990	960	-0.3%	0	30	30
Kauai County	510	520	0.1%	0	10	20

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

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

## Veterans

Veterans constitute approximately 9.7 percent of the civilian population over 18 years as of 2016. Honolulu County had a higher proportion of veterans in their civilian population with 10.3 percent. The other three counties had a smaller share than the State: Hawaii County came in at 9.3 percent; Maui County tallied 8.1 percent; and Kauai County registered at 5.7 percent.

Table 40. Veterans Status, State and County, 2016

Area	Civilian population 18+ years old	Veterans	Veteran Percent of Population
State of Hawaii	1,082,465	104,719	9.7%
Honolulu County	742,704	76,719	10.3%
Hawaii County	155,438	14,481	9.3%
Maui County	128,532	10,357	8.1%
Kauai County	55,696	3,162	5.7%

Source: U.S. Census Bureau, American Community Survey 1-Year Estimates, Table S2101

## Employment and Unemployment

In 2016, the labor force participation rate for veterans in Hawaii was 77.8 percent compared to 78.4 percent for state as a whole. The labor force participation rate in the U.S was 75.9 percent for veterans. Among the four counties, Maui had the highest rate for veterans with 85.4 percent, followed by Honolulu with 79.2 percent. Kauai County had a lower rate of 66.0 percent and Hawaii County came in with the lowest rate of 65.0 percent.

According to the Census 1-year estimates for 2016, the number of employed veterans in the State of Hawaii was 45,172. Honolulu County had 35,296 of the employed veterans; Hawaii County had 4,680, Maui County had 4,568, and Kauai County had 628.

Approximately 2.8 percent of the state's veterans were unemployed in 2016, while the statewide unemployment rate was higher at 4.5 percent. Nationwide, the veteran unemployment rate was 4.7 percent.

### Labor Market Trends

Hawaii's veterans will compete with non-veterans for the same jobs especially those that pay well, are full-time, and have good benefits. Veterans will leverage their military service, service-connected disability, VA educational benefits, and federal government regulations and statutes to gain hiring preference over non-veterans for jobs with the federal, state, local governments and with federal contractors. Any shortfalls in relevant credentials, transferrable skills, and work experience can be mitigated, in part, with veterans leveraging their Post 9-11 GI Bill Educational benefits. In Hawaii, eligible veterans can receive over \$100,000 in Post 9-11 GI Bill financial aid to pursue a college degree or a vocational training credential.

Hawaii employment opportunities will grow by 43,930 to 740,540 jobs from 2014 to 2024, averaging a modest growth of 0.6 percent annually. Service-providing industries (trade, transportation, and utilities; information; financial activities; professional and business services; education and health services; leisure and hospitality; other services; and government) will represent over 83 percent of the total workforce throughout the projection period, and will generate slightly more than four-fifths of the total job gains. The top four largest industries within this sector (education and health services; trade, transportation, and utilities; professional and business services; and leisure and hospitality) will provide 75 percent of the total statewide job gains. Government is the only industry projected to decline.

### Education and Skill Levels of the Workforce

According to the U.S. Department of Education's National Center for Education Statistics, the nation's high school graduation rate hit 81 percent in 2012-13, the highest level since states adopted a new uniform way of calculating graduation rates in 2010. According to a Demographics Report prepared by the U.S. Department of Defense describing service members and families in the military community in federal fiscal year 2012 (Oct 1, 2011 thru Sep 30, 2012), 78.6% of active duty service members hold at least a high school diploma.

In terms of education, about 4.3 percent did not have a high school degree, 24.9 percent had only a high school diploma, 39.9 percent of the veterans had some college or an Associate's degree, and 30.9 percent had a Bachelor's degree or higher. Compared to the statewide population, a higher percentage of veterans have received some postsecondary education.

Table 41. Education Level of the State Population vs. Veterans, Adults 25+, 2016

Education Level	Total	Percent of Total	Veterans	Percent of Veterans
Civilian population 25+ years	966,934	---	101,655	---
Less than high school graduate	79,621	8.2%	4,324	4.3%
High school graduate (or equivalent)	273,568	28.3%	25,323	24.9%
Some college or associate's degree	304,915	31.5%	40,603	39.9%
Bachelor's degree or higher	308,830	31.9%	31,405	30.9%

Source: U.S. Census Bureau, 2016 American Community Survey 1-year Estimates, Table S2101.

### Describe apparent 'skill gaps'

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

Veterans will leverage federal regulations that require American Job Centers and employment programs, funded in part by U.S. DOL, to serve veterans ahead of non-veterans; this rule is known as priority of service. Additionally, the U.S. Department of Labor funds the Hawaii Department of Labor's Workforce Development Division, in part, with the Jobs for Veterans State Grant, to hire specialized and trained staffs, Disabled Veterans Outreach Program Specialists and Local Veterans Employment Representatives, to serve veterans with significant barriers to employment and to reach out to employers to promote the hiring of veterans.

### *(iii) Education and Skill Levels of the Workforce*

**(THIS ENTIRE SECTION HAS BEEN UPDATED)**

### **Low-Income Individuals**

According to the Hawaii census data for 2016, there were 129,569 individuals determined to be living below the poverty level. About 27.0 percent, or 34,920 people, were in the civilian labor force. Of those, 78.6 percent were employed and 21.4 percent were unemployed. Honolulu County had 21,379 people in the labor force and living in poverty - 77.5 percent worked and 22.5 percent were out of work. Hawaii County had 8,558 labor force participants living in poverty. A larger share of 79.0 percent was employed and the remaining 21.0 percent were unemployed. Maui County had a higher proportion of labor force participants in poverty with 30.4 percent. Of these, 81.0 percent had jobs and 19.0 percent were jobless but still actively looking for work. Kauai County

had a lower share of the poor participating in the labor force (19.9 percent), but had the highest proportion of them employed (88.5 percent). Only 11.5 percent were unemployed.

Table 42. Employment Status of Individuals Below Poverty Level, State and County, 2016

Individuals below poverty level	State of Hawaii	Honolulu County	Hawaii County	Maui County	Kauai County
Population below poverty level	129,569	81,533	30,154	13,544	4,333
Civilian labor force 16+ years old	34,920	21,379	8,558	4,115	863
Employed	27,435	16,570	6,761	3,335	764
Unemployed	7,485	4,809	1,797	780	99

Source: U.S. Census Bureau, 2016 American Community Survey 1-Year Estimates, S1701.

In 2016, the statewide population 25 years and older included 85,419 individuals living in poverty and 52.9 percent of them had only a high school education or less. The other 47.1 percent had at least some college or a college degree. Maui County had a higher share (56.5 percent) of its population in poverty with some college education or a college degree. Hawaii County followed with 46.4 percent college educated, Honolulu County came in lower with 46.0 percent, and Kauai County trailed with 41.6 percent.

Table 43. Educational Attainment of Individuals Below Poverty Level, State and County, 2016

Individuals below poverty level	State of Hawaii	Honolulu County	Hawaii County	Maui County	Kauai County
Population 25+ years old	85,419	52,769	19,707	9,414	3,524
Less than high school graduate	14,406	10,921	2,138	894	448
High school graduate	30,804	17,565	8,427	3,202	1,610
Some college, associate's degree	25,138	15,295	5,780	3,456	607
Bachelor's degree or higher	15,071	8,988	3,362	1,862	859

Source: U.S. Census Bureau, 2016 American Community Survey 1-Year Estimates, S1701.

## Native Hawaiians & Other Pacific Islanders

During the five-year period 2012-2016, there were 93,073 Native Hawaiian and other Pacific Islanders in the State of Hawaii. About 64,806 or 69.6 percent were a part of the civilian labor force. There were 57,721 employed (89.1 percent) and the unemployment rate was 10.9 percent. Honolulu County's percentages were almost identical to the

State and matched its unemployment rate. Hawaii County had the highest unemployment rate (12.1 percent), Kauai County had the lowest (7.8 percent), and Maui County also matched the State and Honolulu with 10.9 percent.

Table 44. Employment Status of Native Hawaiians & Other Pacific Islanders Alone, State & County, 2012-2016

Native Hawaiian and Other Pacific Islander Alone	State of Hawaii	Honolulu County	Hawaii County	Maui County	Kauai County
Total	93,073	60,557	16,919	11,189	4,389
Civilian labor force	64,806	42,282	11,144	8,173	3,189
Employed	57,721	37,691	9,792	7,281	2,939
Unemployed	7,085	4,591	1,352	892	250
Unemployment rate	10.9%	10.9%	12.1%	10.9%	7.8%

Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates, C23002E

Between 2012-2016, the statewide population 25 years and older included 86,577 Native Hawaiian and Other Pacific Islanders and 56.5 percent of them had only a high school education or less. The other 43.5 percent had at least some college or a college degree. Honolulu County had a greater share of college educated Hawaiians with 45.7 percent, followed by Hawaii County (39.7 percent), Maui County (39.2 percent), and Kauai County (38.7 percent).

Table 45. Educational Attainment of Native Hawaiians & Other Pacific Islanders Alone, State & County, 2012-2016

Native Hawaiian and Other Pacific Islander Alone	State of Hawaii	Honolulu County	Hawaii County	Maui County	Kauai County
Population 25+ years old	86,577	55,756	16,061	10,654	4,079
Less than high school diploma	10,398	6,794	1,962	1,126	514
High school graduate	38,559	23,481	7,725	5,355	1,988
Some college or associate's degree	26,236	17,598	4,166	3,288	1,169
Bachelor's degree or higher	11,384	7,883	2,208	885	408

Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates, C15002E

## Individuals with Disabilities



Based on Hawaii census data for 2016, a total of 66,031 persons between 18-64 years of age had a disability. Of the disabled, 28,832 or 43.7 percent participated in the labor force with 91.4 percent of them employed. The unemployment rate for the disabled was 8.6 percent. About 56.3 percent of the disabled were not a part of the labor force.

In Honolulu County, there were 43,447 persons with disabilities. About 45.3 percent were labor force participants. A higher than average 92.9 percent were employed and 7.1 percent were unemployed, while 54.7 percent were not in the labor force. Hawaii County had the largest share of persons with disabilities out of the labor force with 66.0 percent, 89.4 percent were employed while only 10.6 percent were unemployed. Maui County had the greatest share of its persons with disabilities in the labor force with 53.3 percent employed and 10.1 percent unemployed - only 46.7 percent were out of the labor force. Kauai County had 40.1 percent of its disabled in the labor force, 76.6 percent in jobs and 23.4 percent out of work. The remaining 59.9 percent of persons with disabilities were out of the labor force.

Table 46. Employment Status by Disability Status, State and County, 2016

Civilian noninstitutionalized population 18 to 64 years old	State of Hawaii	Honolulu County	Hawaii County	Maui County	Kauai County
Total With a disability	66,031	43,447	13,209	6,808	2,553
In the labor force:	28,832	19,674	4,488	3,631	1,025
Employed:	26,356	18,279	4,013	3,265	785
Unemployed:	2,476	1,395	475	366	240
Not in labor force:	37,199	23,773	8,721	3,177	1,528

Source: U.S. Census Bureau, 2016 American Community Survey 1-Year Estimates, C18120.

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

## Older Individuals

Older individuals discussed here are those 45 years and older. According to 2012-2016 Census 5-year estimates, there were 593,456 older people in the State of Hawaii, accounting for 52.2 percent of the total population aged 16 years or older. About 54.3 percent of this older population were in the civilian labor force with, 96.2 percent of them employed and 3.8 percent unemployed.

Honolulu County's share of older individuals (399,641) comprised only 50.2 percent of its population. Among older people, 54.7 percent were participating in the civilian labor

force. About 96.8 percent worked, while 3.2 percent were out of work. Hawaii County had the highest proportion (57.8 percent) of its population in the older age range. However, it had the lowest percentage of its older people in the civilian labor force (49.4 percent). Employed persons averaged 94.1 percent with a 5.9 percent unemployment rate. In Maui County, older people made up 55.1 percent of its population. About 57.6 percent of the older people were civilian labor force participants with the proportion of employed at 95.6 percent and 4.4 percent unemployed. Kauai County's population included 57.6 percent older individuals. About 55.6 percent of its older population in the civilian labor force with 96.3 percent of them working and 3.7 percent not working.

Table 47. Employment Status of Older Workers 45+ Years Old, State and County, 2012-2016

Employment Status	State of Hawaii	Honolulu County	Hawaii County	Maui County	Kauai County
Total population 16+ years old	1,137,804	796,215	155,423	129,671	56,405
45+ years:	593,456	399,641	89,775	71,494	32,484
Civilian labor force	322,246	218,535	44,382	41,215	18,067
Employed	310,086	211,463	41,765	39,408	17,403
Unemployed	12,160	7,072	2,617	1,807	664

Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates, B23001

Statewide, of those individuals 45+ years old, 10.9 percent do not have a high school diploma, 28.7 percent have just a high school diploma, 20.2 percent have gone to college but not obtained a degree, and 40.3 percent have some kind of college degree.

Similar to the State, Honolulu County had 11.8 percent of its older population without a high school diploma, 28.0 percent with a just their high school diploma, 19.0 percent with some college, and 41.2 percent with college degrees. In Hawaii County there were 8.9 percent of the older individuals with no high school diploma, 29.7 percent graduating from high school, 22.6 percent having had some college, and 38.8 percent completing college. Maui County's older population included 9.1 percent who did not finish high school, 30.7 percent completing high school, 23.6 percent going to college but not finishing, and 36.6 percent obtaining a college degree. Meanwhile, Kauai County's older population included 9.3 percent with no high school diploma, 29.2 percent with just the high school diploma, 20.4 percent with some college, and 41.1 percent with a college degree.

Table 48. Educational Attainment of the Population 45+ Years, State and County, 2012-2016

Educational Level	State of Hawaii	Honolulu County	Hawaii County	Maui County	Kauai County
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45+ years:	593,456	399,641	89,775	71,494	32,484
Less than High school	64,602	47,084	7,980	6,515	3,016
High school graduate	170,127	112,024	26,653	21,926	9,495
Some college, no degree	119,814	76,002	20,315	16,866	6,623
College degree	238,913	164,531	34,827	26,187	13,350

*Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates, B15001*

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

### **Homeless Individuals and Youth**

On April 20, 2015, the State of Hawaii Department of Human Services posted an article about the 2015 Point-in-Time Count for the City and County of Honolulu. The purpose was to obtain a reliable estimate of sheltered and unsheltered homeless population on Oahu as of January 25, 2015. The following is from that report:

The number of homeless individuals on Oahu is 4,903, a 4 percent (191) increase over 2014. The percentage of those who are unsheltered is 40 percent (1,939), the highest percentage since these data were collected in 2009.

The percentage of those who were sheltered is 60 percent (2,964), the lowest percentage since 2009. Of the 191 additional homeless individuals counted on Oahu this year, 43 percent (82) are veterans.

The number of single individuals who were homeless is 2,563, an increase of 207 over last year. The percentage of single individuals who were sheltered was 35 percent (909), whereas the percentage of single individuals who were unsheltered was 65 percent (1,654).

The number of family members who were homeless was 2,340, a decrease of 16 family members over the same period. The percentage of homeless families who were sheltered was 88 percent (2,055), whereas the number of homeless families who were unsheltered was 12 percent (285). Of the 485 family households who were sheltered, 70 percent (340) were in transitional housing and 30 percent (145) were in emergency housing.

The number of homeless veterans on Oahu was 467, a 21 percent increase over 2014. The percentage of those veterans who were unsheltered was 49 percent (227), and the percentage of those sheltered was 51 percent (240). This increase is being met by additional funding and technical support from the Department of Veterans Affairs and

the Department of Housing and Urban Development, and by improved community collaboration to end veteran homelessness by the end of the year.

The number of chronically homeless individuals on Oahu was 779 individuals, a 19 percent (122) increase over 2014.

In 2014, an older report compiled by the National Alliance to End Homelessness found Hawaii's rate of homelessness was 49.3 people per 10,000 people. Its rate was the highest of all 50 states, but lower than Washington, D.C.'s rate of 119.9. This rate represented 6,918 homeless persons or a 9.2 percent increase over the 2013 amount of 6,335. The number of unsheltered homeless grew from 2,590 to 3,105 from 2013 to 2014. This was a nearly 20 percent increase with only five other states outranking Hawaii. Hawaii reported 302 unaccompanied children and youth (ages 18-24 years = 287), representing about 4.4 percent of the overall homeless population.

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

Table 49. Homeless Clients and Households Served, State and County, FY 2014

Number Served	State of Hawaii	Honolulu County	Hawaii County	Maui County	Kauai County
Total Clients	14,282	9,548	1,770	2,332	632
Singles	7,510	4,816	843	1,503	348
Persons in families	6,772	4,732	927	829	284
Children	3,559	2,440	478	495	146
Adults	10,723	7,108	1,292	1,837	486
Total Households	9,476	6,130	1,137	1,773	436
Single-person households	7,510	4,816	843	1,503	348
Family households w/o children	346	242	70	20	14
Family households w/children	1,620	1,072	224	250	74
Avg. size of family households	3.4	3.6	3.2	3.1	3.2

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

### Long-Term Unemployed

In 2016, the statewide monthly average of persons filing unemployment claims for 15 or more weeks was 1,462. Honolulu County averaged 823 long-term unemployed, Hawaii County had 288, Maui County came in with 248, and Kauai County had the fewest long-term unemployed with 103.

Table 50. Unemployment Insurance Claimants of 15+ weeks Duration, 2016

Area	Number of Long-term Unemployed
State of Hawaii	1,462
Honolulu County	823
Hawaii County	288
Maui County	248
Kauai County	103

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

### Foreign-born Population

Based on the five-year estimates (2012-2016) the State of Hawaii had 253,551 people born in a foreign country. Honolulu County had 190,161 foreign-born, followed by Maui County with 30,797, Hawaii County with 21,312, and Kauai County with 11,270.

More than three-quarters (78.9 percent) of Hawaii's foreign-born population were Asian, 9.8 percent were born in Oceania, 6.2 percent in the Americas, 4.4 percent in Europe, and 0.7 percent in Africa.

Table 51. Place of Birth for the Foreign-Born Population, State and County, 2012-2016

Foreign-born population, place of birth	State of Hawaii	Hawaii County	Honolulu County	Kauai County	Maui County
Total foreign-born, from:	253,551	21,312	190,161	11,270	30,797
Europe	11,167	1,910	6,806	731	1,720
Asia	200,083	13,263	155,956	9,250	21,606
Africa	1,693	224	1,239	118	112
Oceania	24,877	3,226	17,860	357	3,431
Americas	15,731	2,689	8,300	814	3,928

*Source: U.S. Census Bureau, American Community Survey 2012-2016 5-Year Estimates, B05006*

In terms of educational attainment, slightly more than one-quarter foreign-born individuals in the State of Hawaii held bachelor's, graduate or professional degrees. Honolulu County had a higher share of 26.5 percent. The other counties had lower shares – Hawaii County had 24.2 percent, Kauai County had 22.2 percent, and Maui County had 20.2 percent.

Table 52. Educational Attainment of the Foreign-Born Population, State and County, 2012-2016

Foreign-born	State of Hawaii	Honolulu County	Hawaii County	Maui County	Kauai County
Population 25 years and over	223,124	168,195	18,171	26,835	9,913
Less than high school graduate	19.90%	20.40%	20.80%	16.90%	17.70%
High school graduate	27.50%	26.10%	28.90%	32.60%	33.70%
Some college or associate's degree	27.30%	27.00%	26.10%	30.30%	26.40%
Bachelor's degree	18.10%	18.80%	16.60%	15.90%	15.90%
Graduate or professional degree	7.20%	7.70%	7.60%	4.30%	6.30%

*Source: U.S. Census Bureau, American Community Survey 2012-2016 5-Year Estimates, S0501*

About 84.3 percent of the foreign-born population over the age of five years old speaks a language other than English. Of the total group that speaks a language other than English at home, more than half (53.1 percent) stated that they speak English less than “very well.”

## **The Skills of U.S. Adults**

In October 2013, the U.S. Department of Education's National Center for Education Statistics (NCES) and its international partner, the Organization for Economic Cooperation and Development (OECD), released the results from the Program for the International Assessment of Adult Competencies (PIAAC). PIAAC provides comparative data about the applied skills of working-age adults (ages 16-65) in three domains: literacy, numeracy and problem-solving in technology-rich environments. Over 165,000 working-age adults in 23 countries participated in PIAAC, including 5,000 in the U.S. The U.S. scored below the international average in all three domains, and in numeracy the U.S. was near the bottom of the rankings. The PIAAC results suggest that skills do make a difference on economic success and by enhancing skill levels, the U.S. can enhance the quality of life within the adult population. Education and training programs

are more important than ever to raise the skills of working-age adults in the U.S. for economic growth and global competitiveness.

### Hawaii Performs Well in Educational Attainment

Hawaii generally fared well against the nation in terms of educational attainment, particularly among the working age population. The state had a smaller proportion of people without high school diplomas and a much larger share of high school graduates for both the younger group aged 18- 24 years old and the working age population. In terms of college attendance and degrees earned, while those in Hawaii's working age population exceeded the U.S., the younger population trailed the U.S. in both postsecondary education categories.

Almost eight percent of the youth in Hawaii did not graduate from high school during the reference period 2012-2016, however, this compared favorably against the U.S. total of 13.8 percent. High school graduates comprised nearly 39 percent of Hawaii's youth, which is significantly higher than the U.S. average of 30.0 percent. The percentage of youth with some college or associate's degrees was close with 45.1 percent for Hawaii and 46.0 percent in the nation. At the highest educational level, Hawaii's youth lagged behind the U.S. with 8.6 percent of this age group that earned a Bachelor's or higher degree compared to the national average of 10.2 percent.

Table 53. Educational Attainment, State of Hawaii and U.S., 18-24 years old

Education Level	Hawaii	U.S.
Less than high school graduate	7.7%	13.8%
High school graduate (includes equivalency)	38.6%	30.0%
Some college or associate's degree	45.1%	46.0%
Bachelor's degree or higher	8.6%	10.2%

Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates, Table S1501.

Among the working age population aged 25 years and older, Hawaii had 8.7 percent lacking a high school diploma, while the U.S. came in higher with 13.0 percent. The percentage of high school graduates was nearly identical with 27.8 for Hawaii and 27.5 percent for the nation. Those with some college or an associate's degree comprised 32.1 percent of working age people in Hawaii, topping the U.S. figure of 29.1 percent. Working age people holding a Bachelor's or higher degree accounted for a 31.4 percent share in Hawaii, while the same group comprised 30.3 percent in the nation.

Table 54. Educational Attainment, State of Hawaii and U.S., 25+ years old

Education Level	Hawaii	U.S.
Less than high school graduate	8.7%	13.0%
High school graduate (includes equivalency)	27.8%	27.5%

Some college or associate's degree	32.1%	29.1%
Bachelor's degree or higher	31.4%	30.3%

Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates, Table S1501.

Table 55. Educational Attainment, Counties, 18-24 years old

Education Level	State	Hawaii County	Honolulu County	Kauai County	Maui County
Less than high school graduate	7.7%	11.4%	6.8%	6.8%	10.8%
High school graduate (includes equivalency)	38.6%	38.1%	37.0%	44.3%	49.7%
Some college or associate's degree	45.1%	43.6%	47.0%	43.0%	32.3%
Bachelor's degree or higher	8.6%	6.9%	9.1%	5.9%	7.2%

Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates, Table S1501.

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

Educational attainment among the counties varied among the working age population aged 25 years and older. Hawaii County and Kauai County were close in all educational categories. Meanwhile, Maui County had the highest percentage of those with some college or associate's degrees. Honolulu County had the greatest share of those with Bachelor's or higher degrees but also led in the percentage of those without a high school diploma.

Table 56. Educational Attainment, Counties, 25+ years old

Education Level	State	Hawaii County	Honolulu County	Kauai County	Maui County
Less than high school graduate	8.7%	8.4%	8.9%	8.1%	8.2%
High school graduate (includes equivalency)	27.8%	31.7%	26.2%	31.1%	31.5%
Some college or associate's degree	32.1%	32.3%	31.5%	33.0%	34.7%
Bachelor's degree or higher	31.4%	27.6%	33.4%	27.8%	25.7%

Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates, Table S1501.

Within the University of Hawaii system that includes four university campuses and six community colleges, there were nearly 11,408 degree and certificates earned during the fiscal year 2016 to 2017. About 41 percent of the degrees were from the main UH



campus at Manoa, with nearly 3,300 being Bachelor's degrees and 978 being Master's degrees. UH at Hilo conferred 955 degrees, mostly of the Bachelor's type. Of the community colleges, Kapiolani conferred the most with 1,356 degrees/certificates and Leeward was second with 1,019, predominantly Associate's degrees.

Table 57. Degrees, Diplomas, Certificates Earned, University of Hawaii System, FY2016-2017

Education Level	All Degrees	Associate's degree	Bachelor's degree	Master's degree	Doctoral Degree	Certificates	Other
Total	11,408	3,947	4,735	1,040	194	1,145	347
Manoa	4,712	n/a	3,298	978	190	n/a	246
Hilo	955	n/a	798	62	4	n/a	91
West O`ahu	623	n/a	623	n/a	n/a	n/a	n/a
Maui	668	496	16	n/a	n/a	156	n/a
Honolulu CC	900	652	n/a	n/a	n/a	248	n/a
Kapi`olani CC	1,356	1,116	n/a	n/a	n/a	230	10
Kaua`i CC	258	123	n/a	n/a	n/a	135	n/a
Leeward CC	1,019	858	n/a	n/a	n/a	161	n/a
Windward CC	341	301	n/a	n/a	n/a	40	n/a
Hawai`i CC	576	401	n/a	n/a	n/a	175	n/a

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

According to the HIDOE (SY2015-2016 report), Hawaii had 82.2 percent of its students graduating from high school with a regular diploma in four years or less. The rate of students going on to college amounted to 56 percent. Meanwhile, the dropout rate of 14.2 percent improved from the previous year.

### **Sixteen Percent Lack Basic Prose Literacy Skills**

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

bound. The literacy assessments are conducted in conjunction with the National Assessment of Adult Literacy (NAAL) about once a decade and 2003 was the most current one available.

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

Table 58. Percent lacking basic prose literacy skills and corresponding credible intervals, Hawaii 2003

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

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

### Postsecondary Institutions

In 2016, Hawaii had 26 postsecondary institutions, ten of which were public and 16 which were private. Of these institutions career education programs were offered at various levels, mostly for Bachelor's or Associate's degrees, but a significant number also offered Master's degrees and credentials requiring fewer than four years of study. An institution was counted as offering a career education program if it awarded an undergraduate credential in a career field of study. These institutions awarded a total of 15,673 career education credentials.

Table 59. Number of Postsecondary Institutions that offered Career Education Programs and Number of Career Education Credentials Awarded, Hawaii, 2015-2016

Type of Degree/Certificate	No. of Institutions	No. of Credentials Awarded
----------------------------	---------------------	----------------------------

Associate's degree	14	4,571
Bachelor's degree	11	6,922
Master's degree	9	1,917
Doctor's degree	3	527
Post Baccalaureate or Post-master's certificate	1	73
Award of less than 1 academic year	7	51
Award of at least 1 but less than 4 academic years	17	1,612
Total	26	15,673

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

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

Table 60. Number of Postsecondary Institutions offering Career Education Programs and Number of Credentials Awarded, Hawaii, 2015-2016

Career Field of Study	Institutions	Credentials
Agriculture & Natural Resources	11	210
Communication & Design	7	403
Computer & Information Sciences	11	461
Consumer Services	18	920
Education	14	950
Engineering, Architecture, & Science Technologies	8	536
Protective Service	9	456
Public, Legal & Social Service	11	624
Manufacturing, Construction, Repair, & Transportation	13	681
Health Sciences	17	1,829
Business Management, Marketing, & Related Support Services	14	2,590
Any field of study	25	9,660

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

*(iv) Skill Gaps*

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

Analysis, the state will be able to see potential workforce gaps, and align resources to fill those gaps.

~~A preliminary analysis of the skills of job seekers matched against the workforce needs of employers identified the following gaps:~~

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

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

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

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

It is clear from the interviews and the survey results that youth with disabilities in Hawaii have a need to receive pre-employment transition services (Pre-ETS) as identified in the Reauthorization of the Rehabilitation Act in WIOA. These services include:

1. Job exploration counseling;
2. Work-based learning experiences;
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;
4. Workplace readiness training to develop social skills and independent living (often referred to as soft skills); and
5. Instruction in self-advocacy, which may include peer mentoring

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

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

1. Implementing effective strategies to increase the likelihood of independent living and inclusion in communities and competitive integrated workplaces;
2. Developing and improving strategies for individuals with intellectual disabilities and individuals with significant disabilities to live independently, participate in postsecondary education experiences, and obtain and retain competitive integrated employment;
3. Providing instruction to vocational rehabilitation counselors, school transition personnel, and other persons supporting students with disabilities;
4. Disseminating information about innovative, effective, and efficient approaches to achieve the goals of this section;
5. Coordinating activities with transition services provided by local educational agencies under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
6. Applying evidence-based findings to improve policy, procedure, practice, and the preparation of personnel, in order to better achieve the goals of this section;
7. Developing model transition demonstration projects;
8. Establishing or supporting multistate or regional partnerships involving States, local educational agencies, designated State units, developmental disability agencies, private businesses, or other participants to achieve the goals of this section; and
9. Disseminating information and strategies to improve the transition to postsecondary activities of individuals who are members of traditionally unserved populations.

The CSNA investigated the need for these services in addition to what needed to change or improve in order for DVR and the workforce development system at large to meet these needs.

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

- Transition-age youth need more exposure to work prior to exiting the school system;
- The SEVR program offers excellent work experience opportunities to youth, but has limited exposure;
- Soft skill development is a major need for this group;
- DVR needs to develop the IPE for transition-age youth much faster;

Transition-age youth have a great need for mentors and high expectations.

Table 61 identifies the number of transitions age individuals served by DVR.

Table 61. Transition Consumers Served by DVR

<b>Applications</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Transition Age Youth	186	169	440	295

<b>Applications</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
% of total	25.00%	27.00%	43.00%	34.00%

<b>Transition Consumers</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
Rehabilitation Rate	39.84%	20.12%	29.75%	22.22%
Overall DVR Rehab Rate	34.63%	23.5%	31%	45.45%
Difference	5.21%	-3.38%	-1.25%	-23.23%

### **Observations Based on the Data:**

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

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

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

Table 62. Top Three Barriers to Achieving Employment Goals for Youth in Transition

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

<b>Top three barriers to achieving employment goals: Youth in Transition</b>	<b>Times identified as a barrier (n)</b>
Other health issues	0
Lack of help with disability-related personal care	0
Not having disability accommodations	0
Housing issues	0
Substance abuse issues	0
Childcare issues	0
Convictions for criminal offenses	0

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

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

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

Table 63. Top Three Barriers to Achieving Employment Goals for Youth in Transition

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

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

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

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

Table 64. Difficulties Accessing DVR Services for Youth in Transition

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

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

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

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



the number of times each was mentioned as one of the top three barriers to access for youth in transition.

Table 65. Difficulties Accessing DVR Services for Youth in Transition

<b>Barriers to Accessing DVR Services - Youth in Transition</b>	<b>Times Identified as a Barrier (n)</b>
Difficulties completing the application	11
Difficulties accessing training or education programs	5
Other challenges related to the physical location of the DVR office	5
Slow service delivery	4
Difficulties completing the Individualized Plan for Employment	3
Limited accessibility of DVR via public transportation	2
Inadequate assessment services	2
DVR staff do not meet clients in the communities where the clients live	2
Language barriers	0
Inadequate disability-related accommodations	0

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

### **Mismatch: Education and Work Experience Requirements**

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

Table 66. Education Requirements vs. Education Level of Potential Candidates

<b>Education Level</b>	<b>Education Requirements on Advertised Jobs Job Openings</b>	<b>Percent</b>	<b>Education Level of Available Candidates Potential Candidates</b>	<b>Percent</b>
No Minimum Education Requirement	364	0	n/a	n/a
Less than High School	n/a	n/a	1,154	4.6%
High School Diploma or Equivalent	2,246	1	8,674	34.6%

<b>Education Level</b>	<b>Education Requirements on Advertis ed Jobs Job Openings</b>	<b>Percent</b>	<b>Education Level of Available Candidates Potential Candidates</b>	<b>Percent</b>
1 to 3 Years at College or a Technical or Vocational School	42	0	5,041	20.1%
Vocational School Certificate	30	0	1,560	6.2%
Associate's Degree	217	0	2,349	9.4%
Bachelor's Degree	1,014	0	4,390	17.5%
Master's Degree	139	0	1,413	5.6%
Doctorate Degree	43	0	285	1.1%
Specialized Degree (e.g. MD, DDS)	9	0	184	0.7%

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

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

Table 67. Work Experience Requirements vs. Work Experience of Potential Candidates

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

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

## Workforce Longitudinal Data System

In order to close any skills gaps, the Department of Labor and Industrial Relations recently won approval for a grant proposal to work with state education agencies to link UI data to statewide longitudinal data systems (SLDS) that will allow analysts to see the workforce outcomes of individual education and training programs. This workforce longitudinal data system (WorLDS)

will permit the tracking of training participants through various programs by the Workforce Development Division apprenticeship, Department of Human Service, and other non-profit organizations and what kind of jobs these trainees secure upon entering the workforce.

### Workforce Challenges

Many challenges were described in this section regarding multiple skill and education gaps of Hawaii's workforce that restricts the growth of Hawaii's economy and its competitiveness in the global marketplace. This Integrated Plan attempts to provide solutions as described in more detail in Section II, the State Operational Plan. The primary means by which this will take place are through Sector Partnerships and informal and formal exchanges among businesses, government, education, and community organizations to learn about common needs, and together, to access resources available and design the delivery of these resources in a more collaborative and effective manner.

## **2. Workforce Development, Education and Training Activities Analysis**

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in *Education and Skill Levels of the Workforce* above, and the employment needs of employers, as identified in *Employers' Employment Needs* above. This must include an analysis of –

### **A. The State's Workforce Development Activities**

Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop delivery system partners.\*

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\* Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

### **Workforce Development, Education and Training Activities Analysis**

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

<b>Activities</b>	<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>• Skills assessment</li> <li>• Labor market information</li> <li>• Access to eligible education and training programs</li> <li>• Work experience</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to partner and stretch funds by leveraging resources</li> <li>• Aware of local business needs</li> </ul> <p>Locally-based</p>	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Transportation</li> <li>• Social worker based v. business focused</li> <li>• Train and pray approach</li> </ul>

Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Job search and placement assistance Career counseling</li> <li>• Support services</li> <li>• Provide employers with qualified labor pool</li> </ul>		(shortage of jobs)

#### Capacity to Provide Services:

- Limited resources
- ~~Lack of funds for full job spidering~~
- Challenge is enough jobs appropriate for those they serve and accessing in-demand jobs
- Training is not strategically focused

#### Title II Adult Education

Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Adult Basic Education, Family Literacy,</li> <li>• English Language Acquisition, High-school equivalency preparation</li> <li>• Career Preparation and Job Training</li> <li>• Citizenship Transition Services</li> <li>• Employability &amp; Life Skills, and Correctional Education</li> </ul>	<ul style="list-style-type: none"> <li>• Flexibility, Individualized learning</li> <li>• Small Class Size</li> <li>• Integrated Education and Training</li> <li>• Accommodation of varying learning styles</li> <li>• College and Career Readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Retention and persistence</li> <li>• Decrease in enrollment</li> <li>• Access, particularly on islands other than Oahu</li> <li>• Funding limitations, particularly for state leadership and critical support services</li> </ul>

#### Capacity to Provide Services:

- Limited resources to provide current education and career preparation services, particularly support services such as transitions
- Will work on stronger and expanded relationships with local partners, particularly with employers and postsecondary institutions
- Have become part of a statewide career pathways system that will enhance services and drive college and career readiness
- Insufficient funds to provide necessary professional development for teacher quality

#### Title III Wagner Peyser Employment Services

Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Assessment of experience, skills, and interests</li> <li>• Career guidance</li> <li>• Labor market information</li> <li>• Job search workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Long history of strong interagency partnerships</li> <li>• Relationships with business and industry</li> </ul>	<ul style="list-style-type: none"> <li>• Funding levels constrain business outreach and individualized services to customers</li> </ul>

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

### Capacity to Provide Services:

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

### Title IV Vocational Rehabilitation

Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Disability awareness</li> <li>• Compliance with Americans with Disabilities (ADA) of 1990 and other employment related laws</li> <li>• Vocational Rehabilitation Services and availability of other related resources</li> <li>• Recruitment and hiring of persons with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Training and technical assistance are provided timely and customized to meet the needs of the employers</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient staffing to do outreach to all of the employers on all of the islands.</li> </ul>

Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Provide support for current employees with disabilities</li> </ul>		

#### Capacity to Provide Services:

- Sufficient staffing to meet the needs of employers who call VR for training and technical assistance.
- Limited staffing to do outreach to “other” employers.

#### Career Technical Education

Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Serves youth and adults</li> <li>• Provides integrated education and vocational training</li> <li>• Fosters competency-based learning</li> <li>• Each student moves through a Program of Study</li> <li>• Focus on employability skills</li> <li>• Students get work experience</li> <li>• Earn industry-recognized credentials</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated education (K-12 and postsecondary)</li> <li>• Utilizes career pathways, career counseling and individual career plans</li> <li>• Multiple entry and exit options through the community college - industry-recognized credential, certificate, degree or transfer to baccalaureate degree program</li> <li>• Industry involvement in career pathway development and system vetted with employers</li> <li>• Clear sequence of coursework (non-duplicative, progressive, articulated)</li> <li>• Curricula and instructional strategies instill work readiness</li> <li>• Curricula competency-based rigorous and contextualized</li> </ul>	<ul style="list-style-type: none"> <li>• Once a state career pathway system is adopted, may require adjustments to transition clients from other partners.</li> <li>• Incoming clients may require remediation</li> <li>• Limited staffing and funding</li> <li>• Client access to the system may be a challenge because of cost and time</li> </ul>

#### Capacity to Provide Services:

- Existing structures have capacity to provide services.
- Financial and other support for clients to access the services are a challenge.

#### Community Block Services Grant

##### Activities:

- Customized program to address effects of poverty
- Community needs assessment
- Child health services
- Substance abuse services
- Career planning
- Worker training programs

- Housing assistance
- Employment search and placement assistance

### **Indian and Native American Programs (CSP and SYSP)**

#### **Title I, Subtitle D, Indian and Native American Programs**

<b>ACTIVITIES</b>	<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<u>Comprehensive Services (Adults)</u> <ul style="list-style-type: none"> <li>● Outreach</li> <li>● Intake</li> <li>● Assessment of skill levels</li> <li>● Career planning/counseling</li> <li>● Development of individual employment plan</li> <li>● Facilitation of remedial education, tutoring, study skills training, occupational skills training that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors of occupations or occupations in the local area, (financial assistance for tuition and/or books leading to employment at individual's highest skill level after attaining high school diploma; certificate; Associate, Bachelor, and/or Master's Degree), on-the-job training, entrepreneurial training, skills upgrading and retraining</li> <li>● Supportive services</li> <li>● Job search and placement assistance</li> <li>● Follow-up services</li> </ul>	<ul style="list-style-type: none"> <li>● "E kulia I ka nuu." We strive to do our best to engage, develop, and work directly and together with the whole individual.</li> <li>● Program experience and positive track record in operating statewide employment and training program for Native Hawaiians, American Indians, and Alaska Natives since 1978 under CETA (Comprehensive Employment and Training Act); JTPA (Job Training Partnership Act); WIA (Workforce Investment Act); and presently under WIOA.</li> <li>● Hawaii Island (4 Program Specialists) and Oahu Island (3 Program Specialists) at Alu Like Inc. Employment &amp; Training Services Centers were set up in 2017.</li> <li>● Welcoming environment that is Native Hawaiian culturally relevant. Native Hawaiian and English language words are used in communication.</li> </ul>	<p>Kauai, Maui, and Molokai Island Offices each have only one staff.</p>
<u>Supplemental Youth Services</u> <ul style="list-style-type: none"> <li>● Outreach</li> <li>● Intake</li> <li>● Assessment of skills levels</li> <li>● Career planning/counseling</li> <li>● Development of individual employment plan</li> <li>● Facilitation of remedial education, tutoring, study skills training, occupational skills training (financial assistance for</li> </ul>	<p><b>(Same strengths as above.)</b></p>	<p><b>(Same as above.)</b></p>

<p>tuition and/or books leading to employment at individual's highest skill level after attaining high school diploma; certificate; Associate, Bachelor, and/or Master's Degree), internships/paid work experiences, on-the-job training, entrepreneurial training, alternative secondary school services, leadership development opportunities, financial literacy education</p> <ul style="list-style-type: none"> <li>●Supportive services</li> <li>●Native Hawaiian culturally relevant job readiness/employment preparation (Ka La Hiki Ola-The Dawning of a New Day-curriculum and workbooks are utilized.)</li> <li>●Educational incentive allowances</li> <li>●Job search and placement assistance</li> <li>●Follow-up services</li> </ul>		
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### Capacity to Provide Services:

- Statewide program with offices and staff on the islands of Hawaii, Kauai (also serving Niihau), Maui, Molokai (also serving Lanai), and Oahu.
- ~~Statewide program with offices and staff on the islands of Hawaii, Kauai (also serving Niihau), Maui, Molokai (also serving Lanai), and Oahu.~~

### Job Corps

Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• An academic and vocational skills training program for ages 16-24.</li> <li>• Residential program with free room and board.</li> <li>• A self-paced program that allows participants two years to complete the program.</li> <li>• Income eligibility is required.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes career pathways.</li> <li>• Many opportunities to obtain industry recognized certification.</li> <li>• GED and C-Based diploma program</li> <li>• Recreational activities provided</li> </ul>	N/A



Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• 10 vocational options in addition to college and advanced training at another Job Corps Center.</li> <li>• Job Placement Services provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling services provided</li> <li>• Basic Medical, dental , mental health services</li> <li>• Open entry/open exit program</li> <li>• No cost to the participants.</li> <li>• Driver's education available.</li> </ul>	

### Capacity to Provide Services:

Hawaii Job Corps has the capacity for 211 students on Oahu and 128 on Maui.

### Local Veterans' Employment Representatives (LVER)

Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Facilitates employment, training and placement services furnished to eligible veterans and spouses by the American Job Centers</li> <li>• An outreach strategy that effectively links clients to jobs with achievable placement potential</li> <li>• Employer seminars to promote the hiring of veterans</li> <li>• Job search workshops conducted in conjunction with employers</li> <li>• Engages veteran job search groups to facilitate access to employers</li> <li>• Educates partner staff on veteran program initiatives and changes</li> </ul>	<ul style="list-style-type: none"> <li>• All LVER staff finished professional development training required by DOL</li> <li>• LVER are some of the most experienced staff in the agency</li> <li>• LVER keep partner and American Job Center staff vigilant on program standards with services and changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Existing unfulfilled potential in collaborating with employers to create robust job search workshops and job search groups</li> <li>• DOL has yet to establish uniform LVER performance standards for states</li> </ul>

### Capacity to Provide Services:

Given present funding levels and DOL priorities for LVER services, current LVER resources are generally in proportion and sufficient to serve needs of eligible veterans, spouses and the business community.

### Disabled Veterans Outreach Program (DVOP)

Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Provides intensive employment services to a prioritized group of eligible veterans and spouses as directed by the Secretary of DOL</li> <li>• Facilitates placements with intensive service to 90% of all clients served</li> <li>• Conducts relationship building, outreach and recruitment activities with other service providers in the area, to enroll priority clients</li> <li>• Conducts targeted outreach to promote intensive employment services for priority clients</li> <li>• Provides dynamic labor market information on occupational wage trends, growth projections, etc., resulting in sensible informed vocational decisions</li> <li>• Assists clients with targeted cover letter and resume development</li> </ul>	<ul style="list-style-type: none"> <li>• Hawaii DVOPs are on pace to achieve the DOL standard of 90% of clients served will receive intensive services</li> </ul>	<ul style="list-style-type: none"> <li>• Working earnestly to master their craft to mitigate all shortcomings</li> </ul>

#### Capacity to Provide Services:

- The state will request additional DOL funds to bolster DVOP staff resources from the current three full-time positions to four full-time positions for the current fiscal year.

#### Senior Community Service Employment Program (SCSEP)

Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Provides economically disadvantaged older persons, fifty-five years or older, an opportunity for employment</li> <li>• Fosters useful part-time opportunities in community service activities</li> <li>• Seniors earn income while developing employable skills</li> <li>• Yearly physical examinations</li> <li>• General and specialized training</li> <li>• Opportunity for unsubsidized employment</li> </ul>	<ul style="list-style-type: none"> <li>• Individualized plan for employment</li> <li>• Meaningful activities outside the home environment, including the continuation of mental, physical and socialization activities</li> <li>• Referral to other supportive services</li> <li>• Workers' compensation coverage</li> <li>• Eligible for unemployment benefits</li> <li>• Earn social security credits</li> </ul>	<ul style="list-style-type: none"> <li>• Limited number of slots available for program participation</li> <li>• Participants lack education and experience to apply for high paying jobs</li> </ul>

#### Capacity to Provide Services:

- Limited number of slots for program participants based on funding from USDOL
- Limited staffing to do employer outreach for unsubsidized employment placement

- Work with local partners to maximize resources for older workers, SCSEP grantees have established agreements with other service providers such as American Job Centers, the private sector, educational organizations and adult literacy agencies

### Temporary Assistance for Needy Families

Activities	Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Work Program for families that receive TANF benefits</li> <li>• Case Management and counseling services</li> <li>• Assessments and Develop Employment / Barrier Reduction Plan</li> <li>• Job Placement Services (subsidized and unsubsidized)</li> <li>• Job Search Assistance</li> <li>• Job Readiness Training</li> <li>• Work Experience</li> <li>• Education assistance (ABE, VET, Post-Sec)</li> <li>• Domestic Violence Advocacy and supportive services,</li> <li>• Counseling for temporarily disabled, and individuals recovering from substance abuse</li> <li>• Extended services through POS contracts to provide services that meet TANF Purposes 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide work program with offices in various geographic locations on each island except Lanai</li> <li>• Partnership w/ other state &amp; county agencies to provide specific services</li> <li>• Ability to Procure broad range of services that meet TANF Purposes 1 &amp; 2</li> <li>• Individualized case management services</li> <li>• Support services available for participants, i.e. transportation assistance, work-related expenses, education-related expenses, child care subsidies, limited rent assistance</li> <li>• Transitional supportive services for employed families who exited TANF due to earnings</li> <li>• Assists families w/no TANF months remaining but are determined temporarily disabled, experiencing DV crisis or recovering from substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to assist families w/out children</li> <li>• Must be TANF recipient to participate in work program Must be TANF-eligible to receive procured-services (TANF Purposes 1 &amp; 2)</li> <li>• Vocational educational activity is limited to 12 months in lifetime</li> <li>• Other educational activities are non-core (i.e. ABE, JSK, EDRE)</li> <li>• Limited job search, 120 or 180 hours in 12-mos period</li> <li>• States are required to meet Work Participation Rates</li> </ul>

### Capacity to Provide Services:

- ~~Flexible to D-~~design the work program to meet TANF families' needs, ~~in accordance with federal regulations.~~
- ~~Continue to~~ Allows for the development of partnerships with other educational and workforce development agencies (public and private)
- ~~Continue to develop partnerships with UH/CC~~
- ~~Better~~ Informed work program participants and case managers of available education and training opportunities and resources
- ~~Connect work program participants, case managers, educational institutions and employers~~

- Able to service TANF recipient families statewide ~~but limited/no resources to service 2<sup>nd</sup> parents of 2-Parent TANF families~~
- Limited to 60 TANF months in lifetime
- Incurred direct and indirect expenditures must be within TAMF federal regulations (i.e. benefits and services meet the 4 four TANF purposes, TANF recipients, youth and TANF-eligible individuals and families)

## Trade Adjustment Assistance (TAA) Programs

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

## Capacity to Provide Services:

- Extensive support for TAA participants
- Allows requests for more funds, as needed for eligible participants

## American Job Centers

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

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

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

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

Once the core and mandatory partners are co-located in the comprehensive American Job Centers, the Centers will utilize a customer-centered approach in the design of service provision and in the design of the physical layout. Centers will be expected to utilize a functional team approach to serving jobseekers and employers. Staff at the Center will be cross-trained for the partner programs in the Center, will utilize a single sign-on system, and will refer participants to the appropriate programs in a seamless process. To maximize funding resources, staff will co-enrollment participants in programs, and will blend and braid funds from the eligible programs.

## **Ex-Offenders**

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

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

~~Currently, the DLIR, Workforce Development Division has been contracted by the State Department of Public Safety (PSD) to provide job search and job placement activities to offenders or parolees in the counties in Kona on Hawaii County. These activities include conducting an assessment of their employability skills, job interest, and academic levels and providing them with job readiness, computer literacy and other skills.~~

## Unemployment Insurance Claimants

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

~~Wagner Peyser and other One Stop Center staff provides intensive individual services to UI claimants identified as participants in the Worker Profiling and Re-employment Services ("WPRS") program. Case managers are assigned to assist each profiled claimant in identifying appropriate courses of action to facilitate his/her return to the workforce. Re-employment services provided include assessment, counseling, job referral and placement, testing, labor market information, job search workshops, and referral to job training. WDD monitors the claimant's progress and participation during the period covered by the Individual Service Plan ("ISP"). Any potential availability for work issue, such as failure to participate in an agreed upon~~

activity, is reported to UI staff. If the claimant is found to be “not in compliance” with the requirements of the WPRS program, she/he will be denied benefits for that week.

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

### **University of Hawaii - Building Hawaii’s Innovation Economy and Workforce**

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

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

### **Labor Mapping and Educational Pathway Project**

The University of Hawaii Community Colleges has developed a website using LMI data from the Economic Modeling Specialist International. This the same data source for the economic update reports provided to the WDC, county Workforce Development Boards and the WIOA Core Partners.

The website is located at the following URL: <http://uhcc.hawaii.edu/workforce/index.php> This site provides public online access to view in-demand industries and occupations and the requisite education and/or training pathways associated with educational programs throughout the State of Hawaii. This award-winning site provides online interactivity and visualization of economic and workforce opportunities in Hawaii. The education portion of the site has a hierarchical structure that is based on educational and training requirements ranging from high school diploma through post graduate and professional degrees.

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

## **Supply-Demand Analysis**

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

Achieving supply and demand equilibrium for Hawaii's workforce in today's dynamic, global economy requires a proactive and coordinated planning approach. As mentioned in section II of this report, to help Hawaii achieve workforce equilibrium, the state of Hawaii has integrated workforce planning into the U.S. Department of Commerce, Economic Development Administrations CEDS process.

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

## **HIDOE K-12 Career Readiness Initiative**

HIDOE, both the state and local education agencies for the state, adopted a "college and career ready" agenda with its strategic plan update in 2012. Over the last four years, HIDOE has expanded its college readiness strategies and measures significantly [through investments in early college, Advanced Placement expansion and increased efforts to keep ninth grade students on-track](#). While [four-year](#) college remains a major pathway to a many careers, many of Hawaii's graduates will become employed without a [four-year](#) college degree but [still](#) require [more](#) education and training beyond high school.

HIDOE is a member of the Council of Chief State School Officers (CCSSO), a nonpartisan, nationwide, membership organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO launched its Career Readiness Task Force in the spring of 2014, [https://www.ccsso.org/resource-library?field\\_term\\_topic\\_target\\_id=10.\(26\)](https://www.ccsso.org/resource-library?field_term_topic_target_id=10.(26)) Hawaii's Superintendent endorsed the findings of the Task Force and is participating in the current cohort of states engaged in CCSSO's Career Readiness Initiative in an effort to develop a more robust statewide framework and strategies for career readiness.

Locally, this effort has been known as "Connect to Careers", and comprises work to leverage sector partnerships and labor market data to develop career pathways that span secondary and postsecondary, expand work-based learning opportunities in high-skills, high demand jobs and incorporate career readiness indicators in the Department's data and accountability systems.

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

~~Commitment 1—Employer Engagement~~

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

#### ~~Commitment 2—Quality Career Pathways~~

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

#### ~~Commitment 3—Accountability~~

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

The University of Hawaii (UH) and Chamber of Commerce have launched “**sector**” **partnerships** in seven high-growth industries: banking/finance, information technology, engineering, food manufacturing, healthcare, agriculture and tourism. As part of this work, CEO’s from each sector identify the entry-level qualifications for key occupations within their industry while education leaders listen in. That way education solutions are demand-driven. One example of an education solution is a set of **advising sheets** being crafted by intermediary organization Hawaii P20 that show K-12 students the sequence of pathways and courses, work-based learning and industry-recognized certifications that prepare them for entry into these fields.

High school **career academies** can better organize the high school experience while making the learning more relevant for students. Currently, fifteen of the state’s 42 public DOE high schools have career academies, many of which are working alongside the National Career Academy Coalition to improve program quality on the road towards national certification.

In Summer 2017, career technical education teachers were provided two-week **paid externships** in industry through a new partnership between the Hawaii Foundation for Education (the non-profit arm of the Hawaii State Teachers Association) and the State Office of Career Technical Education. This partnership will repeat in summer 2018 with a new set of teachers.

Work-based learning is becoming increasingly important. Three regions across the state – Kauai and Maui counties as well as Pearl City to Waipahu on Oahu have sought funding and stepped up their use of intermediary organizations to coordinate between high schools and industry partners as a way of dramatically expanding work-based learning opportunities for students.

These initiatives build upon current investments and innovations supported by Perkins federal funding, state funding, philanthropic grants and partnerships with employers. Hawaii’s schools include career pathways, career academies, and programs which foster career readiness from K-12 (e.g., Project Lead the Way); schools are empowered to implement programs that meet their community’s and students’ needs, so the type of career readiness experiences that students have opportunities to engage in depends on their schools. However, students at every school need the



opportunity for relevant, robust learning experiences that prepare them for college and/or a career and schools should have the mandate, incentives (e.g., school accountability) and supports (e.g., funding) to provide such programs.

To accomplish this, HIDOE is participating in the CCSSO initiative, ~~has updated its~~ and is implementing ~~the a new~~ HIDOE strategic plan ~~in 2016~~, and is collaborating with partners on ~~the Connect to Careers initiative. planning and implementation.~~

### **University of Hawaii - Higher Education Initiative**

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

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

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

The University of Hawaii Community Colleges has developed a website using LMI data from the Economic Modeling Specialist International. This the same data source for the economic update reports provided to the WDC, county Workforce Development Boards and the WIOA Core Partners. This information is available to the public at <http://uhcc.hawaii.edu/workforce/index.php> and provides online interactivity and visualization of economic and workforce opportunities in Hawaii that align to career pathways from secondary to post-secondary education in Hawaii.

### **University of Hawaii Community Colleges - Trade Adjustment Assistance Community College and Career Training Grants**

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

TAACCCT funding allowed for greater synergy between the UH and Hawaii's public workforce system. These synergies include shared facility use to improve access to services for Hawaii's dislocated workers and at-risk populations, shared and coordinate labor intelligence to reduce development and training time, and a coordinated industry convening to identify requisite skills and validate just-in-time training curricula in Hawaii's growing industry sectors. The experience gained through the TAACCCT program provided the foundation for the higher-level industry engagement such as the STEM focused USA Fund Building Hawaii's Innovation Economy and Workforce program describe in earlier sections of this report.

## **Apprenticeship**

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

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

## **Dislocated Worker Eligible Training Provider**

WDC staff along with LWDB staff are working to increase the number of Eligible Training Providers approved in the State. Each LWDB will work with their local UH System Community College(s) to add programs of study, credit and non-credit courses that meet WIOA requirements. In addition, out-of-state providers of on-line courses have been added to the eligible education and training providers that can be funded, at least in part, through WIOA. These providers work in cooperation with the American Job Centers located through the state of Hawaii and offer both specialized training as well as credit and non-credit pathways to higher-level employment opportunities.

## **Vocational Rehabilitation**

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

## **Community School for Adults**

The Adult Education Program includes a variety of courses for adult learners with integrated programs and services in the areas of basic education, English language acquisition, high-school

equivalency diploma, family literacy, citizenship, workforce education, employability skills and life enhancement.

### **Trade Adjustment Assistance Program**

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

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

- **Employment and Unemployment:** According to the National Program Statistics for the Trade Adjustment Assistance Program, the average employment rate of TAA participants in Hawaii in 2013 was 54.55% in comparison to the nation which was 70.95%. ([http://www.doleta.gov/tradeact/TAPR\\_2013.cfm](http://www.doleta.gov/tradeact/TAPR_2013.cfm))
- **Education and Skill Levels of the Workforce:** For the period ended September 30, 2015, Hawaii's TAA participants show that 63% are male and 37% are female. (HireNet Hawaii data for period from October 1, 2011 to September 30, 2015)
- **Describe apparent 'skills gaps:'** TAA participants' are unemployed as a result of being adversely impacted by foreign trade. As supported in the FY 2014 Annual TAA Report by DOL, TAA participants will normally require training to improve their success in finding employment. "Nearly 77 percent of TAA participants found employment within six months of completing the program. TAA participants who receive training, those who complete training, and those who receive a degree or industry-recognized credential through the program have substantially better performance outcomes than those who do not. (Trade Adjustment Assistance for Workers Program FY14 ETA Report to the Committee on Finance of the Senate and Committee on Ways and Means of the House of Representatives.)

### **Pre-Employment Transition Services (Pre-ETS)**

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

- Job exploration and counseling

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

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

## **B. The Strengths and Weaknesses of Workforce Development Activities**

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A) above.

Included in the previous section (A)

## **C. State Workforce Development Capacity**

Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A) above.

Described in (A)

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

The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

### **1. Vision**

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

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

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

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

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

(1) Vision

### **Hawaii's Strategic Workforce Vision:**

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

### **Strategic Vision Between Economic and Workforce Development - Comprehensive Economic Development Strategies (CEDS)**

Hawaii is developing an innovative public workforce system predicated on the symbiotic relationship between economic and workforce development. The State's vision is to minimize any slack in Hawaii's labor market, offering living wage employment opportunities for all Hawaii's residents. This includes incumbent workers, traditional pipeline students, adult learners, workers with disabilities and all classifications of dislocated workers.

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

## **2. Goals**

Describe the goals for achieving this vision based on the above analysis of the State's economic conditions, workforce, and workforce development activities. This must include—

- A. Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers of employment\* and other populations.\*\*

B. Goals for meeting the skilled workforce needs of employers.

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\* Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

\*\* Veterans, unemployed workers, and youth and any other populations identified by the State.

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

Goals of the Workforce Development System in Hawaii:

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

### 3. Performance Goals

Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

See appendix 1. Performance Goals

## 4. Assessment

Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

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

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

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

1. Conduct annual on-site and desk monitoring of workforce service providers.
2. Review quarterly reports of workforce services providers to ensure performance benchmarks are being met.
3. Conduct periodic customer satisfaction surveys, including mystery shopper, and data validation.
4. Require corrective action plans from providers who fail to meet expenditure targets and performance goals.
5. Specifically, in relation to Hawaii's vision and goals, the following will be done:

Strategic Vision or Goal	How Overall Effectiveness will be Assessed	How Results will be Used to Make Continuous/Quality Improvements
<b>Vision:</b> All employers have competitively-skilled employees and all residents have sustainable employment and self-sufficiency.	a. Compile existing survey results from groups such as chambers of commerce, Hawaii Employers Council and unions on shortages of competitively-skilled workers and track improvements/decline over time. b. Use survey results from the Department of Labor and Industrial Relations Research and Statistics Office to measure employer satisfaction with job seekers and employee satisfaction with their jobs. c. Solicit anecdotal statements from the State/Local Board, skill	i. Services offered by core and mandatory programs will be revised to correct deficiencies and produce better outcomes. ii. Academic coursework and paid as well as unpaid work experience opportunities will be modified to adapt to industry needs.

Strategic Vision or Goal	How Overall Effectiveness will be Assessed	How Results will be Used to Make Continuous/Quality Improvements
	panel employer network for feedback on recruitment experiences.	
<b>Goal 1:</b> Provide coordinated, aligned services	a. Determine starting points and end goals for areas slated for alignment e.g. MIS systems, co-location of core and mandatory partners, etc. b. Assess progress on a quarterly basis and take corrective action as needed.	i. Consult end users to determine whether revised processes or systems are working. ii. Make adjustments to improve.
<b>Goal 2:</b> Prioritize services to veterans, unemployed workers, youth with disabilities, homeless individuals and Native Hawaiians	a. Determine baseline participant counts and their educational and employment outcomes. b. At least annually compute the difference between the baseline and actual counts of participants served and their educational and employment outcomes. c. Survey case managers/ counselors, and participants to gauge levels of customer satisfaction.	i. Use data acquired to evaluate outcomes relative to the number served and the complexity of barriers they face. ii. Engage community partners and Local/State board members in finding solutions to problems.
<b>Goal 3:</b> Develop sector strategies and a career pathways system that integrates education and training, and moves skilled job seekers into growth industries	a. Catalogue existing sector strategies and career pathways and compile data on the movement of job seekers into jobs (indicate whether jobs are related to education/training and if they are in growth industries) b. Consult agricultural healthcare and other skills panels local area sector partnerships on the status of their initiatives.	i. Work closely with employers and education partners to expand and/or modify strategies and pathways for high demand occupations and industries. ii. Coordinate efforts with the skills panels sector partnerships.
<b>Goal 4:</b> Augment high employment rate.	a. If data is available, document unemployment rates for priority populations listed in <b>Goal 2</b> and track improvements or set-backs over time. b. Do the same for in-demand occupations.	i. Adjust strategies and/or programs to improve employment outcomes as needed and when possible.
<b>Goal 5:</b> Fully engage employers in the	a. Begin by addressing State/Local board and skill panel member	i. Refine methodology.



Strategic Vision or Goal	How Overall Effectiveness will be Assessed	How Results will be Used to Make Continuous/Quality Improvements
workforce development system to address the talent shortage.	sector partnership recommendations for resolving the talent shortage. Evaluate outcomes.	ii. Expand network of employers/ community partners when practical.

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

1. WDD will conduct on-site monitoring of branch sites.
2. DVR will conduct random case reviews annually.
3. Adult Education will conduct on-site and desk review monitoring, and require grantees to pursue WASC accreditation.
4. ~~One-stop~~ AJC providers will conduct an annual internal self-assessment.
5. LWDBs will assess their service providers and one-stop system.
6. WDC will conduct on-site and desk monitoring of the LWDBs.

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

1. Sustaining Employment in 2<sup>nd</sup> and 4<sup>th</sup> Quarters After Exit
2. Skills Gains and Credential Attainment (which relates to postsecondary access and completion)
3. Effectiveness in Serving Employers (~~factors of which will be further defined in the near future by the USDOL~~) Core partners have chosen to use: retention with the same employer in the 2<sup>nd</sup> and 4<sup>th</sup> quarters after exit rate; and the repeat business rate as the statewide effectiveness in serving employers performance measures.

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

### c. State Strategy

The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

**1. Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). “Career pathway” is defined at WIOA section 3(7) and includes registered apprenticeship. “In-demand industry sector or occupation” is defined at WIOA section 3(23).**

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

1. To provide coordinated, aligned services.

- WDC will review and oversee development and continuous improvement of a seamless, coordinated service delivery system that is described in the Unified State Plan and outlined in local plans and Memoranda of Agreement (MOA) that describe in detail alignment of services, policies and procedures.
- Core partners and other key service providers ~~will design~~ **have agreed to** and utilize a **single sign-on system** ~~common intake/referral application form~~ to coordinate services, avoid duplication of services, reduce paperwork, and streamline administrative operations.
- WDC will facilitate the development of and necessary staff training for a centralized data system that will populate from the **single sign-on system** ~~common intake/referral application form~~ and aggregate data pertinent to common performance measures.
- AJCs will implement functional teams and will cross train staff on the programs that are available at the AJC, and will use co-enrollment; and blending and braiding of program funds to provide seamless services to their participants.
- WDC will meet with core partners and other key service providers on a semi-annual basis to discuss successes, challenges and solutions to achieving coordinated, aligned services.

2. To prioritize services to vulnerable populations with barriers to employment as described under WIOA, including homeless individuals and Native Hawaiians which are currently of concern in the State.

- Each core partner will develop and implement policies and procedures that will ensure that vulnerable populations with barriers to employment that are described in the Unified State Plan receive priority for services.
- WDC and core partners will engage employers to improve the labor market and skills outcomes for vulnerable populations, as well as increase access to employment opportunities for those populations.
- WDC **and the Core and Mandatory Partners Working Group will conduct a needs assessment in PY18 and PY19** ~~will conduct a needs assessment in FY17~~ of homeless individuals and Native Hawaiians to determine what specifically is needed to get these populations into sustainable employment and self-sufficiency,

and will develop a statewide strategy to address the results of the needs assessment.

- The core partners and other key service providers will establish a MOA that outlines each agency's roles and responsibilities in providing effective, high-quality, intensive, wrap-around services to vulnerable populations.
- WDC will coordinate resources among core partners and other key service providers to provide adequate professional development to workforce staff so that the highest-quality and most effective, evidence-based services are provided to vulnerable populations in order that they achieve success.

3. To develop sector strategies and a career pathways system that will integrate education and training, and move skilled jobseekers into growth industries.

- Use economic data, industry clusters and industry resources to determine growth industries and the skill needs of industries and employers.
- Establish and maintain sector initiatives that facilitate ongoing dialogue between government, employers and other key stakeholders to increase understanding of growth industry needs, foster learning between related businesses and coordinate use of information and resources to formulate and implement effective workforce solutions that meet the skill, recruitment, and retention needs of employers and the training, employment, and career advancement needs of workers.
- Align policies and funding streams across education, workforce, and economic development systems and all levels of government to focus public resources on the training that moves workers into industries with high-quality jobs that lead to better financial outcomes and longer job tenures for workers.
- Take an active role in the development of the "common pathways" for both individuals who desire to pursue secondary education AND for individuals who do not desire to pursue secondary education but desire to learn employment skills through work experience and/or on-the-job training.
- Coordinate a "common" work assessment process between core partners.
- Continue with implementation of the Employment First State Mentoring Program (EFSLMP) to train a cadre of trainers on Customized Employment, who in turn will train other staff.
- Continue with the current iCAN bridging program at the Community Schools for Adults as a stepping stone to proceed into a career pathway leading to a work-readiness certificate and/or degree and economic success. Work closely with UH/CC to create possible dual enrollment and pre-apprenticeship classes for adult learners.

4. To augment a high employment rate.

- Build a better business climate for small enterprises that comprise over half of Hawaii's employers by supporting the reduction of tax and regulatory burdens as well as tax policies that make it easier to hire or train additional staff, particularly from those groups who struggle in the labor market.

- Promote skills development through strategic leadership and long-term direction to fortify investments in training, enhance job readiness, industry specific and soft skills acquisition and institutionalize alternate learning methods in ways that help vulnerable populations.
- For individuals with special needs that preclude full-time employment, encourage flexible work, e.g. job-sharing or part-time.
- Coordinate core partner efforts to ensure that all of our students/clients are “registered” into the PMIS and have access to the job seeker resources.
- Develop the roles and responsibilities for each core partner staff (administrative, middle management, direct services staff) involved with the job seeker. The roles and responsibilities will include, but not limited to: (1) assessment for identifying a career pathway; (2) obtaining the skills for a job; (3) preparing for interviewing and getting the job; (4) maintaining the job; (5) and/or advancing in the job.
- Meet monthly (later quarterly) to assess what is working and solutions to what is not working.

5. To fully engage employers in the workforce development system to address the talent shortage.

- Improve employer use of the PMIS by promoting the benefits of using it; overcoming employer reluctance by providing training; and by making system improvements so that the site is more user friendly.
- Expand employer involvement with program design, implementation, and/or building worksite skills to improve access to jobs and heighten credibility with other employers, potential partners and program participants.
- Focus on short-and long-term goals aligned with industry needs, created with industry input and sustained through industry oversight and participation.
- Establish ~~Core Partner~~ teams. A team approach is not as easy as it sounds. By nature, it’s competitive with a sense of ownership to the established employer account. The message from core partner management staff needs to be clear, “one is a placement for all.” Meaning that if Workforce Development (WDD) is able to place a job seeker with a company; that can open the doors for all core partners to do so in the future.

## **HAWAII CAREER PATHWAY SYSTEM**

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

Developed by a cross-agency team, the Hawaii’s Career Pathway System was accepted by all stakeholders and partners in the summer of 2017. The UHCC system, the HIDEOE, Adult Ed, and the state CTE office represent the public education partners of the system. The plan delineates the roles responsibilities of all the agencies in carrying out the agreed-upon activities grouped under the Six Key Elements of a Career Pathway System.

The cross-agency team now meets quarterly to assess progress on the activities and to ensure timely communication among the parties.

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

#### Career Pathways Task Force Membership:

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

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

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

This approach encourages strong partnerships with WIOA core programs and other partners in the community, including local educational agencies and ~~one-stop~~ [AJC](#) partners, and will promote alignment throughout the workforce system for better efficiency and effectiveness. It also ensures that programs and services are responsive to employers and job seekers. Hawaii's Career Pathways System will align services among all stakeholders in the education and training pipeline, including WIOA core workforce programs, the American Job Centers, Career and Technical Education (CTE) programs

under the Carl Perkins Career and Technical Education Act, programs under Temporary Assistance for Needy Families (TANF), postsecondary institutions and others.

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

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

Hawaii's System will also:

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

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

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

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

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

employment (including individuals with disabilities) with workforce development training, education, and support services to enter or retain employment.

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

## **HAWAII STRATEGIC PARTNERS**

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

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

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

- Education, service providers and employers will collaborate to serve and employ qualified adults and youth.
- Adults and youth will be made aware of the employment opportunities in the state.
- Strengthen connection between stakeholder agencies and use labor market information to identify employer needs and help drive/inform programs.
- Provide a wide scope of education and training services that are progressive and meets the needs of clients and employers.
- Build a supportive, educational system focused on increasing individuals' employability (ASK - Attitude, skills, knowledge).

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

- State Department of Labor and Industrial Relations Workforce Development Division
- For more information: <http://labor.hawaii.gov/wdd/>

- State Department of Human Services (Division of Vocational Rehabilitation) For more information: <http://humanservices.hawaii.gov/>
- Hawai'i Department of Education [www.mcsahawaii.org](http://www.mcsahawaii.org) (McKinley Community School for Adults) [www.wsc.hawaii.org](http://www.wsc.hawaii.org) (Waipahu Community School for Adults) <http://www.hawaiipublicschools.org>,
- State Department of Business, Economic Development and Tourism For more information: <http://dbedt.hawaii.gov/>
- University of Hawaii Community Colleges, <http://uhcc.hawaii.edu>,
- UHCC's Workforce Development For more information: [http://uhcc.hawaii.edu/OVPCC/workforce\\_academic/](http://uhcc.hawaii.edu/OVPCC/workforce_academic/)
- Chamber of Commerce Hawai'i For more information: <http://www.cochawaii.org/>
- Society for Human Resource Management Hawai'i Chapter For more information: <http://www.shrmhawaii.org/>
- Enterprise Honolulu (Oahu Economic Development Board) For more information: <http://www.enterprisehonolulu.com/>
- Maui Economic Development Board For more information: <http://www.medb.org/>
- Kauai Economic Development Board For more information: <http://www.kedb.com/>
- Hawai'i Island Economic Development Board For more information: <http://www.hiedb.org/>
- Hawai'i's P-20 Partnerships for Education, <http://www.p20hawaii.org>
- AJCsAJC and Oahu WorkLinks <http://www.honolulu.gov/dcs/workforce.html> and <http://labor.hawaii.gov/wdd/onestop>
- Career and Technical Education Coordinating Program  
[http://www.hawaii.edu/offices/bor/sbcte/materials/201505210900/Item\\_2.\\_Governor\\_s\\_Report.pdf](http://www.hawaii.edu/offices/bor/sbcte/materials/201505210900/Item_2._Governor_s_Report.pdf)[http://www.hawaii.edu/offices/bor/sbcte/materials/201505210900/Item\\_3.\\_Review\\_of\\_DOE\\_UHCC\\_and\\_DPS\\_2015\\_Perkins\\_Basic\\_Grant\\_Annual\\_Plans.pdf](http://www.hawaii.edu/offices/bor/sbcte/materials/201505210900/Item_3._Review_of_DOE_UHCC_and_DPS_2015_Perkins_Basic_Grant_Annual_Plans.pdf)
- Hawai'i Alliance for Community Based Economic Development For more information: <http://www.hacbed.org/home>
- Kamehameha Schools (CTE Scholarship Program) For more information: [http://www.ksbe.edu/imua/digital\\_archived\\_article/kamehameha-schools-announces-career-and-technical-education-scholarship/](http://www.ksbe.edu/imua/digital_archived_article/kamehameha-schools-announces-career-and-technical-education-scholarship/)

## **Alignment of Economic Data to Pathway Development**

~~The UHCCS are required to use data to identify gaps and students' needs when developing their CTE programs. The campuses consult and collaborate with the Workforce Development Council, the State Department of Labor and Industrial Relations, labor boards, and business and government leaders to determine the education~~



and training needs of the State and each community that the colleges serve. With this input, programs are developed or revised/updated to meet those needs. For example, the Community Colleges are in the process of developing programs in cybersecurity. Occupations in this field were identified by the economic system as an emerging need in Hawaii.

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

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

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

*Culinary Requiring less than an high school diploma; short term OJT and/or a certificate:* Food Preparation and Serving Workers, Baker's helper, Prep cook, Pantry cook, Short order cook, pastry cook, first line supervisor

*Requiring a postsecondary certificate but less than a degree:* Cooks (restaurant, institution, cafeteria, other), Patisserie

*Requiring a postsecondary degree:* Chef, Baker, dining room supervisor, restaurant manager/supervisor

*Health Care Requiring less than an high school diploma, short term OJT and/or a certificate or credential:* Home Health Aide, Personal Care Aide, Certified Nurses Aide, School Health Aide, Community Health Worker, Receptionists and Information Clerks

*Requiring a postsecondary certificate but less than a degree:* Licensed Practical Nurse, Licensed Vocational Nurse, Community Health Worker, Physical Therapist Assistant, Occupational Therapy Assistant, Massage Therapist, Pharmacist Technician, Health Information/Medical Records Technician, Dental Assistant

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

The University of Hawaii Community Colleges has developed a website using LMI data from the Economic Modeling Specialist International. This the same data source for the economic update reports provided to the WDC, county Workforce Development Boards and the WIOA Core Partners.

The website is located at the following URL:

<http://uhcc.hawaii.edu/workforce/index.php> This site provides THE public online access to career pathways that map to economic data. This award-winning site (recipient of the inaugural 2017 Bernice Joseph Award from the Western Alliance of Community College Leaders please see this URL: <https://www.wiche.edu/news/2017-Inaugural-Bernice-Joseph-Award> ) provides online interactivity and visualization of economic and workforce opportunities in Hawaii **that align to career pathways from secondary to post-secondary education in Hawaii.**

### **Evaluation and Accountability:**

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

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

**2. Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section II(a)(2).**

### **WDC's State Strategy for Achieving Strategic Vision and Goals**

#### **Sector Strategies**

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

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

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

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

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

Under sector partnerships, firms work with representatives of labor, as well as education and workforce professionals, to develop a concrete program to address that industry's particular skills shortages. The development of shared solutions typically involves the convening of various stakeholders to develop a general understanding of the challenges the sector faces on an ongoing basis. For the process to be successful, partners need to regularly meet to develop a concrete plan to solve workforce problems by implementing agreed-upon remedies. The collective focus on shared problem-solving sets sector strategies apart from more traditional training programs that focus on either individual workers or individual firms.

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

To date, the Chamber of Commerce of Hawaii in partnership with the University of Hawaii has convened sector partnership engagements in the following industries:

1. Banking (Oahu)
2. CIO Council (Oahu)
3. Food Manufacturing (Oahu)
4. Healthcare (Oahu & Maui)
5. Construction/Design Engineering (Oahu)
6. Agriculture (Hawaii Island & Kauai)

## 7. Hospitality & Tourism (Statewide)

These have resulted in a number of breakout activities, championed by industry leaders. For more information about these and future sector partnership engagements, please visit the Chamber of Commerce of Hawaii websites by following this URL:

<http://www.cochawaii.org/sector-partnerships/> .

The results of these sector strategy engagements have had specific impact on Hawaii's workforce include the following:

### Banking and Finance

This industry sector engagement identified workforce development need for upskilling both current and future bank tellers into a new concierge oriented role titled Universal Bankers.

Based on the sector engagement, the University of Hawaii Windward Community College's Office of Continuing Education and Workforce Development worked with the Hawaii Banker's Association and the Workforce Development Division of the State of Hawaii to develop this program. The program has trained 60 incumbent workers from Hawaii's banks and financial institutions.

Windward Community College is now developing a career pathway program designed for high school students to enter employment into Hawaii's banks and financial institutions. The career pathway program has been established since March 17, 2017 at 10 public high schools throughout the State of Hawaii. This career pathway program is being designed as a dual-credit (high school and college credit) program to be taught at a local high school and will include an industry recognized certificate endorsed by the Hawaii Bankers Association.

### Hawaii Chief Information Officers (CIO) Council

This industry sector engagement identified the need for employability skills training with a focus on improving the communication skills of incumbent workers. This need was addressed through the development of a short-term communications/employability skills training courses in partnership between the Chamber of Commerce of Hawaii and the University of Hawaii Kapiolani Community College. The specifics of this program can be found on the Chamber of Commerce of Hawaii website at this following URL:

<http://www.cochawaii.org/soft-skills-initiative/>.

### Food Manufacturing

The Chamber of Commerce of Hawaii in partnership with the Hawaii Technology Development Corporation's Innovate Hawaii (Hawaii's Manufacturing Extension Partnership) provide training for Hawaii's food manufacturers in the conversion from Hazard Analysis Critical Control Point (HACCP) to Food Safety Modernization Act (FSMA) for updating Presentative Control Food Safety Plans. For more details on this training, please see the following URL: <http://www.cochawaii.org/htdc-chamber-commerce-hawaii-hold-conversion-fsma-course/>.

### Healthcare

The Healthcare engagement identified a critical need for medical assistants and registered nurses. This engagement has resulted in expansion of the existing medical assistant training programs at multiple University of Hawaii Community College. This engagement also provided the employer support necessary to expand and sustain the Hawaii Healthcare Apprenticeship program through support from the State of Hawaii Workforce Development Division and the U.S. Department of Labor Apprenticeship Office's Expansion Grant.

### **III. Operational Planning Elements**

The Unified or Combined State Plan must include an Operational Planning Elements section that supports the State's strategy and the system-wide vision described in Section II.(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

#### **A. State Strategy Implementation**

The Unified or Combined State Plan must include—

##### **1. State Board Functions**

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e. provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

The Workforce Development Council ([WDC](#)) is composed of representatives from:

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

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

The WDC is the state board administratively attached to the Department of Labor and Industrial Relations (DLIR). As the Governor's designated WIOA Administrative Entity and Fiscal Agent, the WDC implements this program in Hawaii as the grant recipient with responsibility for managing the governance structure, grant oversight and reporting.

Through its appointed Executive Director and staff, the WDC ensures optimum coordination and use of federal, state and workforce development resources by making informed, data-based policy decisions reflected in development and execution of a Unified State Plan, issuance of policy and procedural guidance, reinforced by fiscal and programmatic monitoring.

Upon receipt of the federal allotment, WDC allocates funds by federal formula to the four (4) Local Areas (Counties) within the state. County agencies, designated by the Chief Local Elected Official (CLEO) or Mayor, as local WIOA administrative entities/fiscal agents receive and distribute these funds in accordance with federal and state directives and the policy framework established by Local Workforce Development Boards (LWDBs). Adult and Dislocated Worker Program service providers are either selected through government to government contracts or competitively procured. The LWDBs can operate the youth programs directly or competitively procure them.

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

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

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

The Workforce Development Council Organizational Chart can be found at this link: <http://labor.hawaii.gov/wdc/files/2016/03/WDC-Org-Chart.png>

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

The Council's Chair is appointed by the Governor. The Vice Chair is elected by the members of the Council. The Chair and Vice Chair, along with the Chairs of the Council

Committees constitute the Executive Committee. All Council Committees operate under Hawaii's Sunshine Laws and will meet as necessary.

At the June 9, 2016 meeting of the WDC, the board adopted new committee titles to align with the functions of WIOA. At the December 8, 2016 meeting, the board adopted the Military and Veterans Affairs Committee. The committees are:

- Data Management and Technology
- Employer Engagement
- Finance
- Performance Measures and Accountability
- Sector Strategies and Career Pathways
- Youth Services
- Military and Veteran's Affair

Committees meet and make recommendations on their subject matters to the Executive Committee. The Executive Committee considers those recommendations, then makes its recommendations to the full Council for discussion and decision-making.

## **2. Implementation of State Strategy**

Describe how the lead State agency with responsibility for the administration of each core program or a Combined State Plan partner program included in this plan will implement the State's Strategies identified in Section II(c). above. This must include a description of—

### **A. Core Program Activities to Implement the State's Strategy**

Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

In preparation for WIOA implementation, State-level Partners met regularly for about a year to learn about services provided by each Core Partner (and other Partners), convened joint meetings among Partner stakeholders, and determined how participant data would be shared and tracked through Core Programs. As much as possible during this preparation period, Core Partners were added as key agencies in programs such as DLIR's Disability Employment Initiative (Round VI), DVR's Student Transition Employment Program, ODEP's Employment First State Leadership Mentoring Program (Round II) led by DVR, and the American Apprenticeship Initiative Grant led by DLIR. Since then, ODEP's Employment First State Leadership Mentoring Program (Round II) was led by the University of Hawaii Center on Disability Studies, and the collaboration continues among agencies serving persons with disabilities.

For example, the Disability Employment Initiative (Round VI) program ~~recently~~ awarded to DLIR ~~in 2015~~ includes as a goal increasing the number of Business Leadership Networks, which are business-driven groups of employers committed toward promoting the hiring of persons with disabilities. A major partner in DEI is DVR and their providers, and WIOA ~~One-Stop Center~~ ~~AJC~~ staff members are the primary recipients of capacity building to serve persons with significant disabilities. Another DEI goal is developing an interagency group of providers with the ~~One-Stop Centers~~ ~~AJCs~~ for a more coordinated referral system among providers and for more integration of business engagement activities among providers. Adult Education will be part of this group with other partners. Approaching employers and Business Leadership Networks (BLN) in a coordinated manner that represents all agencies is more professional, useful, and productive than each agency operating in its own silo with employers. A coordinated approach also enables providers to offer a fuller array of services as different options to meet different situations.

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

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

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

In January 2018 the Adult Education program submitted a renewed (second year in a row) request to the State Legislature to fund six positions (four 12-month positions and two 10-month positions). These *transition coordinator positions* are responsible for planning, organizing, monitoring, and supporting McKinley and Waipahu Community Schools' transition programs, thus playing an integral role in Adult Education's WIOA compliance initiatives.



These are multifaceted jobs that require the coordinators to serve as a school liaison, compliance specialist, project coordinator, counselor, and advocate for students. Other responsibilities include maintaining student Education, Career and Life Plan records, and articulation with Community Colleges on Career Pathways. The coordinators provide opportunities and individualized support for students to gain employability skills, enter employment, and post-secondary training.

These coordinators also engage in outreach activities, and develop and foster community relations and partnerships through scheduling, conducting, and attending meetings with American Job Centers, the University of Hawaii Community Colleges, the State of Hawaii Department of Labor and Industrial Relations, and other WIOA partner representatives.

In support of the WIOA state plan, the state CTE office is supporting two new positions to be hired in the spring of 2018. One is a CTE and Workforce Data Analyst and the other is a Workforce Alignment and Learning Opportunities Specialist. They will be housed in the P20 office and will address data and work-based learning across all WIOA stakeholders.

The state requires sixteen and seventeen years old dependent children of Temporary Assistance for Needy Families (TANF) recipient families to participate with the state's TANF work program if they are not full-time students in a secondary school or a program of an equivalent level of vocational or technical training. Currently, the state's TANF work program does not provide extensive services to address the needs of dependent teens who are not in school. DHS plans to amend its current operational procedures to refer the dependent teens who may benefit from the youth services to the American Job Centers. Utilizing existing services and resources available at AJCs will minimize the duplication of activities.

~~Among Core Partners, a subgroup of data experts had been meeting for about a year to learn about data systems used by each Partner and reporting elements for each program. DLIR had been using and will continue to use the PMIS, a state wide data base for its reporting system and case management recordkeeping system in WIOA Adult, Dislocated Worker, Youth, and National Emergency Grants; Wagner-Peyser; Veterans Programs; and Trade Adjustment Act. It contains a data base for applicants, participants, and employers; services provided by funding sources; and data that meets all federal reporting requirements, including UI wage record matching with participants who complete or exit programs as defined by federal specifications.~~

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

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

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

## **B. Alignment with Activities outside the Plan**

Describe how the activities identified in (A) will be aligned with programs and activities provided by required ~~one-stop~~ **AJC** partners and other optional ~~one-stop~~ **AJC** partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

The WDD serves on behalf of the DLIR as the State Apprenticeship Agency that is recognized by USDOL, Office of Apprenticeship. WDD reviews proposals for new apprenticeship programs and proposed modifications of existing apprenticeship programs, reports on all apprenticeship programs, and monitors apprenticeship programs for compliance. It also supports the State Apprenticeship Council, an advisory body to the DLIR Director on apprenticeship.

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

As required by WIOA, registered apprenticeship program sponsors are informed of their automatic qualification to the Eligible Training Provider List.

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

### **DEPARTMENT OF HUMAN SERVICES (TANF)**

The Department of Human Services (DHS) is implementing the Ohana Nui (extended family) initiative that focuses the Department's service delivery to a multigenerational approach to reduce the time a child and family spends in poverty, and to prevent intergenerational reliance on government assistance. The Department's goal is to address the five social determinants to a family's stability and well-being—housing, food and nutrition, health and wellness, economic self-sufficiency and education, and social capital. Ohana Nui is based on the national anti-poverty initiative called 2Gen (two-generation) that provides support for both children and their parents together (and in Hawaii's case, multi-generation). The 2Gen approach helps children and families get the education and workforce training, social supports, and healthcare they need to create a legacy of economic stability and overall well-being to pass from generation to generation.

The Department is developing its Information Technology Enterprise System that will become the foundation of Ohana Nui. The premise of the Enterprise System is to make the Department's programs and services more accessible for families when they initially seek support. Parallel to the American Job Centers that provide job seekers an array of career and employment-related services in a centralized location, the DHS Enterprise System will provide one entry-point for families to access information and to apply for benefits and services the family may need such as Medicaid, Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) Program, and Child Care Subsidy Program.

The Department intends to develop and pilot 'DHS Navigators' who will assist an individual or family to identify their immediate needs; to navigate and refer the individual or family to the appropriate DHS programs and offices; and assist with the completion of the application form. The Department plans to extend the access to its programs by stationing 'DHS Navigators' in the American Job Centers to service customers that may require assistance with their basic needs.

### **C. Coordination, Alignment and Provision of Services to Individuals**

Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services (e.g. transportation), to individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas. The activities described shall conform to the statutory requirements of each program.

The WDC Data Management and Technology Committee is working with staff from the WDC and representatives from the WIOA Core Partners on developing a single sign-on and electronic referral system. This project is made possible through the Reemployment Data Systems Integration Grant sponsored by the U.S. Department of Labor. This online client enrollment system works to improve both client services and reporting with respect to data analysis and client activity.

This project is currently entering proof of concept with the State of Hawaii CIO Office to conduct a proof of concept test using Salesforce. This will aid the WDC in determining if a solution can be provided in-house by the State CIO Office or if a solution needs to be procured.

~~WDC will facilitate the development of a common intake and assessment process for Hawaii's workforce development system in the coming year (FY17) for all core partner services, one-stop providers, and other workforce service providers.~~

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

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

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

The DHS intends to develop and pilot within the Department 'System Navigators' who will assist an individual or family to identify their immediate basic needs, and to navigate and refer the individual or family to the appropriate DHS programs and offices. The Department plans to station 'DHS System Navigators' in the American Job Centers to

assist customers, who are not receiving TANF benefits, to apply for supportive services such as child care subsidies.

TANF recipient families are mandated to participate in the state's TANF work program, as a condition of eligibility. Participating TANF work program participants may receive supportive services such as transportation assistance, work- or education-related expenses, etc. through their assigned case managers.

### **Older Workers**

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

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

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

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

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

### **Employment and unemployment data and trends**

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

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

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

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

### **Educational and skill levels of the workforce**

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

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

### **Goals**

#### **Senior Community Service Employment Program (SCSEP)**

The Senior Community Service Employment Program (SCSEP) provides subsidized minimum-wage, part-time community service assignments for low-income persons age 55 or older who would otherwise have poor employment prospects. Over its 53-year history, SCSEP has responded to the fact that older workers tend to have more difficulty than younger workers in finding new jobs when they become unemployed because of their greater likelihood as a group to have lower levels of formal education and obsolete skills, and because many employers hold negative stereotypes of older workers.

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

for retirement income, Social Security, or other public benefits. Moreover they vary in whether they want or need full-time or part-time employment.

Based on SCSEP Performance and Results Quarterly Progress Report System (SPARQ): In PY 2016, Hawaii SCSEP succeeded in its mission to serve low-income older adults. Eighty-seven percent of participants were below the poverty level. The mean age of program participants was 64 years of age; the median was 62 years of age.

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

Additionally, data and site visits to program operators underscored that the cuts to social service programs has resulted in a changing participant population. Increasingly, project operators have been enrolling individuals with more than two barriers to employment and who turn to SCSEP as other efforts to find reemployment prove unsuccessful.

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

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

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

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

~~Additionally, data and site visits to program operators underscored that the recession has resulted in a changing participant population. Increasingly, project operators have been enrolling individuals less than 65 years of age who turn to SCSEP as other efforts to find reemployment prove unsuccessful.~~

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

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

Currently VR has a budget capacity to provide services which may not serve all eligible residents statewide; therefore, it is necessary for VR to continue efforts on planning how to coordinate activities and resources (efficiently, timely, cost-effectively), with core partners.

#### **D. Coordination, Alignment and Provision of Services to Employers**

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

##### **Employer Partners:**

- Federal/State/County Governments
- Department of Defense
- Safeway
- Longs/CVS
- Society of Human Resource Managers
- Hospitality and Tourism Industry
- Starwood Hotels
- Healthcare
- Construction
- Agriculture

##### **Top 50 Employers: (This list has been updated)**

- Alamo Rent a Car
- Allied Universal
- Aqua-Aston Hospitality
- BAYADA Home Health Care, Inc.
- Child & Family Service
- Club Staffing



- CVS Health
- Enterprise Rent-A-Car
- FCH Enterprises, Inc.
- First Hawaiian Bank
- Four Seasons Hotels and Resorts
- GrubHub, Inc.
- H&R Block
- Hawaii Pacific Health
- Hawaii Health Systems Corp.
- Hawaii Medical Service Association
- Hawaii State Department of Education
- Hawaiian Airlines, Inc.
- Hilton Grand Vacations
- Hilton Worldwide, Inc.
- HMS Host Corporation
- Hyatt Hotels & Resorts
- Jack in the Box Inc.
- Jamba, Inc.
- Kaiser Permanente
- Luxottica Group
- Macy's, Inc.
- ManTech International Corporation
- Marriott International, Inc.
- McDonald's Corporation
- McDonald's Franchisee
- Med Travelers
- Rehabilitation Hospital of the Pacific
- Roberts Hawaii, Inc.
- Ross Stores, Inc
- Safeway Inc.
- Sears, Roebuck and Co.
- Starbucks Corporation
- The Hertz Corporation
- The Home Depot, Inc
- The Queen's Health Systems
- The Salvation Army
- The Salvation Army Hawaiian and Pacific Islands Division
- Times Supermarket
- Tommy Bahama Group, Inc.
- U.S. Renal Care, Inc.
- University of Hawai'i System
- Westin Properties
- YMCA of Honolulu
- Zippy's Inc

Services to employers provided by core partners will be tracked in HireNet Hawaii so that core partner staff can better coordinate services and avoid or reduce duplication. More emphasis will be placed in actively working with partner staff to develop collaborative outreach efforts for greater efficiency and impact.

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

The Employer Engagement Committee of the Council is developing a business services framework plan that will coordinate business services of the AJC partner network and will improve the quality of services provided by the system to employers; meet the needs of employers; and meet the effectiveness in serving employers goals of the State.

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

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

DVR is the resource to WDD and Adult Education staff for the provision of services requested by employers regarding employment of individuals with disabilities **to the extent possible based on DVR's limited funds that currently restrict their services to their highest priority groups**. We will provide training and technical assistance to include, but not limited to (1) disability awareness; (2) compliance with the ADA; (3) available vocational rehabilitation services; (4) recruitment and hiring of persons with disabilities; and providing support for current employees with disabilities.

## **E. Partner Engagement with Educational Institutions**

Describe how the State's Strategies will engage the State's community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).

### **Education Partners**

- University of Hawaii Community Colleges
- CTE-Post secondary and secondary
- DOE K-12/Special Ed
- Technical Schools
- Chaminade University
- Gallaudette
- National Technical Institute for the Deaf (Rochester)
- Hawaii Pacific University
- (Expanded ETP List)

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

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

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

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

Developed by a cross-agency team, the *Hawaii's Career Pathway System* was accepted by all stakeholders and partners in the summer of 2017. The UHCC system, the HDOE, Adult Ed, and the state CTE office represent the public education partners of the system. The plan delineates the roles responsibilities of all the agencies in carrying out the agreed-upon activities grouped under the *Six Key Elements of a Career Pathway System*. The cross-agency team now meets quarterly to assess progress on the activities and to ensure timely communication among the parties.

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

In support of the WIOA state plan, the state CTE office is supporting two new positions to be hired in the spring of 2018. One is a CTE and Workforce Data Analyst and the other is a Workforce Alignment and Learning Opportunities Specialist. They will be housed in the P20 office and will address data and work-based learning across all WIOA stakeholders.

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

~~DVR is also working with Adult Literacy and the Community Colleges to develop career pathways which include pre-employment transition services (Pre-ETS) and work experience opportunities for VR clients ages 14 and above.~~ DVR is also working with Adult Literacy and Community Colleges to develop career pathways which include Pre-ETS with work-based learning experiences for VR students between 14-21 years of age. We are working with Adult Education to provide career pathways for VR clients which includes remedial reading and math classes; Pre-ETS and work experience for those clients who desire to enter directly into the labor force. We are working with the Community Colleges to provide career pathways for VR clients ages 14 and above who desire to enter secondary education prior to entering the workforce.

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

Describe how the State's Strategies will engage the State's other education and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

Connect 2 Careers (C2C) is an industry-led coalition for Hawaii's economic future to collaboratively prepare students, K-16, for success in high-skill, in-demand careers at both state and regional levels. C2C's statewide partnership aims to build, measure, and scale high-quality work-based learning experiences that reflect a continuum of exploratory, experiential, and immersive experiences, balance student-centered and personalized learning opportunities, and link to local, county, and state economic and labor market needs. C2C partners include employers, state educational systems, funders, and workforce and economic development agencies. C2C was initiated by a 2015 New Skills for Youth planning grant from the JP Morgan Foundation. More information on C2C can be found at:

<http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/C2C/Pages/home.aspx>

## Other Education and Training Partners:

- Community Based Organizations
- Honolulu Community Action Program
- Lanakila of the Pacific
- Abilities Unlimited
- Easter Seals
- Goodwill
- Paxen
- Network Enterprises
- Catholic Charities
- Economic Development Boards
- Chamber of Commerce
- KUPU Hawaii
- Kamehameha Schools
- Castle Foundation

In support of the WIOA state plan, the state CTE office is supporting two new positions to be hired in the spring of 2018. One is a CTE and Workforce Data Analyst and the other is a Workforce Alignment and Learning Opportunities Specialist. They will be housed in the P20 office and will address data and work-based learning across all WIOA stakeholders.

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

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

## Community-Based Organizations

There are many community-based organizations throughout the state that provide education and training services. These agencies will be identified and included in the data

sharing and analysis activities along with coordinating services with core partners to individuals and employers.

### **~~HEALTHCARE WORKFORCE SKILLS PANEL~~**

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

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

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

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

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

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

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

### **~~SOFTWARE WORKFORCE SKILLS PANEL~~**

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

~~The issues that emerged from the panel showed the challenges in creating a software industry in Hawaii. Currently, there are about ten times the numbers of declared majors in~~

software development to graduates in Hawaii universities. Upon completion, many who do graduate with a software-focused degree leave Hawaii for higher-paying jobs on the mainland or globally. In Hawaii, there is a lack of internships for software development students. Finally, as with the healthcare Skill Panels “workforce readiness” is a major issue with Hawaii-based software employers.

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

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

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

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

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

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

WDC, and other DLIR divisions, as well as through the Local Workforce Development Boards (LWDBs) and their partners at the local areas.

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

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

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

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

A Healthcare Workforce Development Advisory Board, established during the 2015 State legislative session, also was an outgrowth of the Healthcare Skill Panels sponsored by the



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

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

## **G. Leveraging Resources to Increase Educational Access**

Describe how the State's strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).

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

One of the six elements of the state's Career Pathway System plan is Identifying Funding Needs and Sources. The state CTE office assisted the WDC staff in compiling a federal and state funding stream map that clarifies the types of programs and services each agency can provide with its resources and their target populations in one fiscal year. From it, partners are able to identify duplication and gaps in services. This has led to more efficient planning and budgeting across the state. A revised and updated map will be produced for 2018.

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

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

DVR will fund the State's strategies by paying for Vocational Rehabilitation Services provided to all eligible VR clients (all of whom are individuals with disabilities). DVR is

working with the core partners to create three points of entry (Adult Education, VR, and WDD) which an individual can enter. ~~Once entered, an individual will have access to all three programs without having to do another application.~~

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

In 2017, the Hawaii State Legislature passed Senate Bill 1162 enacting the Hawaii's Promise Scholar Program to remove cost as a barrier to higher education. This scholarship program provides financial support for all students with financial need as defined by the U.S. Department of Education, to attend any of the seven campuses of the University of Hawaii Community Colleges at no cost for tuition, fees, books, supplies and transportation. For more information about this new "last dollar" scholarship program, is available at this link: <http://uhcc.hawaii.edu/ovpcc/removing-cost/promise>.

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

Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

The HDOE, UHCC system, and the state CTE office are collaborating to address the issues surrounding portable and stackable industry-recognized certificates, licenses, and certifications. The goal is to map, across our career pathways, what the state's Industry Sector Partnership committees approve.

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

- Ensuring postsecondary institutions have quality education and training programs that prepare job seekers for the jobs that are available in the state. This will require strong collaboration among employers, postsecondary institutions and workforce development providers.

- Ensuring that postsecondary education and training is accessible to job seekers so they have the financial resources and support services necessary to obtain credentials and enter employment.
- Providing aggressive outreach throughout the state to assist vulnerable populations, including unemployed workers, veterans, individuals with disabilities, Native Hawaiians and home individuals access to postsecondary education and training.

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

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

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

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

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies and activities in the State.

The composition of the State Workforce Development Council consists of representation of Hawaii leading economic development agencies. WDC membership includes representatives from the State of Hawaii Department of Business, Economic Development and Tourism (DBEDT), and the Economic Development Alliance of Hawaii (EDAH).

These representatives report regularly to the WDC through the WDC Data Management and Technology Committee which coordinates regular economic and LMI forecast at the state and individual county levels for the WDC, individual county Workforce Development Boards and the WIOA Core Partners.

The WDC Data Management and Technology Committee researches, evaluates, and organizes multiple sources of economic and workforce data in partnership with Hawaii's economic development organizations and the State of Hawaii Department of Labor and Industrial Relations' Research and Statistics Office. This effort results in coherent and consistent LMI forecast for partners agencies of the WDC.

One area of program review and assessment for all of the state-approved CTE programs at the community colleges is their alignment to the economic needs of the state. A CTE program must meet eligibility requirements in order to use federal Perkins funds awarded by the state CTE office. Additionally, the UHCC system has a Director of Workforce Development who supports the work of the seven campuses and the state CTE office, and represents the University President on the WDC.

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

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

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

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

### **Economic Planning Process – Hawaii CEDS Process**

~~On Thursday, September 10, 2015, the Economic Development Alliance of Hawaii, an alliance comprised of the four county economic development boards convened the~~

Hawaii Comprehensive Economic Development Strategies (CEDS) Statewide Strategy Committee. The Committee consists of leaders from the Hawaii Business Roundtable, members of Chamber of Commerce of Hawaii, leaders from not for profit organizations, civic leaders, elected officials and representatives from K-12 and higher education.

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

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

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

To achieve the symbiotic relationship between economic and workforce development, representatives from Hawaii's public workforce system were invited and served on the initial convening of the county and Statewide CEDS process. This inclusive approach provides Hawaii's public workforce system with leading indicators on growing industry sectors that create higher skill, higher wage employment opportunities.

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

## **b. State Operating Systems and Policies**

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in **Section II Strategic Elements** . This includes—

### **1. The State operating systems that will support the implementation of the State's strategies. This must include a description of—**

#### **A. State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc.).**

Hawaii's Workforce Development System uses a standardized record data collection by means of a Virtual One-Stop (VOS) participant management information system (PMIS). The system ~~is~~ will be WIOA compliant related to data collection and maintenance. The

system will collect all new required performance data as well as the new employer engagement data.

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

The PMIS provides core employment services to individuals via the internet. Job seekers are able to create and post their resumes on line, find available jobs in Hawaii, assess their skills, get career information, review the latest labor market data, and locate suitable training. Individuals applying for unemployment must register on the PMIS and upload or create a resume within seven days to receive their unemployment claim.

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

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

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

The Hawaii's Workforce Infonet (HIWI, <https://www.hiwi.org/vosnet/Default.aspx>) is one of the required deliverables of Hawaii's Workforce Information Grant. It is a ~~Virtual~~ Labor Market Information (V~~L~~M~~I~~) system that ~~houses the WID and~~ is capable of delivering labor market information, projections data, labor force statistics, employment/unemployment and employer data, industry and occupational information, local employment dynamics, and wage information. The system is designed to meet the labor market information needs of the State's workforce system, the general public, including job seekers and employers; labor market intermediaries such as employment counselors, case managers at the ~~One-Stop~~ AJCs, community-based organizations who help individuals find a job or make career decisions, policymakers, employment and economic program planners and operators; researchers, data providers, and the media. Data from HIWI is integrated into the PMIS labor market information modules and HIWI includes linkages to the job search component that provides real-time job and applicant information.

The HIWI system consists of the following components:

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

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

## **B. Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers\*.**

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

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

The system's fully integrated case management tools for staff and management provide the ability to create, track, share, and report participant information for multiple programs. Case management reports enable staff to monitor their caseloads in preparation for quarterly and annual reporting. Staff can investigate and update participant data to

promote positive outcomes for program participants. The programs that the Individual Case Management modules support include:

WIOA

Wagner-Peyser Act

Migrant and Seasonal Farm Workers Program (MSFW)

Worker Profiling and Reemployment

WIOA Title I Adult Dislocated Worker and Youth

Trade Adjustment Assistance (TAA)

Veterans Employment and Training

~~One-Stop~~ **AJCs** are required to collect specific information during the intake process and update as needed, paper files and the VOS database system data pertaining to an individual's participation in WIOA Title I, Title III, and TAA programs. The WDC Data Management and Technology Committee is working with staff from the WDC and representatives from the WIOA Core Partners on developing a single sign-on and electronic referral system. This project is made possible through the Reemployment Data Systems Integration Grant sponsored by the U.S. Department of Labor. The online client enrollment system works to improve both client services and reporting and data analysis and client activity. ~~A working group consisting of the WIOA core partners, mandatory partners, and One-Stop case managers are collaborating on a common intake system to become WIOA compliant.~~

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

The reports component of the VOS allows WDC authorized staff to run various federal reports on specific data sets at any time from their own workstations. Reports run in real time and there is no requirement to export data to an external reporting system. Staff can specify federal report parameters such as the timeframe (e.g. Fourth Quarter, 2017) and location (e.g. a specific LWBD or Office).

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

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



changes such as WIOA, as well as supporting state and federal initiatives. The system satisfies the current Common Measures **and Measurable Skill Gains** reporting.

WDC is working on updating the MOU with UI. WDC and WDD have also completed new PACIA agreements with WRIS, the Wage Record Interchange System to obtain out-of-state wage records. **WDC regularly participates in the conference calls for the new State Wage Interchange System (SWIS) that will replace WRIS and WRIS2.** The WDC Data Coordinator is responsible for requesting and reporting the WRIS data.

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

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

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

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

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

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

~~\* For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.~~

As core partners, AEFLA DVR and WDC have agreed to work directly with the UI to develop and implement memoranda of understanding for data sharing that adheres to federal and state law. Unemployment wage information will be collected within AEFLA, DVR and WDC’s information systems and will be used for WIOA annual performance reports, evaluations, as well as for workforce and labor market information.

The core partners realize that understanding the impact of educational programs requires more than assessing six and 12-month workforce outcomes. Monitoring the longer term

workforce outcomes of the populations they serve is critical for: 1) identifying and evaluating the best practices of programs that are successful in transitioning participants to sustained and consistent workforce outcomes; 2) identifying the characteristics of sub-populations of WIOA participants in order to provide programs better suited to meet the needs of the populations served; and 3) identifying workforce trends over time by industry and by county in order to provide information for projection and planning purposes.

As such, the core partners have also committed to the long-term sharing of program information with the Hawaii Data eXchange Partnership (“DXP”). The DXP is a collaboration of five state agencies: HIDOE, UH system, DLIR, Department of Health and DHS. DXP manages a P20W cross-agency, statewide longitudinal data system and has been successful in linking and reporting on outcomes of graduates from the DOE to the UH, and from UH to the workforce. AEFLA, DVR and WDC have committed to the sharing of data for longitudinal reporting of WIOA participant outcomes beyond what is required for WIOA compliance reporting. The state will use this information over time to evaluate the overall effectiveness of core partner programs through the workforce outcomes of WIOA participants.

Currently, the Temporary Assistance for Needy Families (TANF) Program does not have an application that a family may complete and submit electronically. The DHS Enterprise System, which is anticipated to be completed in 2-4 years, will include a common application for most DHS programs and services. At this time, a hard-copy application must be completed and manually submitted to the Department.

**2. The State policies that will support the implementation of the State’s strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition, provide the State’s guidelines for State-administered one-stop partner programs’ contributions to a one-stop delivery system.</b>**

The WDC has and will continue to take a proactive role in ensuring that the local areas present plans and Memoranda of Agreements that specifically detail alignment of policies, operations, administrative systems, and other procedures to ensure coordination and reduce/remove duplication of workforce programs operated by the mandated ~~One-Stop~~ [AJC](#) Partners. The State Board meets at least once per quarter. The Local Boards present written and oral reports at each of these meetings.

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

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

## **Fiscal Policies/Budget Documents**

### **Adult/Dislocated Worker (DW)/Local Administrative Cost (LAC) Forms**

- [Instructions: Budget Detail A](#)
- [Budget Detail A](#)
- [Instructions: Budget Detail A-1](#)
- [Budget Detail A-1, Personnel Costs of Subrecipient Staff](#)
- [Instructions: Budget Detail A-2](#)
- [Budget Detail A-2, Equipment Purchases](#)
- [Instructions: Budget Detail A-3](#)
- [Budget Detail A-3, Travel: Intra-State](#)
- [Instructions: Budget Detail A-4](#)
- [Budget Detail A-4, Travel: Inter-State](#)
- [Instructions: Budget Detail A-5](#)
- [Budget Detail A-5, Contractual Services-Subcontracts](#)
- [Instructions: Budget Detail B](#)
- [Budget Detail B, Worksheet By Funding Source](#)
- [Instructions: Budget Information Summary](#)
- [Budget Information Summary](#)

### **Youth Forms**

- [Instructions: Budget Detail A](#)
- [Budget Detail A](#)
- [Instructions: Budget Detail A-1](#)
- [Budget Detail A-1, Personnel Costs of Subrecipient Staff](#)
- [Instructions: Budget Detail A-2](#)
- [Budget Detail A-2, Equipment Purchases](#)
- [Instructions: Budget Detail A-3](#)
- [Budget Detail A-3, Travel: Intra-State](#)
- [Instructions: Budget Detail A-4](#)
- [Budget Detail A-4, Travel: Inter-State](#)
- [Instructions: Budget Detail A-5](#)
- [Budget Detail A-5, Contractual Services-Subcontractors](#)
- [Instructions: Budget Detail B](#)
- [Budget Detail B, Worksheet Funding By Source](#)

- [Instructions: Budget Information Summary](#)
- [Budget Information Summary](#)

#### Rapid Response Form

- [Instructions: Budget Detail A](#)
- [Budget Detail A](#)

#### WIOA Bulletins

1. [SN-01 WIOA 01-15 Communication System](#)
2. [SN-01 WIOA 01-15 Attmt, Mailing List](#)
3. [SN-02 WIOA 02-15 PY 15 Allocations](#)
4. [SN-02 WIOA 02-15 Attmt, HireNet Maint. Fee](#)
5. [SN-03 WIOA 03-15 w-Attmts, Initial Designation](#)
6. [SN-03 WIOA 03-15 Initial Designation](#)
7. [SN-03 WIOA 03-15 Attmt 3 PY 12, 13 Data Tables](#)
8. [SN-03 WIOA 03-15 Attmt 2 Performance Summary](#)
9. [SN-03 WIOA 03-15 Attmt 1 Initial Designation Application](#)
10. [SN-04 WIOA 04-15 Change 1](#) w-Attmts, LWDB Certification
  - [SN-04 Attachment 1](#) LWDB Membership Requirements
  - [SN-04 Attachment 2](#) Nomination Form for Board Members of LWDB
  - [SN-04 Attachment 3](#) LWDB Membership Certification Request
11. [SN-04 WIOA 04-15 w-Attmts, LWDB Certification](#)
12. [SN-04 WIOA 04-15 LWDB Certification](#)
13. [SN-05 WIOA Bulletin 05-16](#) Distribution of WIOA Bulletins
14. [SN-06 WIOA Bulletin 06-16](#) Federal Poverty Income Guidelines
15. SN-07 [WIOA Bulletin 07-16 Change 1](#), Revised PY 16 Allocations
16. [SN-07 PY16 WIOA Allocations Bulletin 07-16](#)
17. [SN-08 WIOA 08-16, 2016 Lower Living Standard Income Level Attachments](#)
18. [SN-08 WIOA Bulletin 08-16, 2016 Lower Living Standard Income Level Guidelines](#)
19. [SN-09 WIOA Bulletin 09-16 Initial Local Plan Guidance](#)
  - [SN-09 WIOA Local Plan Attachment I](#)
  - [SN-09 WIOA Definitions Attachment II](#)
20. [SN-10 Proposed Bulletin 10-16 Change 1](#), Eligible Training Provider Policies and Procedures for Public Comment
  - [Summary of Proposed Changes](#)
21. [SN-10 WIOA Bulletin 10-16 , Eligible Training Provider Policies and Procedures](#)
  - [Hawaii ETP Policies and Procedures Attachment I](#)[Summary of ETP Changes](#)
  - [Attachment II](#)
  - [ETP Public Comments Received](#)
  - [ETP Suggested Fillable Application](#)
22. [SN-11 WIOA Bulletin 11-16 Conflict of Interest](#)
23. [SN-12 WIOA Bulletin 12-16 One-Stop Infrastructure Funding and Memoranda of Understanding](#)
24. [SN-13 WIOA Bulletin 13-16 One-Stop Certification](#)

25. [SN-14 WIOA Bulletin 14-16 Adult Program Eligibility and Priority of Service](#)
26. SN-15 [WIOA Bulletin 15-16 Change 1](#) Financial Reporting Forms and Instructions
  1. [Form WIOA 1](#) – Subrecipient’s Request for Advance or Reimbursement
  2. [Form WIOA 1](#) – Instructions, Subrecipient’s Request for Advance or Reimbursement
  3. [Form WIOA 2](#) – Expenditure Register; Local Adult, Dislocated Worker, and Administrative Programs
  4. [Form WIOA 2](#) – Instructions, Expenditure Register, Adult, Dislocated Worker and Admin. Programs
  5. [Form WIOA 3](#) – Expenditure Register; Local Youth Program
  6. [Form WIOA 3](#) – Instructions, Expenditure Register, Youth Program
  7. [Form WIOA 4](#) – Expenditure Register; Program Income and Non-Federal Funds
  8. [Form WIOA 4](#) – Instructions, Expenditure Register, Program Income and Non-Federal Funds
27. [SN-15 WIOA Bulletin 15-16 Financial Reporting Forms and Instructions](#)
28. SN-16 [WIOA Bulletin 16-16](#) Policy on Salary and Bonus Limitations
29. SN-17 [WIOA Bulletin 17-16](#) Procurement Policy and Standards
30. SN-01 [WIOA Bulletin 01-17](#) WIOA Methods of Administration
31. SN-02 [WIOA Bulletin 02-17 Change 1](#) WDC Policy WIOA Methods of Administration (Nondiscrimination Policy)
32. SN-02 [WIOA Bulletin 02-17](#) WDC Policy -WIOA Methods of Administration
33. SN-03 [WIOA Bulletin 03-17](#) Local Board Review of AEFLA Applications
34. SN-03 [WIOA Bulletin 03-17 Change 1](#) Local Board Review of AEFLA Applications
35. SN-04 [WIOA Bulletin 04-17](#) Allowable Cost
36. SN-05 [WIOA Bulletin 05-17](#) Items of Cost
- WIOA Bulletin [05-17 Attachment](#)-Matrix of Specific Items of Cost
37. SN-06 [WIOA Bulletin 06-17](#) Cash Management
38. SN-07 [WIOA Bulletin 07-17](#) Policy on Audit Requirements and Resolutions
39. SN-08 [WIOA Bulletin 08-17](#) Policy on Records Retention and Access to Records
40. SN-09 [WIOA Bulletin 09-17](#) PY17 Planning Estimate Allocations
41. SN-10 [WIOA Bulletin 10-17](#) Policy on Oversight and Monitoring
42. SN-11 [WIOA Bulletin 11-17](#) Policy on Property and Inventory Management
43. SN-12 [WIOA Bulletin 12-17](#) Closeout Reporting Forms & Instructions
  1. Form WIOA 5: [Closeout Check List](#) (excel)
  2. Form WIOA 6: [Closeout Reconciliation](#)
  3. Form WIOA 7: [Subrecipient Release Form](#)
  4. Form WIOA 8: [Subrecipient Assignment Form](#)
  5. Form WIOA 9: [Inventory Certification](#)
  6. Form WIOA 9 Instructions: [Instructions for Inventory Listing](#)
  7. Form WIOA 10: [Equipment Listing](#) (excel)
  8. Form WIOA 11: [Subrecipient’s Tax Closeout Tax Certification](#)
44. SN-13 [WIOA Bulletin 13-17](#) Program Year (PY 17) Final Allocations
45. SN-14 [WIOA Bulletin 14-17](#) Recapture and Reallocation
46. SN-15 [WIOA Bulletin 15-17](#) Transfer of Funds Request
- [Attachment I](#): Transfer of Funds Request Narrative (fillable pdf)
47. SN-16 [WIOA Bulletin 16-18](#) Recording Measurable Skill Gains in HireNet Hawaii

The following policies and procedures will be issued by December 31, 2018

- Sector/Career Pathway Approach
- Job Seeker Services (Including Enrollment) Framework
- Coordination Points with Other State/Federal Programs
- Self-Employment
- Business Services Framework
- Rapid Response Services
- Program Monitoring
- Common Identifiers
- AJC Standard Operations
- Intellectual Property (Creative Commons)
- Program Income
- Debt Collection
- Petty Cash

WDC issued [SN-12 WIOA Bulletin 12-16 One-Stop Infrastructure Funding and Memoranda of Understanding](#) and also issued a workbook to guide LWDBs and AJC partners on MOU and infrastructure funding agreements: [American Job Center Memorandum of Understanding and Infrastructure Funding Agreement Workbook](#), February 2017.

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

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

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

WDC issued a Non-Discrimination policy and has also issued guidance on required documents for participant files. In addition, the State of Hawaii includes the following assurance:

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

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

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

### **3. State Program and State Board Overview**

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

Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

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

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

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

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

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

The Workforce Development Council Organizational Chart can be found at this link: <http://labor.hawaii.gov/wdc/files/2016/03/WDC-Org-Chart.png>

The Department of Labor and Industrial Relations Organizational Chart can be found at this link: <http://labor.hawaii.gov/wdc/files/2016/03/DLIR-Org-Chart.png>

Department of Education Organizational Chart:

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

Department of Human Services Organizational Chart:



<b>Department of Human Services:</b>	<b>For Administrative Purposes:</b>
Administrative Appeals Office	Office of Youth Services
Budget, Planning, and Management Office	Hawaii Public Housing Authority
Office of Information Technology	Hawaii State Commission on the Status of Women
Benefit, Employment, & Support Services Division	Commission on Fatherhood
Social Services Division	
Audit, Quality Control & Research Office	
Fiscal Management Office	
Personnel Office	
Med-Quest Division	

## **B. State Board**

Provide a description of the State Board, including—

The Council consists of forty-one members. A majority of twenty-one board members represent the private sector organizations. Of these, four represent their local workforce development boards. Eight members, or 20% of the board, represent labor or workforce development organizations, one of which is a Native Hawaiian organization that operates workforce development programs. Also represented are the Governor, four members of the Governor's cabinet, all four county Mayors, two members of the Legislature, and the President of the University of Hawaii. Members representing the private sector, labor, and workforce organizations are appointed by the Governor. Members representing their county (local) workforce development boards are appointed by the Mayors of their respective counties. The Governor, Mayors, the Governor's cabinet members and the President of the University of Hawaii are *ex-officio* voting members of the council.

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

## **HAWAII WORKFORCE DEVELOPMENT COUNCIL**

### **WIOA COMPLIANT BOARD STRUCTURE**

<b>Private Sector Members (Majority of the Board)</b>	<b>21</b>
Representing Private Sector Organizations	17
Representing Private Sector of Local Workforce Development Boards	4
<b>Labor and Workforce Members (20% of the Board)</b>	<b>8</b>

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

#### **i. Membership roster**

Provide a membership roster for the State Board, including members' organizational affiliations.

Roster of WDC Members: **(This table has been updated)**

<b>Last Name</b>	<b>First Name</b>	<b>Title</b>	<b>Organization</b>	<b>WIOA Requirement</b>
Ige	David	Governor	State of Hawaii	Governor
Tokuda	Jill	Senator	Hawaii State Senate	State Senate
Nakashima	Mark	Representative	State House of Representatives	State House
Arakawa	Alan	Mayor	County of Maui	CLEO
Caldwell	Kirk	Mayor	City & County of Honolulu	CLEO
Kim	Harry	Mayor	Hawaii County	CLEO
Carvalho	Bernard	Mayor	County of Kauai	CLEO
Gibson	Yvette	HR Manager, Talent Acquisition	Hawaii Pacific Health	Private Sector
Ito	Jason	Director of Admin, Labor & Comm Relations	Kyo-Ya Management Company, Ltd.	Private Sector
Kaneshige	Glen	President	Nordic PCL Construction	Private Sector
Topping	Sunshine	VP Human Resources	Hawaiian Telcom	Private Sector
Tatsumura	Brian	Principal Consultant	Briant808 LLC, Nordstrom	Private Sector

<b>Last Name</b>	<b>First Name</b>	<b>Title</b>	<b>Organization</b>	<b>WIOA Requirement</b>
		Retired Store Manager		
Hayashi	Alan	Owner/Principal Retired. Director of Public Relations	Consult 808 BAE Systems	Private Sector
Nojima	Sheryl	President	Gray, Hong, Nojima, and Associates	Private Sector
Kitajima	Ian	Director of Corporate Development	Oceanit	Private Sector
Knox	Sean	President	Hawaii Employment Services, Inc.	Private Sector
Whitehead	Beth	Exec. VP, Chief Administrative Officer	American Savings Bank	Private Sector
Taniguchi	Barry	Chairman and CFO	KTA Super Stores	Private Sector
Moy	Alicia	President & CEO	Hawaii Gas Co.	Private Sector
Barfield	Evelyn	Human Resources Business Partner	Hunt Companies	Private Sector
Okinaka	Shannon	Executive Vice President, Chief Financial Officer	Hawaiian Airlines	Private Sector
Pending Governor's Appointment	Pending	Pending	Pending	Private Sector
Richardson	Edward	Owner (Major General Ret)	Edward V. Richardson, LLC	Private Sector
Kamiya	Michael	Sales Director	Kamiya Gold, Ltd.	Private Sector
DeLuz, Jr.	David	Chair	Hawaii County Workforce Development Board	Private Sector
Ayonon	Bobby	Chair	Kauai Workforce Development Board	Private Sector
Chang	Jayson	Chair	Oahu Workforce Development Board	Private Sector
Wilkins	Leslie	Chair	Maui Workforce Development Board	Private Sector

<b>Last Name</b>	<b>First Name</b>	<b>Title</b>	<b>Organization</b>	<b>WIOA Requirement</b>
Tsuji	Marian	President & CEO	Lanakila Pacific	Workforce
Alcalde	Glenn	Training Coordinator	Hawaii Carpenters Apprenticeship and Training Fund	Labor
Takamine	Dwight	Legislative Director	ILWU Local 142	Labor
Pending Governor's Appointment	Pending	Pending	Pending	Labor
Shima	Charles "Chuck"	Assistant Training Coordinator	Plumbers Union Local 675	Labor
Marrone	Gladys	CEO	Building Industry Association of Hawaii	Workforce
Pending Governor's Appointment	Pending	Pending	Pending	Workforce
Whitman	Winona	Statewide Dept. Director, Employment & Training	Alu Like, Inc.	Native Hawaiian Organization
Hoshijo	Leonard	Director	Dept. of Labor and Industrial Relations	Wagner Peyser, Unemployment Insurance
Kishimoto	Christina	Superintendent	Department of Education (HIDOE)	Adult Education
Bhanot	Pankaj	Director	Department of Human Services (DHS)	Vocational Rehabilitation/TANF
Salaveria	Luis	Director	Dept. Business, Economic Development and Tourism	Business Development
Lassner	David	President	University of Hawaii System	Career Pathways

## **ii. Board Activities**

Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

The Governor signed Act 57 (6/6/2016), resulting from HB 2362, which legislatively authorized the WIOA compliant Workforce Development Council, with 41 members. Act 57 aligns the purpose, objectives, roles and responsibilities of the Council with the requirements of WIOA.

(HB2362: [http://www.capitol.hawaii.gov/session2016/bills/HB2362\\_CD1\\_.pdf](http://www.capitol.hawaii.gov/session2016/bills/HB2362_CD1_.pdf))

~~WDC is working diligently to fill vacancies for existing board positions and to fill the newly created positions. Any positions not confirmed by the State Senate during the 2016 legislative session will be filled by interim appointment and confirmed by the State Senate in the 2017 Legislative session.~~

The Council's Chair is appointed by the Governor. The Vice Chair is elected by the members of the Council. The Chair and Vice Chair, along with the Chairs of the Council Committees constitute the Executive Committee. All Council Committees will operate under Hawaii's Sunshine Laws and will meet as necessary. ~~Chairs for each committee have been selected and committees are being formulated.~~

The Council ~~will have~~ held two strategic planning sessions in August and November 2016. The Council's "Strategic Plan 2020" is posted at:  
<https://labor.hawaii.gov/wdc/files/2012/11/Final-WDC-Board-Strategic-Plan-Dec-2016.pdf>

The Strategic Plan identified the board's Vision, Mission, Values, and Practices

Vision:

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

Mission:

"It is the intent of the Hawaii Workforce Development Council to support and guide the implementation of the Unified State Plan through active collaboration and regional sensitivity; for the purpose of aligning, coordinating and integrating workforce services to meet the needs of employers and residents in order to foster a robust economy."

Values:

Collaboration and Teamwork; Commitment and Determination; Innovation; Adaptive and Change Ready; Accountability and Responsibility; Integrity.

The plan also identifies strategic priorities, goals and objectives, next steps, and the work of the committees.

~~WDC is working diligently to fill vacancies for existing board positions and to fill the newly created positions. Any positions not confirmed by the State Senate during the 2016 legislative session will be filled by interim appointment and confirmed by the State Senate in the 2017 Legislative Session.~~

~~The Council's Chair is appointed by the Governor. The Vice Chair is elected by the members of the Council. The Chair and Vice Chair, along with the Chairs of the Council Committees constitute the Executive Committee. All Council Committees will operate under Hawaii's Sunshine Laws and will meet as necessary. Chairs for each committee have been selected and committees are being formulated. The Council will have two~~

~~strategic planning sessions in August and October 2016. At that time, it is anticipated that the committees and their scope of work will be defined.~~

WDC Committees:

At the June 9, 2016 meeting of the WDC, the board adopted new committee titles to align with the functions of WIOA. **At the December 8, 2016 meeting, the Board adopted the Military and Veterans Affairs Committee.** The committees are:

- Data Management and Technology
- Employer Engagement
- Finance
- Performance Measures and Accountability
- Sector Strategies and Career Pathways
- Youth Services
- **Military and Veteran's Affairs**

The Data Management and Technology committee will evaluate the current Statewide Participant Management Information System (PMIS), WDC websites, data collection system and other available systems to make recommendations to the Executive Committee and full Council. With the agreement of the core partners, the Committee is moving forward to develop and implement a single sign-on system (or common intake) to allow job seekers to enter their personal information, answer referral questions that will route the application to the core partners for servicing.

The Committee is exploring a competitive bid process as well as collaborating with the State's Chief Information Officer and his staff to build on the internal platform.

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

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

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

1) The Hawaii Agricultural Workforce Advisory Board, established two years ago by State law, includes as members the DLIR Director (as Chairperson), Farm Bureau, a farmer, State Department of Agriculture, College of Tropical Agriculture and Human Resources of University of Hawaii, State Department of Education, University of Hawaii at Hilo Dean of Agriculture, and a Community College representative. The Board was established to help build a pipeline of agricultural workers to contribute towards the State's goal of self-sustainability in food production. It has used recommendations of WDC and DLIR-initiated Agricultural Skill Panels convened from December 2011 through 2012 on all counties among members of the agricultural industry, educators, and workforce system members that identified workforce needs and recommended solutions. The Board has been actively engaged in carrying out its purpose and recommended State General revenue funding for small pilot projects that invigorated and expanded high school chapters of FFA (formerly called Future Farmers of America), supported agricultural youth internships, provided teacher training in agriculture from elementary to high school levels, supported a Career Day for 4-H, and provided financial discounts to business skills training for adult farmers.

2) The Healthcare Workforce Advisory Board, formed in 2016 based on State law, consists of healthcare professionals, educators, State Department of Health, and DLIR Director as Chair. This Advisory Board also has recommended small State-funded pilot projects that implement recommendations made by a WDC-sponsored Healthcare Skills Panel in 2010 to address healthcare workforce skills shortages.

## **GUIDING PRINCIPLES OF THE WORKFORCE DEVELOPMENT COUNCIL**

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

performance outcomes. The system is based on clear, measurable indicators of success. Training providers must meet or exceed state and local board performance standards and results are made public.

- Customized Training: training strategies tailored to meet the individual customer's needs. Workforce solutions tailored to meet a community's unique needs.

## **WDC WORKS TOWARD:**

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

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

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

To build these "quality supplier/purchasing agent" relationships, the local workforce system must understand the needs of business, work with employers to solve workforce problems, and design solutions that positively affect the employer's "bottom line." The suitability and quality of these solutions will determine whether the relationships flourish.

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

Increasing employer engagement will also be accomplished by:

- **Building ongoing, personal relationships** (created with an entrepreneurial spirit) with employers across the local economy in order to develop the capacity and legitimacy to help businesses achieve their goals.



- Connecting workforce with economic development efforts, and develop an efficient and effective process for employers to communicate their labor market needs and how those needs are changing.
- Encouraging employers to take a proactive role in defining training standards and shaping training curriculum and program design so program graduates will be more likely to succeed in the employer's workplace.
- Ensuring that all employers in the local workforce area are made aware of and have access to the workforce-related service available in the community. • Using the language of business, not the language of bureaucracy.
- Focusing on solutions and results, not process and programs.
- Building a positive reputation in the community by operating strategically and making a commitment to ensuring quality services, building a good public image, asking employers in the area who have had a positive experience with the workforce system to spread the word, and by using a continuous improvement and evaluation system for the American Job Centers.

**Targeting industry clusters** to maximize workforce system resources, boards identify and focus attention on business and industry clusters in their local workforce areas that offer the best current and future employment opportunities. The key is creating a pipeline of qualified workers for existing needs that is able to adapt to the employer's future needs. Targeting and outreaching employers by industry cluster is an approach that engages employers not just on a one-on-one basis, but also by leveraging the combined resources of related business associations.

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

## **4. Assessment and Evaluation of Programs and One-Stop Program Partners**

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

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

Core Programs will be assessed each year based on the performance reports generated for federal reporting purposes, broken out by local areas and providers. Data in the PMIS can be further broken out by quarters and offices to determine progress, identify deficiencies,

and forecast results by end of the year. Additional reports also can be generated in the PMIS to help pinpoint causes of deficiencies and manage workload for better results.

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

WDC's Performance Measures and Accountability committee is tasked with tracking program outcomes and performance goals and assessing the effectiveness of the state-wide programs as well as any pilot or special programs that may be implemented. When appropriate, this committee will make recommendations to the full Council on any action to be taken, recommendations, or corrective action plans.

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

Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

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

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

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

- Development of a shared ~~One-Stop~~ **AJC** Operations Manual
- Monitoring checklist
- Development of self-evaluation training, toolkit and ongoing guidance
- A system for obtaining client feedback which is user-friendly, streamlined and accessible
- Surveys will be accessible in multiple formats, provided in a variety of ways, and can be submitted anonymously - at no cost or inconvenience to the client.
- Office Peer Review tool

- Timely survey evaluation and dissemination to local programs
- Dedicated Technical Assistance (TA) personnel available for on-site and remote TA.

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

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

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

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

Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of assessments of the effectiveness of the core programs and other ~~one-stop~~ **AJC** partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.

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

During PY 16, HireNet served 17,382 adults and 402 youth ages 14 to 21 years old, including out-of-school and in-school youth.

Adult program services were provided to 176 disabled individuals and 185 veterans, including disabled veterans.

Individuals receiving employment services ranged from those with an education level of completing the third grade to three years of college or a technical or vocational school. Of these, six (6) completed the third grade, six (6) completed the seventh grade, 84

completed the eighth grade, 147 completed the ninth grade, 175 completed the tenth grade, 83 completed the eleventh grade, and 173 completed the twelfth grade and did not receive a diploma or equivalent, while 655 graduated from high school with diplomas.

Through employment services that included training and education, 181 adults and dislocated workers received credentials applied towards their employment. WIOA now tracks retention rates of up to twelve months of employment. There were 276 adults and dislocated workers who were placed in jobs and new careers who stayed with their employer for one year.

The youth that were served showed increased measurable skill gains. Fifty-three (53) attained secondary school diploma or equivalency.

Forty-five (45) achieved at least one educational functioning level of a participant who is receiving educational instruction below post-secondary level. Twenty-three (23) earned a transcript or report card for either secondary or post-secondary education that shows they met the state academic standards.

The majority of the participants in the adult and dislocated worker programs were female while more male participated in the youth program.

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

~~In both years, Oahu and Maui met or exceeded goals for all measures. Hawaii Island met or exceeded Adult and Dislocated Worker measures; failed to meet all Youth measures in 2013, but improved performance in 2014 by meeting two of the three Youth measures. After failing one Adult and one Youth measure in 2013, Kauai improved in 2014 by meeting or exceeded all Dislocated Worker and Youth measures as well as most Adult measures.~~

## **Title II- Adult Education**

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

~~Performance Levels. To address this, greater efforts were made by the CSAs to retain their students by strengthening collaborative efforts with the secondary schools and community agencies to ensure a smoother transition from these organizations to the CSAs.~~

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

Collectively, the Community Schools for Adults (CSAs) improved in meeting the State Target Performance Levels for the Educational Functioning Levels (EFLs) and the Core Follow-Up Outcome Measures. In FY 2014-2015, four of the 15 performance targets were met (2 in the EFLs and 2 in the Outcome Measures). While the CSAs failed to meet each target set for FY 2014-2015, data show that the percentage of students completing a competency level amongst the students who completed the program year - students who attended at least 12 hours of instruction and were both pre- and post-tested - exceeded the State Target Performance Level for all EFLs. Thus, students made greater gains if they remained in their program throughout the program year. If the CSAs were able to better retain their students, they would have achieved higher success in meeting the State Target Performance Levels. To address this, greater efforts were made by the CSAs to retain their students by strengthening collaborative efforts with the secondary schools and community agencies to ensure a smoother transition from these organizations to the CSAs.

In FY 2015-2016, the CSA retention rate declined by 1% from the previous program year. The HDOE adult education program successfully met the targets for four of the four Core Follow-up Outcome Measures. The program continued a high percentage of students receiving their high school equivalency diploma and retaining their current employment. In FY 2015-2016, the CSAs met both the Core Follow-Up Outcome Measure for "students entering employment" and "students entering postsecondary education." The CSAs have made a greater effort in monitoring their students and ensuring that students are achieving their program goals through better student-teacher relationships and counseling. The CSAs also established a stronger partnership with the University of Hawaii Community Colleges (UHCC) through the iCAN program in the hopes of providing more students with the means to attend the community colleges after completing their program.

### **Title III - Wagner-Peyser Employment Services**

~~The Wagner-Peyser program met or exceeded performance goals for Program Years 13 and 14 and continues to be on track to achieve similar results in PY 15.~~ Wagner-Peyser

The new federal definitions applicable to Wagner-Peyser data and reports became effective July 1, 2016; however, the revised federal reporting system of Workforce Integrated Performance System (WIPS) and the changes necessary for Hawaii's PMIS created a delay for Wagner-Peyser reports. No data was captured for the 1<sup>st</sup> two quarters for the period ended June 30, 2017. Thus, data for the period ended June 30, 2017 is incomplete and accuracy of actual performance is unclear. It is possible that accurate and complete performance data may not be available until June 30, 2019 because of the inherent time lag required to calculate most outcomes.

Performance Measures show the following:

- Employment in 2<sup>nd</sup> quarter after exit: Actual: 28% Goal: 53%
- Employment in 4<sup>th</sup> quarter after exit: Actual: 28% Goal: 56%
- Median Earnings 2<sup>nd</sup> quarter after exit: Actual: \$6,016 Goal: \$4,965
- Repeat Business Customer Rate: Actual: 44.5%
- Retention w/Same Employer 2<sup>nd</sup> & 4<sup>th</sup> Quarter After Exit: Actual: n/a

Hawaii has experienced among the lowest unemployment rates of all states over the past few years, which has dramatically increased the number of job openings posted in the PMIS while the number of job seekers has decreased. To meet the growing demand for qualified workers, more employer outreach and business engagement activities will be conducted with core partners and other agencies to gain a better understanding of business workforce needs, and, with employer input, develop a more effective menu of services that upgrades the skills of their workforce to more optimum levels. This would enable the business to reduce costs caused by staff turnover or unproductive workers and potentially increase the capacity of the business to hire more workers.

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

For PY18, LWDBs will be asked to require their service providers to improve outreach by creating outreach plans that will increase the number of participants enrolled in Title I

programs. LWDBs will also be tasked with monitoring enrollment and ensuring that providers implementing the plans.

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

## **D. Evaluation**

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

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

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

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

### **A. For Title I programs**

For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

#### **i. Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),**

Under WIOA the State will ~~continue to use the WIA methods and three factors for allocating funds~~ use the [Sub-State Allocations Statutory Formulas](#) for both the Youth and Adult Programs ([TEGL 27-16](#)). To prevent wide fluctuations in annual funding amounts and disruption to services, the 90% “hold harmless” will also be continued so that each county is assured of receiving at least 90% of the average of the two previous years’ proportion of funds.

#### **Youth Formula Factors**

<b>Allocation Factor</b>	<b>Weight Assigned In Formula</b>
Areas of Substantial Unemployment	0.3333
Excess Number of Unemployed	0.3333
Economically Disadvantaged Youth	0.3334
<b>Total</b>	<b>1.0000</b>

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

**ii. Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),**

~~Under WIOA the State will continue to use the WIA methods and three factors for allocating funds for both the Youth and Adult Programs. Under WIOA the State will continue to use the WIA methods and three factors for allocating funds~~ use the [Sub-State Allocations Statutory Formulas](#) for both the Youth and Adult Programs ([TEGL 27-16](#)). To prevent wide fluctuations in annual funding amounts and disruption to services, the 90% “hold harmless” will also be continued so that each county is assured of receiving at least 90% of the average of the two previous years’ proportion of funds.

**Adult Formula Factors**

Allocation Factor	Weight Assigned In Formula
Areas of Substantial Unemployment	0.3333
Excess Number of Unemployed	0.3333
Economically Disadvantaged <a href="#">Adults</a>	0.3334
<b>Total</b>	<b>1.0000</b>

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

**iii. Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.**

The State will use five of the six factors specified in the ~~Act~~ [Sub-State Allocations Statutory Formula](#) (as shown in the following table) to allocate Dislocated Worker Program funds. ~~For reasons that meet the conditions on page nine of TEGL 3-15-27-16, Hawaii is requesting assignment of a zero weight to the Mass Lay-off and Plant Closing factor. Consistent with previously approved State Plans, Hawaii assigns a zero weight to the Mass Lay-off and Plant Closing factor. The rationale for the assigned weight:~~

(a) Inventory of Available Data Sources: There are no available, accurate sources of Mass Lay-off/Plant Closing data. At the national level, the Bureau of Labor Statistics no longer produces this data and Hawaii does not collect within-state administrative data for this factor.

(b) Data Factor Weight: The State is unable to calculate a weight due to the absence of data for this factor.

(c) Formula Distributes Funds Equitably Statewide: There were no other factors for which data was available that would add significant value to the DW formula-~~carried over from WIA~~.

As required by statute, ~~for the first time, beginning with program year 2016~~, the 90% “hold harmless,” of the average allocation percentage of the local area for the two preceding fiscal years, will be applied to the Dislocated Worker formula. The factors and Dislocated Worker formula are presented in the table below:

**Dislocated Worker Formula Factors**



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

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

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

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

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

- Wagner-Peyser funds for *job seekers* - outreach, intake, assessments, information about Core Programs and ~~One-Stop~~ **AJC** partner programs, job fairs, job recruitments, job matching, providing labor market information, self-service through resource areas with computers and internet, electronic job bank (Hawaii's PMIS), screening and referral of suitable candidates to job openings, services to seasonal farmworkers, federal bonding for offenders, providing work test for Unemployment Insurance claimants, and referring job seekers to other appropriate resources and providers.
- Wagner-Peyser funds for *employer activities* - posting job orders, assisting with employer recruitments, supporting employer registration and employer job matching in the PMIS, referring suitable candidates (including veterans) to job openings, providing labor market information; coordinating resources for business services; and providing surety bonds for offenders who are working or being considered for hiring.
- USDOL, Veterans Employment Training Services -- supports WDD Disabled Veterans Outreach Program counselors for employment planning, job counseling, and case management to address employment issues of veterans with service-connected disabilities or other significant barriers to employment; and WDD Local Veteran Employment Representatives to conduct continual outreach to businesses to promote hiring of veterans, and with human resource professionals, conduct job search workshops for veterans.
- USDOL, Senior Community Services Employment Program—supports providers serving low-income residents 55 years and older with employment planning and assessments, part-time community service jobs, and job placement assistance; providers include Hawaii County Office on Aging, Honolulu Community Action Program, DHS, Maui Economic Opportunity, and Kauai Branch of WDD.

- USDOL, Work Opportunity Tax Credit—supports processing employer requests for certifications of the Work Opportunity Tax Credit for certain eligible new hires (also funded by Wagner-Peyser)
- USDOL Foreign Labor Certifications—assists employers with housing inspections, job order recruitments, and labor certification applications to hire foreign workers for temporary agriculture labor (H-2A); and assists employers with job order recruitments and labor certification applications to hire foreign workers to perform temporary non-agriculture labor (H-2B).
- USDOL ODEP funds for Disability Employment Initiative, Round VI—provides ~~One-Stop~~ [AJC](#) and partner staff training from University of Hawaii Center on Disability Studies to increase capability to serve persons with significant disabilities; help establish and maintain Business Leadership Networks and interagency provider collaborations; and increase number of SSI and SSDI beneficiaries getting employment and remaining employed. **Round VIII targets youth with disabilities.**
- USDOL H-1B funds for American Apprenticeship Initiative Grant—to develop new apprenticeship programs in Information Technology with a core group of employers in conjunction with University of Hawaii Community Colleges and DevLeague, a “boot camp” style private IT training provider. **Apprenticeship USA State Expansion Grant funds—primarily in healthcare and culinary occupations.**
- ~~○ WIOA Job Driven National Emergency Grant—supports classroom training and work-based training in high-demand occupations on all counties, development of employer-based videos highlighting features of jobs in healthcare, construction, information technology, and shipyard repair, purchase of WorkKeys to assist with assessments of participants for work readiness, reading, and math, with curriculum to address areas of deficiency or for further advancement; and enhancement of WIOA-Eligible Training Provider list including their performance reports required under WIOA.~~
- State funds for Apprenticeship Programs—supports DLIR WDD as the State Apprenticeship Agency to review, approve, monitor, and report on State apprentices and programs in Hawaii with the advice of its State Apprenticeship Council.
- State funds for Employment Training Fund—partially offsets training costs of short-term courses from pre-approved providers to upgrade the workforce skills of businesses in Hawaii; and assists in matching UI claimants and other job seekers with private sector internship sites to expose job seekers to different work environments and skills.
- State and federal funds from DHS—for job development, job readiness, and placement of TANF recipients and SNAP recipients into jobs.
- State and federal funds from State DHS, DVR —~~to~~ [WDD](#) ~~implemented~~ a 2016 Summer Youth Employment program for youth with a disability on Counties of Oahu, Hawaii, and Maui; also supports a year-round WDD staff on Big Island for business outreach and employment assistance for DVR clients. With DVR, WDD is developing a plan for year-round work-based learning services to youth with disabilities using DVR Pre-Employment Transition Services fund for Oahu; and a

plan for DVR youth referrals for a Summer Youth Employment Program on Hawaii and Maui Counties.

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

## **B. For Title II:**

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

Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

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

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

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

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

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

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

### **Eligible Providers**

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

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

### **Application Process**

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

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

## **ii. Ensure direct and equitable access**

Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all **eligible providers**.

### **Funding Availability Notification**

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

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

The RFP will contain information pertaining to:

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

### **Review and Selection Committee**

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

### **Application Submittal**

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

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

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

### **Selection Process**

Applications to provide adult education services as described and authorized under Title II of the Workforce Innovation and Opportunity Act will be reviewed by the Selection Committee. The HODOE will attach a point-based scoring rubric weighting the

considerations, including those specific to each subpart (231, 225 and 243). Applicants will be required to provide narrative detail (including a budget narrative) to demonstrate how they will meet each consideration.

The following represents the suggested criteria:

<b>Criteria</b>	<b>Point Value</b>
Measurable Goals	10
Past Effectiveness	5
Serving Most in Need	10
Intensity of Services	10
Effective Practices	5
Technology	5
Contextualization/Career Pathways	10
Staffing	5
Coordination and Collaboration	10
Flexibility and Support	10
Data Management	5
Budget	10
Staff Development Plan	5
<b>Total</b>	<b>100</b>

### Family Literacy

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

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

### Section 225 (Corrections)

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

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

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

concurrently and contextually with occupational training as part of an integrated education and training program.

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

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

### **C. Title IV Vocational Rehabilitation**

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

- Vocational Rehabilitation Basic Support Grant. The purpose of this grant is to assist Hawaii in operating statewide comprehensive, coordinated, effective, efficient, and accountable programs of vocational rehabilitation, which is an integral part of a statewide workforce investment system designed to assess, plan, develop, and provide vocational rehabilitation services for individuals with disabilities to prepare for and engage in gainful employment.
- Hawaii DVR is a combined agency which means that we receive one Basic Support Grant which funds the General and Blind agency.
- ~~○ DVR is contracting with WDD (Oahu, Hawaii, Maui) and the counties on Oahu and Kauai to implement a 2016 Summer Youth Employment program; and adults with disabilities on Oahu.~~
- **DVR is contracting with WDD on Oahu, Hawaii and Maui to implement the 2018 Summer Youth Employment program. This is the third summer program which, for the first time will include participation by a new category, “potentially eligible youth” ages 14 through 21. There is also the possibility of a “year-round youth employment program.”**
- ~~DVR supports Workforce Development Division staff on Hawaii and City and County staff on Oahu for business outreach and employment assistance for DVR clients. DVR supports the WDD staff and the American Job Center staff on all islands for business outreach and employment assistance for DVR clients. Along with DVR staff, employers will be provided training and technical assistance to include, but not limited to (1) disability awareness; (2) compliance with the Americans with Disabilities Act (ADA); (3) VR services; (4) recruitment and hiring of persons with disabilities and (5) support for current employees with disabilities.~~
- ~~DVR executed a State Educational Agency (SEA) Agreement with the DOE. Consultation and technical assistance will be provided to DOE personnel in~~

~~planning for the transition of students with disabilities from school to post-school VR services.~~ DVR has a current State Educational Agency (SEA) Agreement with the DOE and is currently developing an updated SEA agreement to include the WIOA regulations.

- Upon exit from the DOE/Special Education Program, DVR's clients attend DOE/Adult Education classes. DVR and Adult Education management staff have been meeting to significantly increase the number of DVR clients attending Adult Education classes in ~~2016~~ 2018.
- ~~In partnership with DOH, DOE, DOL, DVR is the lead agency in the Office of Disability Employment Policy (OPED) Employment first State Mentoring Program (EFSLMP) grant. The grant coordinates more in depth training by their Subject Matter Experts (SMEs) on Customized, Supported and Self Employment "train the trainers" training.~~

## 6. Program Data

### A. Data Alignment and Integration

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

#### **i. Describe the State's plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.**

Hawaii's PMIS is a virtual One-Stop, developed and maintained by the current contracted vendor, Geographic Solutions. The vendor is implementing changes to the case management and reporting system required by WIOA regulations. Training for all staff users is provided by the vendor whenever a new version of the software is installed.

The Core Partners have agreed to a single sign on and electronic referral system. This online client enrollment system works to improve both client services and reporting with respect to data analysis and client activity. It also allows each core partner to use their current case management and reporting systems while providing an integration at the front end of the system to coordinate partner programs and serve participants more efficiently.

The Core and Mandatory Partners Working Groups meet regularly to facilitate program integration and implementation of common performance measures. The core partners have agreed to work directly with the Unemployment Insurance Division to develop and implement memoranda of understanding for data sharing that adheres to federal and state



laws. Unemployment wage information will be collected within AEFLA, DVR and WDC's information systems and will be used for WIOA annual performance reports, evaluations, as well as for workforce and labor market information.

The core partners realize that understanding the impact of educational programs requires more than assessing six and 12-month workforce outcomes. Monitoring the longer term workforce outcomes of the populations they serve is critical for: 1) identifying and evaluating the best practices of programs that are successful in transitioning participants to sustained and consistent workforce outcomes; 2) identifying the characteristics of sub-populations of WIOA participants in order to provide programs better suited to meet the needs of the populations served; and 3) identifying workforce trends over time by industry and by county in order to provide information for projection and planning purposes.

As such, the core partners have also committed to the long-term sharing of program information with the Hawaii Data eXchange Partnership ("DXP"). The DXP is a collaboration of five state agencies: Hawaii State Department of Education, University of Hawaii system, DLIR, Department of Health, and the DHS. DXP manages a P20W cross-agency, statewide longitudinal data system and has been successful in linking and reporting on outcomes of graduates from the DOE to the UH, and from UH to the workforce. AEFLA, DVR and WDC have committed to the sharing of data for longitudinal reporting of WIOA participant outcomes beyond what is required for WIOA compliance reporting. The state will use this information over time to evaluate the overall effectiveness of core partner programs through the workforce outcomes of WIOA participants.

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

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

**ii. Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan.**

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

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

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

Additionally, extensive discussions with the Data Team of Core Partners in WIOA resulted in a consensus that the current PMIS will be used as the reporting system for common measures for Vocational Rehabilitation and Adult Education because of its ability to interface with UI wage records for employment data and to ensure a common tracking system among Core Partner programs. Its value as a common data base for employer contacts among Core Partners also will help coordinate employer services. Having the common data base will facilitate coordination and tracking of services among Core Partner programs, TAA, and veterans programs. It ~~should~~ also provides performance data that ~~will~~ assists in evaluating services and activities across Core Partner programs. Data elements of Vocational Rehabilitation participants required for Wagner-Peyser registration will be regularly uploaded into the PMIS. Adult Education may pursue this method or include registration in the PMIS as one of their standard elements in their curriculum so that students can become familiar with the PMIS and register as part of their course.

In addition, Vocational Rehabilitation and Adult Education will continue to maintain their own reporting systems for program-specific data beyond common measures that are

required by their funding agencies. This was a decision made based on the extensive sets of personal and performance data required by Vocational Rehabilitation that are not necessary for coordination of services among agencies.

Currently, the Temporary Assistance for Needy Families (TANF) Program does not have an application that a family may complete and submit electronically. The DHS Enterprise System, which is anticipated to be completed in 2-4 years, will include a common application for most DHS programs and services. At this time, a hard-copy application must be completed and manually submitted to the Department.

**iii. Explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design and implementation of common intake, data collection, etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.**

The WDC Data Management and Technology Committee is working with staff from the WDC and representatives from the WIOA Core Partners on developing a single sign-on and electronic referral system. This project is made possible through the Reemployment Data Systems Integration Grant sponsored by the U.S. Department of Labor. This online client enrollment system works to improve both client services and reporting with respect to data analysis and client activity.

This project is currently entering proof of concept with the State of Hawaii CIO Office to conduct a proof of concept test using Salesforce. This will aid the WDC in determining if a solution can be provided in-house by the State CIO Office or if a solution needs to be procured.

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

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

**iv. Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2)).**

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

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

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

All quarterly and annual reports required by the federal government are generated from HireNet Hawaii data and electronically transmitted to the USDOL. DLIR extracts information on employment status and average earnings for all exiters from UI wage records. Local area staff and Core Partner staff also may enter supplementary information on jobs obtained by participants. At the end of each quarter and year, DLIR will transmit to each county and Core Partner their performance reports in the same format as the federal statewide report. Counties, Local Boards, and Core Partners will review their performance at least on a quarterly basis and take any necessary corrective actions to resolve deficiencies. Staff users can produce PMIS reports to assess and correct performance on an on-going basis. These reports, filtered by different criteria, dates, and target groups, enable staff to review different aspects of performance prior to or after outcomes are reported with the goal of continually improving performance. The new federal reporting system that will use demographics of participants exiting to determine the applicable performance goals should clarify the impact of different demographics of participants and make it easier to predict future performance without being penalized for serving persons with greater barriers to employment.

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

## **B. Assessment of Participants' Post-Program Success**

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

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

Wagner-Peyser data on participants will be periodically reviewed to determine services being provided and those that may be needed to improve employment outcomes, especially for veteran participants.

The Department of Human Services is still in the infant stage of implementing its 'Ohana Nui initiative and developing its 'DHS System Navigator' pilot; therefore, the Temporary Assistance for Needy Family (TANF) Program does not have previous assessment results.

## **C. Use of Unemployment Insurance (UI) Wage Record Data**

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

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

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

number of unemployed workers has dwindled to where most job seekers are able to secure jobs and business demand for workers remains high.

WDC staff participates in the quarterly, WRIS-WRIS2 (Wage Record Interchange System) Advisory Group's conference calls to provide input into the development of the new State Wage Interchange System (SWIS) agreement that will replace WRIS. WDC is signatory to the current WRIS agreement as a Performance Accountability and Customer Information Agency (PACIA).

## **D. Privacy Safeguards**

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

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

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

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

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

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

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

Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

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

AJC Managers, in coordination with WDD Managers, shall periodically review their operations to ensure that State policy and guidance are being followed to properly implement the priority of service provision for veterans and eligible spouses, including those outlined in Job Service Bulletin No. 14-12, Change 3, and its updates. These requirements include identifying veterans and eligible spouses, informing them of their entitlement to priority of service, and providing information on service and programs. Staff training will be arranged by the AJC Managers as needed.

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

Staff shall refer individuals identified as *veterans and eligible spouses with significant barriers to employment* to the Disabled Veterans Outreach Program (DVOP) specialist for intensive service. If a DVOP specialist is not available, the client shall be referred to the AJC staff assigned to provide intensive service. In circumstances when it is not practical to refer a client to a DVOP for intensive service and to a Local Veterans Employment Representative (LVER) for job development service, the local office/AJC manager shall designate appropriate staff to assist the client. Services received by the client shall be the same service he or she would receive if a DVOP and LVER were available. AJC Managers and WDD Managers shall periodically review the State policies and guidance for identifying and serving veterans with significant barriers to employment to ensure that staff continues to be aware of and continues implementing correct procedures for serving veterans with significant disabilities. State policies include Job Service Bulletin No. 01-15, Change 1, and its updates.

## **8. Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities**

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable)

and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

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

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

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

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

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

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

Each self-service resource room located in the **AJCs** features a minimum of one accessible computer terminal equipped with assistive technology software designed to increase accessibility to all ~~One-Stop~~ **AJC** customers, including individuals with multiple challenges and individuals with disabilities. ~~Adaptive materials developed under the Disability Program Navigator (DPN) program have been shared with the One-Stops throughout the State.~~ **Where needed in the AJCs, assistive technology has been or will be purchased under the Disability Employment Initiative grants.**

~~In addition, One-Stop Center staff and their partner staff have been provided training on a Universal Design Concept in the One-Stop Centers. The training was funded by a grant awarded to DLIR WDD to help One-Stop Centers identify and address strengths and barriers of One-Stop services for customers with multiple challenges. Another training~~



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

The technical assistance provided to Core Partners and AJCs from Employment First State Leadership Mentoring (EFSLMP) projects enabled the creation of interagency teams called Workforce Solutions to collaboratively plan and implement statewide efforts to serve persons with disabilities more effectively. The interagency teams include DVR, Department of Health, University of Hawaii Center on Disability Studies, WDD, and AJCs. A series of training sessions for partner agencies were arranged under EFSLMP to build their capacity for serving persons with disabilities. The training continues under DEI Round VI for Hawaii and Maui; and they will be provided under DEI Round VIII statewide.

### **Employment and unemployment data and trends**

In 2012, according to the Centers for Disease Control and Prevention, Disability and Health Data Systems, 17.7 percent of adults in Hawaii reported having a disability. The report shows that 40 percent of those age 21 to 64 with any disability were employed, compared with 65 percent of those with no disability. The percentage of adults with disabilities who had an annual household income of

## **9. Addressing the Accessibility of the One-Stop Delivery System for Individuals who are English Language Learners.</u>**

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

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

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

## IV. Coordination with State Plan Programs

Describe the methods used for joint planning and coordination among the core programs, and with the required ~~one-stop~~ **AJC** partner programs and other programs and activities included in the Unified or Combined State Plan.

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

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

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

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

## V. Common Assurances (for all core programs)

The Unified or Combined State Plan must include assurances that—

1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts; Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State boards and local boards, such as data on board membership and minutes; Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs; No
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs, required ~~one-stop~~ [AJC](#) partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board; Yes
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities; Yes
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3); Yes
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable; Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program; Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs; Yes

10. The State has a One-Stop certification policy that ensures the physical and programmatic accessibility of all One-Stop centers with the Americans with Disabilities Act of 1990 (ADA); Yes

11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and Yes

12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor. Yes

## **VI. Program-Specific Requirements for Core Programs**

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

### **Program-Specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B**

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

#### **a. Adult, Dislocated Worker, and Youth Activities General Requirements**

##### **1. Regions and Local Workforce Development Areas**

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

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

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

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

**B. Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for “performed successfully” and “sustained fiscal integrity” in accordance with 106(b)(2) and (3) of WIOA. Describe the process used for identifying regions and planning regions under section**

**106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions.**

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

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

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

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

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

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

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

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

The appeals process is described in WIOA Bulletin 03-15:  
<http://labor.hawaii.gov/wdc/files/2013/01/SN-03-WIOA-03-15-Initial-Designation.pdf>.

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

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

~~WDC will issue a policy by September 30, 2016~~ **WDC issued its policy** on infrastructure funding, ~~which is still currently in draft form on October 3, 2016 and also issued a workbook to assist in the drafting of MOUs and determining cost sharing.~~ The workbook is posted at this link: <https://labor.hawaii.gov/wdc/files/2013/01/Infrastructure-MOU-Workbook-HI-2017-v5.pdf>

If the core and mandatory ~~one-stop~~ **AJC** partners do not agree on how the one-stop infrastructure will be funded, the State policy will be to use each partner’s share of the real estate (or space of the one-stop) it occupies; and how many days per month that space is used as the basis for cost allocation. The contributions will be required to be all cash; no in-kind contributions.

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

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

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

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

Costs to promote integration and streamlining of services:

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

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

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

- State in the fourth full program year; 1.5 % of the federal funds provided to the State in the fifth full program year and in each succeeding year.
- Other partners: Shall not exceed 1.5% of the federal funds provided to the State.

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

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

#### Appeals Process

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

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

## 2. Statewide Activities

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

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

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

#### **PROGRAMMATIC:**

- ~~WIOA 02-15 PY 15 Allocations~~
- ~~WIOA 06-16 2016 Federal Income Poverty Guidelines~~
- ~~WIOA 07-16 PY 16 Allocations~~
- ~~WIOA 08-16 Lower Living Standard Income Level Guidelines and attachments~~

#### **FISCAL POLICIES:**

##### **Fiscal Forms:**



- ~~○ Adult/Dislocated Worker/Local Administrative Cost Forms:~~
- ~~○ Budget Detail A~~
- ~~○ Budget Detail A 1, Personnel Cost of Subrecipient Staff~~
- ~~○ Budget Detail A 2, Equipment Purchases~~
- ~~○ Budget Detail A 3, Travel; Intra-State~~
- ~~○ Budget Detail A 4, Travel; Inter-State~~
- ~~○ Budget Detail A 5, Contractual Services Subcontracts~~
- ~~○ Budget Detail B. Worksheet by Funding Source~~
- ~~○ Budget Information Summary~~

**Youth Forms:**

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

**Rapid Response Forms:**

- ~~○ Budget Detail A~~

~~WIA 6-00 WIA Financial Management Manual~~

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

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

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

- ~~○ Rapid Response~~

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

- ~~○ Incentives to participants (stipends)~~
- ~~○ Eligibility~~
- ~~○ Youth Investments~~
- ~~○ Selective Service~~
- ~~○ Supportive Services~~
- ~~○ Pay for Performance Contracts~~

## **Fiscal Policies/Budget Documents**

## Adult/Dislocated Worker (DW)/Local Administrative Cost (LAC) Forms

- [Instructions: Budget Detail A](#)
- [Budget Detail A](#)
- [Instructions: Budget Detail A-1](#)
- [Budget Detail A-1, Personnel Costs of Subrecipient Staff](#)
- [Instructions: Budget Detail A-2](#)
- [Budget Detail A-2, Equipment Purchases](#)
- [Instructions: Budget Detail A-3](#)
- [Budget Detail A-3, Travel: Intra-State](#)
- [Instructions: Budget Detail A-4](#)
- [Budget Detail A-4, Travel: Inter-State](#)
- [Instructions: Budget Detail A-5](#)
- [Budget Detail A-5, Contractual Services-Subcontracts](#)
- [Instructions: Budget Detail B](#)
- [Budget Detail B, Worksheet By Funding Source](#)
- [Instructions: Budget Information Summary](#)
- [Budget Information Summary](#)

## Youth Forms

- [Instructions: Budget Detail A](#)
- [Budget Detail A](#)
- [Instructions: Budget Detail A-1](#)
- [Budget Detail A-1, Personnel Costs of Subrecipient Staff](#)
- [Instructions: Budget Detail A-2](#)
- [Budget Detail A-2, Equipment Purchases](#)
- [Instructions: Budget Detail A-3](#)
- [Budget Detail A-3, Travel: Intra-State](#)
- [Instructions: Budget Detail A-4](#)
- [Budget Detail A-4, Travel: Inter-State](#)
- [Instructions: Budget Detail A-5](#)
- [Budget Detail A-5, Contractual Services-Subcontractors](#)
- [Instructions: Budget Detail B](#)
- [Budget Detail B, Worksheet Funding By Source](#)
- [Instructions: Budget Information Summary](#)
- [Budget Information Summary](#)

## Rapid Response Form

- [Instructions: Budget Detail A](#)
- [Budget Detail A](#)

## WIOA Bulletins

48. [SN-01 WIOA 01-15 Communication System](#)

49. [SN-01 WIOA 01-15 Attmt, Mailing List](#)
50. [SN-02 WIOA 02-15 PY 15 Allocations](#)
51. [SN-02 WIOA 02-15 Attmt, HireNet Maint. Fee](#)
52. [SN-03 WIOA 03-15 w-Attmts, Initial Designation](#)
53. [SN-03 WIOA 03-15 Initial Designation](#)
54. [SN-03 WIOA 03-15 Attmt 3 PY 12, 13 Data Tables](#)
55. [SN-03 WIOA 03-15 Attmt 2 Performance Summary](#)
56. [SN-03 WIOA 03-15 Attmt 1 Initial Designation Application](#)
57. [SN-04 WIOA 04-15 Change 1](#) w-Attmts, LWDB Certification
  - o [SN-04 Attachment 1](#) LWDB Membership Requirements
  - o [SN-04 Attachment 2](#) Nomination Form for Board Members of LWDB
  - o [SN-04 Attachment 3](#) LWDB Membership Certification Request
58. [SN-04 WIOA 04-15 w-Attmts, LWDB Certification](#)
59. [SN-04 WIOA 04-15 LWDB Certification](#)
60. [SN-05 WIOA Bulletin 05-16](#) Distribution of WIOA Bulletins
61. [SN-06 WIOA Bulletin 06-16](#) Federal Poverty Income Guidelines
62. SN-07 [WIOA Bulletin 07-16 Change 1](#), Revised PY 16 Allocations
63. [SN-07 PY16 WIOA Allocations Bulletin 07-16](#)
64. [SN-08 WIOA 08-16, 2016 Lower Living Standard Income Level Attachments](#)
65. [SN-08 WIOA Bulletin 08-16, 2016 Lower Living Standard Income Level Guidelines](#)
66. [SN-09 WIOA Bulletin 09-16 Initial Local Plan Guidance](#)
  - o [SN-09 WIOA Local Plan Attachment I](#)
  - o [SN-09 WIOA Definitions Attachment II](#)
67. [SN-10 Proposed Bulletin 10-16 Change 1](#), Eligible Training Provider Policies and Procedures for Public Comment
  - o [Summary of Proposed Changes](#)
68. [SN-10 WIOA Bulletin 10-16 , Eligible Training Provider Policies and Procedures](#)
  - o [Hawaii ETP Policies and Procedures Attachment I](#)[Summary of ETP Changes Attachment II](#)
  - o [ETP Public Comments Received](#)
  - o [ETP Suggested Fillable Application](#)
69. [SN-11 WIOA Bulletin 11-16 Conflict of Interest](#)
70. [SN-12 WIOA Bulletin 12-16 One-Stop Infrastructure Funding and Memoranda of Understanding](#)
71. [SN-13 WIOA Bulletin 13-16 One-Stop Certification](#)
72. [SN-14 WIOA Bulletin 14-16 Adult Program Eligibility and Priority of Service](#)
73. SN-15 [WIOA Bulletin 15-16 Change 1](#) Financial Reporting Forms and Instructions
  1. [Form WIOA 1](#) – Subrecipient’s Request for Advance or Reimbursement
  2. [Form WIOA 1](#) – Instructions, Subrecipient’s Request for Advance or Reimbursement
  3. [Form WIOA 2](#) – Expenditure Register; Local Adult, Dislocated Worker, and Administrative Programs
  4. [Form WIOA 2](#) – Instructions, Expenditure Register, Adult, Dislocated Worker and Admin. Programs
  5. [Form WIOA 3](#) – Expenditure Register; Local Youth Program
  6. [Form WIOA 3](#) – Instructions, Expenditure Register, Youth Program
  7. [Form WIOA 4](#) – Expenditure Register; Program Income and Non-Federal Funds

8. [Form WIOA 4](#) – Instructions, Expenditure Register, Program Income and Non-Federal Funds
74. [SN-15 WIOA Bulletin 15-16 Financial Reporting Forms and Instructions](#)
75. SN-16 [WIOA Bulletin 16-16](#) Policy on Salary and Bonus Limitations
76. SN-17 [WIOA Bulletin 17-16](#) Procurement Policy and Standards
77. SN-01 [WIOA Bulletin 01-17](#) WIOA Methods of Administration
78. SN-02 [WIOA Bulletin 02-17 Change 1](#) WDC Policy WIOA Methods of Administration (Nondiscrimination Policy)
79. SN-02 [WIOA Bulletin 02-17](#) WDC Policy -WIOA Methods of Administration
80. SN-03 [WIOA Bulletin 03-17](#) Local Board Review of AEFLA Applications
81. SN-03 [WIOA Bulletin 03-17 Change 1](#) Local Board Review of AEFLA Applications
82. SN-04 [WIOA Bulletin 04-17](#) Allowable Cost
83. SN-05 [WIOA Bulletin 05-17](#) Items of Cost
- WIOA Bulletin [05-17 Attachment](#)-Matrix of Specific Items of Cost
84. SN-06 [WIOA Bulletin 06-17](#) Cash Management
85. SN-07 [WIOA Bulletin 07-17](#) Policy on Audit Requirements and Resolutions
86. SN-08 [WIOA Bulletin 08-17](#) Policy on Records Retention and Access to Records
87. SN-09 [WIOA Bulletin 09-17](#) PY17 Planning Estimate Allocations
88. SN-10 [WIOA Bulletin 10-17](#) Policy on Oversight and Monitoring
89. SN-11 [WIOA Bulletin 11-17](#) Policy on Property and Inventory Management
90. SN-12 [WIOA Bulletin 12-17](#) Closeout Reporting Forms & Instructions
  1. Form WIOA 5: [Closeout Check List](#) (excel)
  2. Form WIOA 6: [Closeout Reconciliation](#)
  3. Form WIOA 7: [Subrecipient Release Form](#)
  4. Form WIOA 8: [Subrecipient Assignment Form](#)
  5. Form WIOA 9: [Inventory Certification](#)
  6. Form WIOA 9 Instructions: [Instructions for Inventory Listing](#)
  7. Form WIOA 10: [Equipment Listing](#) (excel)
  8. Form WIOA 11: [Subrecipient's Tax Closeout Tax Certification](#)
91. SN-13 [WIOA Bulletin 13-17](#) Program Year (PY 17) Final Allocations
92. SN-14 [WIOA Bulletin 14-17](#) Recapture and Reallocation
93. SN-15 [WIOA Bulletin 15-17](#) Transfer of Funds Request  
[Attachment I](#): Transfer of Funds Request Narrative (fillable pdf)
94. SN-16 [WIOA Bulletin 16-18](#) Recording Measurable Skill Gains in HireNet Hawaii

The following policies and procedures will be issued by December 31, 2018

- Sector/Career Pathway Approach
- Job Seeker Services (Including Enrollment) Framework
- Coordination Points with Other State/Federal Programs
- Self-Employment
- Business Services Framework
- Rapid Response Services
- Program Monitoring
- Common Identifiers
- ~~One-Stop~~ [AJC](#) Standard Operations

- Intellectual Property (Creative Commons)
- Program Income
- Debt Collection
- Petty Cash

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

The following guidelines and goals have been established:

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

Hawaii's ~~One-Stop Job Centers~~ **AJCs** and Youth Programs use the PMIS for common intake, case management, statewide labor exchange, and reporting for different programs.

The PMIS includes web-based self-service features that facilitate job searches, career exploration, job matching, job postings, and skills assessment for employers and job applicants. Case managers also have access to these tools, and they have the added capability of viewing services provided to an individual within their local area. This reduces duplication and allows for more effective coordination of services among providers. Self-service resource rooms available in each ~~One-Stop~~ [AJC](#); ~~local office~~ [which](#) include computers with internet access and shortcuts to other web-based job search and recruitment tools, labor market information, and career exploration. The State and all the counties have separate fiscal management systems.

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

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

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

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

State Responsibilities

~~During PY 15 the~~ **The** following *required* statewide employment and training activities will be performed:

1. Ensure delivery of required Rapid Response activities. Develop and implement Rapid Response procedures (assistance to employers and affected employees of mass layoffs, closings, disasters; layoff aversion strategies and outreach to employers);

2. Upgrade and redesign software and server for Simplifying the process of Hawaii's Eligible Training Providers' List (ETPL) for wide availability and dissemination by various means. Enter and maintain:

- Data in Hawaii's ETPL including those providing non-traditional training services and ETPs of registered apprenticeship programs;
- Information identifying eligible providers of on-the-job training (OJT), customized training, incumbent worker training, internships, paid or unpaid work experience opportunities and transitional jobs. WIOA sec. 122(h) exempts providers of on-the-job training and other employer-based training from the requirements at WIOA sec. 122(a)-(f). However, the identity of employers that access WIOA funds for employer-based training, as well as any performance information required by the State under WIOA sec. 122(h)(2) is disclosable;
- Information on effective outreach and partnerships with business;
- Information on effective service delivery strategies and promising practices to serve workers and job seekers;
- Performance information and information on the cost of attendance, including tuition and fees;
- A list of eligible providers of youth activities;
- Information on physical and programmatic accessibility for individuals with disabilities; and
- Access to providers' past performance information to maximize consumer choice.

3. Conduct evaluations as discussed under § 682.220;

4. Coordinate development of Hawaii's Unified State Plan for WIOA (with input from the core partners Wagner-Peyser, Adult Education and Vocational Rehabilitation; as well as the Department of Labor and Industrial Relations Research and Statistics Office, the Counties and mandatory ~~One-Stop~~ [AJC](#) partners);

5. Provide technical assistance to the Counties, State entities and agencies and ~~One-Stop~~ [AJC](#) partners in carrying out activities described in the Unified State Plan, including coordination and alignment of data systems used to carry out the requirements of WIOA;

6. Assist the Counties, ~~One-Stop~~ [AJC](#) operators, ~~One-Stop~~ [AJC](#) partners, and service providers with development of staff, staff training to provide opportunities for individuals with barriers to employment to enter in-demand industry sectors or occupations and nontraditional occupations, and with development of exemplary program activities. Assistance will be provided through a variety of methods such as provision of technical assistance, compliance assistance, strategic planning initiatives, or other activities designed to improve or enhance the workforce development system at the local level;

7. The use of regions does not apply to Hawaii where the four counties are islands separated by water. Therefore, the State will assist the Counties with planning local instead of regional service delivery efforts that are required under WIOA sec. 106(c);

8. Assist the Counties by providing information on and support for the effective development, convening, and implementation of industry and sector partnerships;

9. Provide technical assistance to Counties that fail to meet adjusted levels of performance agreed to under § 677.210 of the WIOA regulations;
10. Conduct monitoring and oversight of activities for services to youth, adults, and dislocated workers under WIOA title I, and which may include a review comparing the services provided to male and female youth;
11. Provide additional assistance to Counties that have a high concentration of eligible youth; and
12. Operate a fiscal and management accountability information system, based on guidelines established by the Secretary;
13. Establish the Council membership in accordance with WIOA composition requirements;
14. Support Council meetings and activities;
15. Coordinate and prepare the WIOA Annual Report Narrative (with input from Counties);
16. Negotiate state performance measures with the federal government, subsequently negotiate local performance targets with the Counties;
17. Assist in the development of a statewide employment statistics and Labor Market Information system;
18. Recommend and/or establish WIOA statewide policies;
19. Develop instructions for Counties' Local Plans, review and approve such Plans;
20. Issue substate allocations according to statutory formula based on local data; disseminate instructions for County proposals;
21. Contract Counties to operate WIOA programs in their respective geographical areas;
22. Conduct program and fiscal monitoring of counties (with support from fiscal office);
23. Prepare and submit quarterly and annual program and financial reports;
24. Conduct data validation to verify accuracy of participant reports;
25. Provide technical assistance and training to low performing local areas; and
26. In the event of mass layoffs or disaster, assess the need for additional funds, apply for such funds, and administer funds awarded.

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



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

1. State administration of the adult, dislocated worker and youth workforce investment activities, consistent with the ~~five-percent~~ 5% administrative cost limitation at WIOA sec. 134(a)(3)(B) and § 683.205(a)(1) of this chapter;
2. Develop and implement innovative programs and strategies designed to meet the needs of all employers (including small employers) in the State, including the programs and strategies referenced in WIOA sec. 134(a)(3)(A)(i);
3. Develop strategies for serving individuals with barriers to employment, and for coordinating programs and services among ~~one-stop~~ AJC partners;
4. Support provision of career services in the one-stop delivery system in the State as described in § 678.430 of this chapter and WIOA secs. 129(b)(2)(C) and 134(c)(2);
5. Support financial literacy activities as described in § 681.500 of this chapter and WIOA sec. 129(b)(2)(D);
6. Provide technical assistance to Local Workforce Development Boards (WDBs), chief elected officials, one-stop operators, ~~one-stop~~ AJC partners, and eligible providers in local areas on the development of exemplary program activities and on the provision of technology to facilitate remote access to services provided through the one-stop delivery system in the State;
7. Provide technical assistance to local areas that are implementing WIOA Pay-for-Performance contract strategies and conducting evaluations of such strategies. Technical assistance may include providing assistance with data collections, meeting data entry requirements, and identifying level of performance;
8. Carry out activities to facilitate remote access to training services provided through the one-stop delivery system;
9. Activities that include:
  - a. Activities to improve coordination of workforce investment activities, with economic development activities; and
  - b. Activities to improve coordination of employment and training activities with child support services and activities, cooperative extension programs carried out by the Department of Agriculture, programs carried out by local areas for individuals with disabilities (including the programs identified in WIOA sec. 134(a)(3)(A)(viii)(II)(cc)), adult education and literacy activities including those provided by public libraries, activities in the correction systems to assist ex-offenders in reentering the workforce and financial literacy activities; and
  - c. Developing and disseminating workforce and labor market information.
10. Develop and disseminate common intake procedures and related items, including registration processes, across core and partner programs; and

11. Coordinate activities with the child welfare system to facilitate provision of services for children and youth who are eligible for assistance under sec. 477 of the Social Security Act.

#### Rapid Response

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

The Workforce Development Division is serving as the Dislocated Worker Unit providing Rapid Response services statewide through its line operations. WDC assumed responsibility as the state's Dislocated Worker Unit in 2017.

WDC has established a State Rapid Response Coordinator position which was filled in May 2017. WDC is now on the distribution list for WARN notices. The coordinator ensures that the LWDBs and AJCs have been informed of the impending layoffs. The coordinator is responsible for developing policies and procedures for Rapid Response services and Layoff Aversion and for their implementation at the AJCs.

~~The WDC will assume responsibility as the state's Dislocated Worker Unit and issue Rapid Response policies and procedures consistent with requirements in the WIOA regulations in~~

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

On March 8, 2017, the WDC board approved to move forward with funding the Workforce Development Division to administer rapid response activities for the Kauai and Maui counties, and to provide funding to Oahu WDB and Hawaii County WDB to serve their respective community with rapid response activities, with the coordination with the Statewide Rapid Response Coordinator through June 30, 2019.

The WDC board will continue to assess the effectiveness of the rapid response system and will consider the viability of one of the following three options to implement the improved Rapid Response system. The Rapid Response policy and procedures consistent with WIOA regulations at §§ 682.300 through 682.370 will be issued on an ongoing basis.

~~One of the following three options will be selected to implement the new Rapid Response system. The Rapid Response policy and procedures consistent with WIOA regulations at §§ 682.300 through 682.370 will be issued by September 30, 2016 the fall of 2018.~~

#### Statewide Service Provider

Method:

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

#### Local Workforce Development Boards 20%

Method:

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

#### Local Workforce Development Boards 100%

Method:

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

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

#### Timeline-Action Steps:

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

#### On-Site Services

Each county has a Rapid Response Team which is deployed as necessary to respond to the emergency situation. Honolulu's Rapid Response Team is available to be deployed to supplement the county team if necessary. When layoff events impact sufficient numbers (amounts vary from one local area to another) of employees, the locally assembled Rapid Response Teams provide on-site employee meetings that provide workers with information and access to unemployment compensation benefits, comprehensive One-

~~Stop-Career-Center~~ AJC system services, and employment and training activities including information on the Trade Adjustment Assistance program (TAA) and National Dislocated Worker Grants (NDWG).

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

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

#### Layoff Aversion

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

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

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

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

In the instances of natural disasters, the Governor, the Mayors of the four counties, the State's Department of Defense, Hawaii Emergency Management Agency (HI-EMA) and the counties' Emergency Management Departments assess damages, coordinate and deploy local and state services, including as necessary, the Hawaii National Guard, DLIR, DHS, DOH, local emergency responders, and also coordinate with non-governmental agencies and service providers such as the American Red Cross, local community groups, and churches. Request for assistance is generally initiated at the county level. The Red Cross determines with HI-EMA needed shelters and their locations and necessary staffing. The Federal Emergency Management Agency (FEMA) sends staff to those locations along with participating state and local agencies to provide needed services.

The State of Hawaii Office of Planning issued "Natural Disaster Economic Recovery Strategy" (December 2014) which outlined existing plans (page 12) at the federal, state, county, and community levels

([http://files.hawaii.gov/dbedt/op/spb/2014\\_nders\\_final.pdf](http://files.hawaii.gov/dbedt/op/spb/2014_nders_final.pdf)). The recovery strategy was developed by a diverse advisory group and stakeholders from governmental, non-governmental, community, and private sector organizations. Within the defined goal of "Forge partnerships between large and small businesses with government agencies to promote coordinated efforts for disaster preparedness, response, and recovery;" there is an opportunity for WDC's State Rapid Response Coordinator and for the County level coordinator to engage employers and employer groups by partnering with this preparedness effort to develop relationships prior to disasters and to provide information on employment services, layoff aversion and incumbent worker training, and as part of disaster recovery, provide Rapid Response services and funds in the local area where businesses are forced to lay off workers. WDC or the affected county, in consultation with the Mayor, the Director of DLIR and the Governor, may apply for a National Emergency Grant during the recovery period. One of the implementation recommendations is that the State expand the use of USDOL Emergency Grants to support economic recovery and design recovery programs to maximize efficient use of those funds.

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

#### Use of Funds:

1. The NEG creates temporary employment to perform demolition, cleaning, repair, renovation, and reconstruction of damaged and destroyed public structures, facilities, and lands located within the designated disaster area. Work on private property may only be performed if workers from units of local government are also authorized to conduct, and currently perform, such work.

2. The duration of temporary employment must be established and is limited to public and private non-profit agencies. The maximum level of wages paid to a participant is established, excluding the cost of fringe benefits.

Eligible Individuals:

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

Actions:

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

Disaster Unemployment Assistance (DUA):

1. The SRRC will also coordinate with Unemployment Insurance (UI). When coordinating with UI, the SRRC will ensure that UI knows the event is being planned as a response to a natural disaster. This information will be provided in the notification. If there is a Presidential declaration for Disaster Unemployment Assistance (DUA), it may impact the information UI provides at a Rapid Response event.
2. DUA provides UI benefits to individuals who are dislocated (unemployed) due to a natural disaster.
3. The FEMA Disaster Declaration will support justification for implementing DUA.
4. UI Telephone Claims Center (TCC) staff are refreshed on DUA procedures so that they may assist customers calling the center with questions related to filing for benefits.
5. The availability of DUA aligns with any previous claims currently on file.

Rapid Response Team:

1. Options for meeting places across Hawaii will depend on the type and severity of the natural disaster along with the location of the affected workers. If there is a Presidential declaration for Individual Assistance (IA), FEMA will open Disaster Recovery Centers (DRCs). These centers may not be ideal for holding a formal presentation but will likely

be a gathering place for those affected by the natural disaster. Other location options where the Rapid Response event may take place include Red Cross Stations, community buildings not affected by the disaster, and the nearest American Job Center

2. Each county has a Rapid Response Team which is deployed to respond to emergency situations. Honolulu's Rapid Response Team is available for deployment to supplement the county team if necessary. When layoff events impact sufficient numbers (amounts vary from one local area to another) of employees, the locally assembled Rapid Response Teams provide on-site employee meetings that provide workers with information and access to unemployment compensation benefits, comprehensive AJC services, and employment and training activities including information on the Trade Adjustment Assistance program (TAA) and National Dislocated Worker Grants (NDWG).

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

- a. Group or Individual Registration
- b. Job Search Workshops
- c. Individual Assessment/Counseling
- d. Job Search Strategies and Techniques
- e. Resume Writing
- f. Interviewing
- g. TAA Orientations
- h. Job fairs/Company matching
- i. Other services as necessary

4. The Team(s) visit community locations in significantly impacted areas (i.e., shelters, libraries, schools, etc.) to assist businesses and impacted individuals, and to provide on-the-ground information and support regarding state-level efforts.

5. Staff does the following for impacted businesses and individuals:

- a. Register them in the PMIS to facilitate eligibility for program services;
  - b. Connect impacted workers with appropriate employment opportunities through the Disaster NEG;
  - c. Assist impacted workers to apply for DUA benefits; and
- post links and emergency phone numbers where businesses and workers can contact appropriate agencies for services.

**D. Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the trade-affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement). Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.**

Local area MOUs that are submitted with their Local Area Plans will include an identification of the local area Rapid Response Coordinator, and a description of Rapid Response responsibilities for that area to ensure coordination of services during Rapid Response.

Employers will send notices of closings and layoffs under the federal WARN Act and a state plant closing law to the DLIR Director. Upon receipt, the Director's Office will forward them to WDD, DLIR Unemployment Insurance Division, and DLIR Research and Statistics Office. Companies also will transmit a notice required under WARN to the Mayor of the county in which a closing will occur.

WDD will immediately initiate contact with the affected employer to obtain details about the impending event and share information about ~~One-Stop Center~~ **AJC** services for affected workers. If a union represents affected workers, a labor-management committee will be formed, if feasible, to jointly assess needs and implement Rapid Response services, with the understanding that services will not be a forum for any collective bargaining issues. Information about Trade Adjustment Act (TAA) benefits and qualifying conditions will be provided to the employer/Labor-Management Committee, and the employer or union will be encouraged to file a TAA petition for employees who may be eligible for TAA. If they do not file a petition, the ~~One-Stop Center~~ **AJC** or WDD will submit one to ensure that eligible workers receive TAA benefits.

#### Rapid Response Team:

If the number of workers to be laid off is significant, WDD will mobilize a Rapid Response Team for deployment at the employer's site or another site that is convenient for affected workers. Core members will consist of the following:

- DLIR Unemployment Insurance Division
- ~~One-Stop Center~~ **AJC** Operator
- Workforce Development Division

Depending on needs of the workers, other Rapid Response Team members will include, but not be limited to, the following:

- State Department of Human Services
- Training Providers
- Banks/Credit Unions
- Consumer Credit Counseling Center
- Community Based Organizations
- State Department of Health

Group orientations on ~~One-Stop Center~~ **AJC** services will be planned and scheduled with the employer or Labor-Management Committee, during or around work hours and prior to lay-offs, to the extent possible.



Topics to be covered during Rapid Response group sessions will be customized for each layoff and generally will include the topics below. Approaches will depend on type of employer and educational and skill levels of employees.

- Unemployment Insurance benefits and eligibility requirements;
- Work registration requirements and jobs listed in the PMIS;
- Labor market information and trends;
- Job counseling and job training programs, including remedial/literacy education;
- Priority of services and additional services for veterans;
- TAA benefits (if eligible);
- Financial assistance such as welfare, Supplemental Nutrition Assistance Program (formerly called Food Stamps), child care subsidies, and subsidized health insurance; and
- Survey of training needs. (This survey will be used to determine the kinds of services needed and projected costs, which will help plan training and other services and assist in determining whether formula funds are sufficient or WIOA National Emergency Grant funds should be requested.)

Other Rapid Response topics, such as the following, will be included for group sessions, as appropriate:

- COBRA;
- Credit counseling and loan assistance;
- Grief/trauma counseling, or other mental health services;
- Housing assistance, and/or
- Social services provided by Community-Based Organizations.

Because of the breadth of topics covered during Rapid Response sessions, only those staff members who are experienced and knowledgeable will participate as presenters. Services for individuals, such as filing for UI (after layoff), registration in the PMIS, and applying for financial assistance may be provided immediately following group sessions, if workers need assistance for these services. Job fairs also will be scheduled, as appropriate, specifically for the laid-off workers in conjunction with, or shortly after Rapid Response sessions. In addition, job search workshops and literacy or skills training may be provided for the workers to prepare them for the job market prior to or shortly after layoff.

In addition to reacting to layoff notices, Rapid Response will include business service teams to expand the rapid response infrastructure in each local area so that Rapid Response becomes pro-active and on-going to serve businesses and their workers more effectively. Prior to layoffs occurring, during which businesses are in crisis management mode, closer working relationships with local businesses will be developed to support workforce needs of employers in a more consistent and comprehensive manner through their cycles of growth and decline. More services and tools of the One-Stop system will be made available to businesses on a continuing basis through an aggressive outreach effort, and businesses will make better use of these services to improve the capacity of

their workforce. These strategies give businesses more opportunities to avert layoffs by sustaining a resilient and competitive workforce. ~~One-Stop~~ **AJC** staff will be trained to detect early warning signs of possible financial difficulties of businesses and provide advance assistance and information to ease any difficulties should a plant closure occur. The improved collaborations with businesses will enable ~~One-Stop~~ **AJC** staff to quickly recognize re-employment opportunities for laid off workers. In addition, stronger collaborations with more partners will be developed to expand and better coordinate the network of resources for more assistance toward employers and workers.

## **b. Adult and Dislocated Worker Program Requirements**

### **1. Work-Based Training Models**

If the State is utilizing work-based training models (e.g. On-the-job training, Incumbent Worker training, Transitional Jobs, and Customized Training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

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

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

ETF funds three programs:

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

The Macro Program provides grants to business associations and consortia to develop customized training projects where there are critical skill shortages. The program enhances the State's employer engagement efforts by outreaching, enrolling, and facilitation of contacts with employers and training providers for the delivery of

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

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

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

3) Volunteer Internship Program (VIP)

Developed by DLIR in January 2011, the Volunteer Internship Program (VIP) was created to stimulate job growth in Hawaii. Initial funding for VIP was derived through the Reed Act in early 2010 in response to significant job loss at the time. It is funded through the States’ ETF program. VIP allows job seekers, especially those receiving unemployment insurance (UI) benefits, to volunteer at businesses to explore a career field, exposure to the career, and workforce training. During the course of the internship, claimants are exempt from their three weekly job searches and continue to receive their UI benefits. Upon successful completion of training, interns receive certification of the job skills acquired and consideration for employment. Benefits to businesses include: pre-screening of qualified individuals, ability to assess the intern’s readiness for employment and limited medical coverage for injuries sustained by an intern. The opportunity to train through VIP is limited to 16-32 hours per week for 4-8 weeks. ~~In PY 2011, 37.7% reported being hired by their place of internship or elsewhere. In PY 2015, there were 90 intern-employer matches in Honolulu. In PY 2016 there were 123 intern-employer matches in the State of Hawaii.~~

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

## **2. Registered Apprenticeship**

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., job center staff taking applications and conducting assessments).</p>
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Hawaii has adopted standards that conform to federal regulations and apprenticeship sponsors that meet the standards of apprenticeship may seek approval and registration by the DLIR Director (HRS §372-3). The legislatively established State Apprenticeship Council (SAC), an advisory body to the DLIR Director on matters concerning

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

Three (3) federal grants were awarded to DLIR to promote the expansion of apprenticeship programs into other occupations and industries and encourage diversity in the apprentice population. As a time-honored workforce strategy, apprenticeship programs can now benefit more employers, industries, and occupations with the use of these grants to support the development of new programs. The American Apprenticeship Initiative grant originally targeted apprenticeship programs in Information Technology, and healthcare occupations were added later. Under the State Expansion Grant, apprenticeship programs are being developed primarily in healthcare and culinary occupations. This grant uses an intermediary, Kapiolani Community College, to perform most of the paperwork involved in developing and reporting apprenticeship programs for employers. This has proven to be an appealing feature for businesses and has succeeded in finalizing the participation of many more employers. The Accelerator grant is being used mainly to promote development of apprenticeship programs and encourage diversity in apprenticeship programs through forums for businesses, educators, and workforce development professionals. It is also being used to convert internal manual records into electronic records to streamline reports and access data more quickly.

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

Partnerships with the registered apprenticeship programs continues with the ~~One-Stops~~ [AJCs](#) providing assistance and support to apprenticeship programs for their recruitment events. As the construction industry has rebounded, there is a shortage of qualified construction workers; there is an opportunity to increase available apprenticeship programs.

WDC members include those conducting workforce training and apprenticeship programs within their organizations. Efforts to increase employer engagement will encourage employers to take a proactive role in defining training standards and shaping training curriculum and program design so program graduates will be more likely to succeed in the employer's workplace.

With regard to apprenticeship programs, the DLIR is the State Apprenticeship Agency to administer apprenticeship programs in the State of Hawaii. This facilitates the sharing of

apprenticeship information across programs. As the lead for carrying out State Apprenticeship program responsibilities, the WDD registers apprenticeship programs and apprentices, reports to the USDOL, monitors programs, and provides staff support to the State Apprenticeship Council, which is an advisory body to the DLIR Director regarding apprenticeship programs.

Notices of recruitments for apprentices are shared with ~~One-Stop-Centers~~ **AJCs** so they can refer suitable individuals to apprenticeship sponsors; lists of active apprenticeship programs and their minimum requirements are maintained on the DLIR WDD website; and coordination between ~~One-Stop-Center~~ **AJC** services and apprenticeship programs are supported to the extent possible. All ~~One-Stop-Centers~~ **AJCs** are familiar with the major apprenticeship sponsors, and the sponsors have regularly participated in local Job Fairs or Construction Expos. The ARRA SESP grant also encouraged additional linkages between ~~One-Stop-Centers~~ **AJCs** and apprenticeship programs by fostering referrals from ~~One-Stop~~ **AJC** referrals to specific apprenticeship programs that became Eligible Training Providers (ETP) for the adult and dislocated worker programs.

### **3. Training Provider Eligibility Procedure**

Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

WDC issued a Change 1 to the ETP policy. This new policy replaced the Kumua website, which was located in on a separate site with a site accessible from the WDC homepage. It is expected that an ETP module will be included in future procurements for a participant management information system so that the ETP list will be accessible from that system.

The new policy eliminates the need for providers to interact and post to a website that many felt were cumbersome and a barrier to provider participation. The new ETP list will consist of three categories: Eligible Training Providers, Career Services/Prevocational Training, and Apprenticeships.

The new policy did not change any provider requirements, but simplified the application for private providers and significantly simplified the application for UH System campuses.

WDC issued an Eligible Training Provider Policy and Procedure Bulletin which is posted along with the attachments on the WDC website. The link to the bulletin: <https://labor.hawaii.gov/wdc/files/2016/06/SN-10-WIOA-Bulletin-10-16-Eligible-Training-Provider-Policies-and-Procedures.pdf>

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

In the policy, WDC established criteria, information requirements and procedures regarding the eligibility of training providers to receive funds. This guidance provides criteria and procedural instruction on transitional, initial and subsequent eligibility

requirements, establishes enforcement and appeal procedures and outlines the roles and responsibilities of the State and Local Boards for maintaining the integrity of the ETPL and the quality of the training programs offered on it. All providers are required to submit information on performance outcomes to determine eligibility for listing and to facilitate informed customer choice. It is important to note that eligibility for listing is based on the performance outcomes achieved by the entire cohort of students in each program.

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

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

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

#### **Continued Eligibility for Existing Providers**

~~1. Eligible Training Providers (ETPs) and programs that were eligible under WIA remain eligible under WIOA until June 30, 2016~~

~~2. As of June 30, 2016, all providers, including existing ETPs grandfathered in under WIA requirements, must be evaluated using the WIOA criteria, first at initial application, then every two years thereafter, commencing on the date that continued eligibility was approved. [WIOA Section 122(a)(4)(B), TEGL 41-14]~~

- Eligibility is determined on a program-by-program basis. To continue receiving WIOA funds, ETPs must renew continued eligibility for each approved program every two years and must submit reports on a timely basis.
- Providers must contact the Local Board(s) to begin the renewal process. ~~In addition to any local requirements, providers must follow the process outlined in Appendix A and submit student and performance data as listed on Appendices C and D. Timelines for the submission of data will be issued at a later date.~~

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

1. New providers that did not have any programs certified under WIA must be evaluated based on the requirements set forth in WIOA, as follows:
  - a. Providers must submit an application to the Local Board(s) for the training program(s) they wish to offer. In addition to any local requirements, providers must follow the process outlined in ~~Appendix A~~ and submit **required** student and performance data. **as listed on Appendices C and D**. Timelines for the submission of data will be issued at a later date.

b. Providers are eligible only for programs that qualify and are approved by the State and Local Boards.

2. Providers must submit evidence of accreditation and/or licensure from the appropriate state or other governing body (see Section II.B. Licensing).
3. Distance learning programs are eligible only when offered by institutions that are fully accredited by a recognized accrediting body (see Section II. E. Technology-Based Learning).
4. Initial eligibility is limited to a period of one fiscal year for each approved program. "Fiscal year" is defined as the 12-month period commencing on the date when initial eligibility is approved for the applicable program. [WIOA Section 122(a)(4)(B), TEGL 41-14]
5. The provider must renew its eligibility and establish continued eligibility for each approved program to continue receiving WIOA funds after the program's one-year period of initial eligibility ends. [WIOA Section 122(c)(2)]
6. Thereafter, providers must contact the Local Board(s) every two years to renew each program's continued eligibility to receive WIOA funds. [WIOA Section 122(c)(2)]
7. Local Boards are responsible for the retention of the original hard copy of the ETP application and have them available for monitoring.
8. The Local Board shall provide a written notice of determination of acceptance or rejection of an initial application to an applying entity within thirty calendar days of the receipt of the completed initial eligibility determination application. [WIOA Section 122(c)(1)]
9. Local Board policy shall determine the circumstances under which reconsideration of an application may be afforded to an entity whose initial application was denied. [WIOA Section 122(c)(1)]

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

~~1. The WIOA grandfather provision applies at the provider level. Therefore, grandfathered ETPs that had at least one program certified under WIA and that are seeking approval for additional training programs for which program performance data is not available, the following applies:~~

~~a. the new program will receive initial approval for a period of one year.~~

~~b. at the end of the one year period, the provider must renew the program's eligibility and establish continued eligibility for that program to continue receiving WIOA funds. [WIOA Section 122(c)(2)]~~

#### **Apprenticeship Programs**

1. Registered Apprenticeship programs are not subject to the same application and performance information requirements or to a period of initial eligibility or initial eligibility procedures as other providers because they go through a detailed application and vetting process to become a Registered Apprenticeship program sponsor with the United States Department of Labor. [TEGL 41-14]

2. Registered Apprenticeship programs are automatically qualified for the ETPL as long as the program remains registered with the United States Department of Labor, Office of Apprenticeship and/or until the program asks to be removed from the ETPL by notifying the State Board by email at:  
dlir.workforce.council@hawaii.gov.
3. The State Board will notify *current* Registered Apprenticeship programs of their automatic qualification for the ETPL. As new programs are approved, DLIR/WDD will notify the sponsors that the program is automatically qualified for the ETPL. Both current and new Registered Apprenticeship sponsors will then contact the State Board by email at dlir.workforce.council@hawaii.gov. to gain access to the ETPL website to enter the following information:
  - a. Occupations included within the Registered Apprenticeship program;
  - b. The name and address of the Registered Apprenticeship program sponsor;
  - c. The name and address of the Related Technical Instruction provider, and the location of instruction if different from the program sponsor's address;
  - d. the method and length of instruction; and,
  - e. The number of active apprentices.
4. At the end of each program year, the State Board will ask WDD for a list of all Registered Apprenticeship programs that were either voluntarily or involuntarily deregistered. These programs will be removed from the list.

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

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

### **Criteria to become an ETP**

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

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



## **B. Licensing**

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

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

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

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

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

Training providers must:

1. Have a physical and permanent Hawaii mailing address. Post office boxes (P.O. Boxes or private rental mailboxes) are not considered a physical address. This requirement does not apply to third-party providers. Refer to:  
<http://cca.hawaii.gov/hpeap/>
2. Be a legal entity, registered to do business in Hawaii.
3. Be current with tax obligations as required by Hawaii Revised Statutes 103D-310(c) and verified by a “Certificate of Vendor Compliance” issued by Hawaii Compliance Express, <https://vendors.ehawaii.gov/hce/splash/welcome.html>.
4. Have a valid Certificate of Liability Insurance for the amount of at least \$2 million in General Aggregate for each occurrence that includes the following language:
  - a. “The State of Hawaii and its four counties, the City and County of Honolulu, the County of Maui, the County of Hawaii, and the County of Kauai, including all of their departments and attached agencies, their officers, employees and agents are named as additional insured, as respects the named insured’s activities on their behalf.”
5. Not be associated with occupations that pay commission only and not be debarred by the state or the federal government as they would not be eligible to be included on the ETPL.
6. Have provided training for at least one year at the time of application and have a proven track record of students successfully completing the programs and meeting all state performance standards. Training providers that have been training in another state for more than a year, and have recently opened a new campus in Hawaii do not need to train a year in Hawaii to be listed on the ETPL. Registered Apprenticeships do not need to complete a year of training participants to be eligible for the ETPL.
7. Have at least five students enrolled in a program for the minimum performance standards to be used in determining eligibility.
8. Have refund policies specifying when refunds for tuition and other costs associated with the training program will be allowed. Refund policies that indicate that no refunds will be made are not acceptable. Refund policies must be written and published so that students are aware of how to request a refund.
9. Have a grievance policy which provides for due process for students to file complaints with an organization against faculty, staff, or other college employees. Grievance policies must be written and published so that students are aware of how to file a complaint.
10. Offer training programs that:
  - a. Relate to in-demand industry sectors and occupations in Hawaii;
  - b. Are aligned with industry sector strategies and career pathways; and
  - c. Are job driven.

11. Have the ability to:
  - a. Provide information on whether the provider is in a partnership with
    12. business, including information about the quality and quantity of employer partnerships;
  - a. Offer programs that lead to recognized postsecondary certificates and credentials;
  - b. Describe each program of training services to be offered;
  - c. Produce verifiable program-specific information describing:
    13. Qualifications and credentials of the provider's instructors;
    14. Minimum program enrollment requirements;
    15. Information pertaining to program performance, costs, methods of instruction, length, and schedule.
  - a. Meet the needs of local employers and participants;
  - b. Train individuals with barriers to employment; and
  - c. Train individuals who are employed. (refer to Bureau of Labor Statistics glossary: <http://www.bls.gov/bls/glossary.htm>)
16. Comply with non-discrimination and equal opportunity provisions of WIOA, which include prohibitions against:
  17. discrimination on the basis of age, disability, sex, race, color, national origin, or political affiliation or belief, or student status; (WIOA prohibits discrimination against an individual who is a participant in a program or activity that receives WIOA funds solely because of the individual's status as a WIOA program participant.)
  18. discrimination against certain noncitizens; (WIOA prohibits discrimination against individuals authorized by the Attorney General to work in the United States.) and
  19. assistance for facilities used for religious instruction or religious worship; (WIOA prohibits the use of funds to employ WIOA participants to carry out construction, operation, or maintenance of any facility used for religious instruction or worship, with the exception of maintenance of facilities that are not primarily used for religious instruction or worship and are operated by organizations providing services to WIOA participants.)
  20. Comply with the all applicable federal and state laws. ~~as listed on Appendix A.~~

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

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

as distance, online, web-based or computer-based learning, must meet the following requirements:

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

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

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

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

#### **ETPL Performance Measures**

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

§ when reviewing an application for initial eligibility;

§ when reviewing an application for continued eligibility; and

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

#### **ETPL Performance Standards**

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

- ~~1. Submission of student performance data is not required initially;~~

- ~~2. Beginning July 1, 2016, the provider must compile student demographic information and performance data, as detailed on Appendices C and D for submission by September 30 after the first full year for performance calculation.~~

Data on the following indicators of performance ~~must~~ **will be required** [WIOA Section 116(b)(2)(A)(i)(I)-(IV)]:

- a. unsubsidized employment during the second (2<sup>nd</sup>) quarter after exit must be equal to or greater than 50 percent;
- b. unsubsidized employment during the fourth (4<sup>th</sup>) quarter after exit must be equal to 65 percent;
- c. median earnings of students who are in unsubsidized employment during the 2<sup>nd</sup> quarter after exit are equal to or greater than 70 percent of the Lower Living Standard Income Level (LLSIL) for a family of one of the current year for the specific local area; and
- d. credential attainment rate must be equal to or greater than 50 percent (if applicable).

### **Evaluation Period**

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

### **ETPL Performance Reports**

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

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

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

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

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

### **Notification of Ineligibility or Termination**

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

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

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

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

10. The State or Local Board determines that the training provider intentionally supplied inaccurate information.

**B. Reapplication**

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

**C. Denial or Termination Notice**

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

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

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

**A. Removal of Training Programs**

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

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

**B. Removal of Training Providers**

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

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

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

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

**Appeal Procedure**

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

**A. Administrative Reconsideration**

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

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

**B. Formal Appeal**



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

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

**4. Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funded by the Adult Formula program.**

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

WDC's policy, [was issued on October 4, 2016](#), ~~which is currently in draft form, will be issued by September 30, 2016~~. The policy requires local boards to issue their own policy on priority of service [by January 1, 2017](#) that may include other populations with additional barriers to employment. The local board has the discretion to identify populations in the local area who are not low-income, basic skills deficient, or recipients of public assistance, but who are individuals documented as having other barriers to employment.

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

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

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

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

The State has determined that unless the funds allocated to a local area for WIOA Adult employment and training activities are sufficient to provide adequate services to at least 25% of that area's adult poverty population, the funds will be considered limited. Currently, the funds are considered limited in all the local areas, therefore, priority of service will be given to recipients of public assistance and those meeting the definition of low-income.

They are identified when accessing ~~One-Stop~~ [AJC](#) services as well as through referrals from agencies serving this target population. Public assistance recipients are identified through coordination with the Department of Human Services (DHS), which administers the Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP) and other federal and state-funded assistance programs. The Work Opportunity Tax Credit is also available to employers as an inducement to hire this target group.

In addition to training, supportive services such as work clothes, transportation assistance, housing and child care may be provided. Where possible, alternate funding is sought to provide other services.

## **5. Describe the State's criteria regarding local area transfer of funds between the adult and dislocated worker programs.**

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

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

WDC issued WIOA Bulletin No. 15-17 on September 20, 2017, Policy on Transfer of Funds Between Adult and Dislocated Worker Allocations.

### **GUIDELINES FOR TRANSFER REQUESTS**

- a) The transfer must not adversely impact an area's capacity to adequately provide appropriate services to individuals in need of such services provided by the program subject to the reduced funding.
- b) The transfer must not adversely impact the area's ability to achieve program performance measures established for the current or subsequent years.
- c) The local area must obligate, at a minimum 80% of all funds budgeted to the receiving funding stream by the end of the first program year. Funds must be 100% expended by the end of the second program year.
- d) Funds not eligible for transfer requests: Youth program funds; Adult or Dislocated Worker funds re-allocated by WDC; Rapid Response funds; and other discretionary dislocated worker grants.
- e) Funds may not be transferred between program years.
- f) Transfer requests may be submitted anytime during the first year of the life of the funds, but must be submitted at least 30 days before the end of the second year.
- g) If a local area transfers 100% of its Dislocated Worker formula funds allocation, and a dislocation event occurs in the area, the request for Rapid Response funds will be considered on a case by case basis.
- h) Program costs must not be shifted to or from another federal program to overcome fund deficiencies or avoid restrictions imposed by law, regulations or agreements.
- i) All transfers of funds are subject to the priority of service requirement. Section 134(c)(3)(E) requires that priority of service be given to recipients of public assistance, other low-income individuals, and individuals who are skills deficient. Additionally, TEGL 3-15 further emphasizes that Local Areas must give priority of services regardless of the levels of funds.

### **Transfer requests must include the following information:**

- a) WIOA program year;
- b) the amount of the proposed transfer;
- c) an impact analysis describing the impact to the program from which funds are being moved and the impact to the program which will receive the funds.

The impact analysis must include the following:

- 1) The situation necessitating the transfer, including local conditions, labor market, economic, etc.
- 2) How the funds transfer will impact participant levels in both programs.
- 3) A description of how the receiving program's participants will benefit from the transfer as well as how the impact on the contributing program will be mitigated, including how the remaining participants will be served.
- 4) The transfer's effect on current providers on training and other services.
- 5) A description of the expected impact on WIOA performance outcomes for both programs.

## **c. Youth Program Requirements**

With respect to youth workforce investment activities authorized in section 129 of WIOA,—

**1. Identify the State-developed criteria to be used by local boards in awarding grants or contracts for youth workforce investment activities and describe how the local boards will take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of WIOA in awarding such grants or contracts.\***

\* Sec. 102(b)(2)(D)(i)(V)

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

The criteria to be used in awarding grants for youth workforce investment activities:

Program management and organizational capacity; past outcomes; program design; program components; collaboration with other youth serving agencies; budget; leveraged resources and sustainability; employer and educational institution collaboration or partnerships; ability to meet the performance accountability measures based on performance indicators for youth.

In addition to ensure quality job-driven training programs

The Youth Program must be designed to;

a) Provide an objective assessment of the academic levels, skill levels, and service needs of each youth which shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such youth, for the purpose of identifying appropriate services and career pathways. A new assessment of a youth shall not be required if it is appropriate to use a recent assessment conducted by another education or training program.

b) Develop service strategies for each youth that are directly linked to one or more of the indicators of performance described in section 116(b)(2)(A)(ii) of WIOA, and that will identify career pathways that include education and employment goals (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the youth taking into account the assessment conducted, except that a new service strategy it is appropriate to use a recent service strategy developed for the youth under another education or training program.

c) Provide the following:

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

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

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

j) Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;

k) Financial literacy education;

l) Entrepreneurial skills training;

m) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and

n) Activities that help youth prepare for and transition to postsecondary education and training.

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

a) Information on the full array of applicable or appropriate services that are available by the provider or other eligible providers; and

b) Referral to appropriate training and educational programs that have the capacity to serve the youth either on a sequential or concurrent basis.

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

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

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

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

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

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

**2. Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available.**

Hawaii supports the federal vision focusing efforts on out-of-school-youth and those with the most difficult barriers to their becoming contributing members of society. The State's strategy for providing comprehensive, integrated services to eligible youth is to ask that LWDB's, as part of their local planning process, to prepare a comprehensive youth plan that (a) identifies the percent-age of youth funds allocated for older youth, (b) concentrates on the neediest youth described at the end of this section, and (c) formalizes coordination of local agencies, which could include:

- Adult Education and Family Literacy,
- Vocational Rehabilitation,
- Department of Education, Special Education Services Branch,
- Community Services Block Grant recipients,
- Housing & Urban Development employment and training programs,
- Job Corps,
- State Office of Youth Services,
- Family Court,
- Department of Human Services -Foster Care,
- TANF (Temporary Assistance for Needy Families),
- ALU LIKE, Inc.,
- faith-based organizations and community-based organizations,
- University of Hawaii Community College System, and
- State of Hawaii, Department of Defense (Youth Challenge and About Face).

Items covered in an interagency agreement will include a description of each agency's role in achieving the following for youth with disabilities, Youth in and Aging out of Foster Care, Youth Offenders, Children of Incarcerated Parents, Homeless Youth, Pregnant and Parenting Teens:

1. Partners' recruitment of out-of-school youth from housing projects, welfare families, entry level jobs, and malls,
2. Delivery of appropriate services to ameliorate risks,
3. GED test preparation,
4. Employment preparation,
5. Post-secondary education preparation,

6. Access to financial resources and support services to assist transition into post-secondary education, and
7. Follow up with mentoring and course correction.

As discussed before, Hawaii's apprenticeship programs, work-based learning, pre-apprenticeship programs will be included in the planning of Sector Strategies and Career Pathway committee. The information on these programs is available to all case managers at ~~One-Stop~~ **AJCs** and core partners so that those programs may be considered for the individual's plan. Information is also posted on the WDD website. Cross-training for staff of ~~One-Stop~~ **AJCs**, Adult Education, and Vocational Rehabilitation will help to ensure participant access to these programs.

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

### **3. Describe how the state will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented, including quality pre-apprenticeship programs under the work experience program element.\***

\* Sec. 102(b)(2)(D)(i)(I)

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

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



**4. Provide the language contained in the State policy for “requiring additional assistance to enter or complete an educational program, or to secure and hold employment” criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for “requiring additional assistance to complete an education program, or to secure and hold employment” criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII). If the state does not have a policy, describe how the state will ensure that local areas will have a policy for these criteria.**

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

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

**5. Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If State law does not define “not attending school” or “attending school,” indicate that is the case and provide the state policy for determining whether a youth is attending or not attending school.**

Hawaii State Statute: §302A-1132 Attendance compulsory; exceptions.

(a) Unless excluded from school or excepted from attendance, all children who will have arrived at the age of at least five years on or before July 31 of the school year, and who will not have arrived at the age of eighteen years, by January 1 of any school year, shall attend either a public or private school for, and during, the school year, and any parent, guardian, or other person having the responsibility for, or care of, a child whose attendance at school is obligatory shall send the child to either a public or private school. Attendance at a public or private school shall not be compulsory in the following cases:

Where the child is physically or mentally unable to attend school (deafness and blindness excepted), of which fact the certificate of a duly licensed physician shall be sufficient evidence;

Where the child, who has reached the fifteenth anniversary of birth, is suitably employed and has been excused from school attendance by the superintendent or the superintendent's authorized representative, or by a family court judge;

Where, upon investigation by the family court, it has been shown that for any other reason the child may properly remain away from school; Where the child has graduated from high school;

Where the child is enrolled in an appropriate alternative educational program as approved by the superintendent or the superintendent's authorized representative in accordance with the plans and policies of the department, or notification of intent to home school has been submitted to the principal of the public school that the child would otherwise be required to attend in accordance with department rules adopted to achieve this result; or

Where: (A) The child has attained the age of sixteen years; (B) The principal has determined that: (i) The child has engaged in behavior which is disruptive to other students, teachers, or staff; or (ii) The child's non-attendance is chronic and has become a significant factor that hinders the child's learning; and (C) The principal of the child's school, and the child's teacher or counselor, in consultation with the child and the child's parent, guardian, or other adult having legal responsibility for or care of the child, develops an alternative educational plan for the child. The alternative educational plan shall include a process that shall permit the child to resume school. The principal of the child's school shall file the plan made pursuant to subparagraph (C) with the child's school record. If the adult having legal responsibility for or care of the child disagrees with the plan, then the adult shall be responsible for obtaining appropriate educational services for the child.

(b) Any employer who employs a child who is excused from school attendance in accordance with subsection (a)(2) shall notify the child's school within three days upon termination of the child's employment.

(c) Beginning with the 2016-2017 school year, any parent, guardian, or other person having the responsibility for, or care of, a child who will be at least five years of age on or before July 31 of the school year shall enroll the child in a public school kindergarten unless the child is enrolled at a private school or the child's attendance is otherwise exempt under this section. [L 1996, c 89, pt of §2 and am c 162, §2; am L 2014, c 76, §3]

In addition to the State statute, WDC uses the following criteria for out-of-school youth: Out-of School youth means an individual who is: not attending any school (as defined under State law); not younger than age 16 or older than age 24; and one or more of the following: a school dropout; a youth who is within the age of compulsory school attendance but has not attended school for at least the most recent complete school year calendar quarter; a recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner; an individual who is subject to the juvenile or adult justice system; a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994); a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act, or in an out-of-home placement; an individual who is pregnant or parenting; a youth who is an individual with a disability; a low-income individual who requires additional assistance to enter or complete an education program or to secure or hold employment.

**6. If using the basic skills deficient definition contained in WIOA Section 3(5)(B), include the State definition which must further define how to determine if an individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society. If not using the portion of the definition contained in WIOA Section 3(5)(B), indicate that is the case.**

The State will use the WIOA definition.

#### **d. Single-area State Requirements**

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—

- 1. Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).)**
- 2. The entity responsible for the disbursement of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).)**
- 3. A description of the type and availability of WIOA title I Youth activities and successful models, including for youth with disabilities. (WIOA section 108(b)(9).)**

Not applicable

- 4. A description of the roles and resource contributions of the one-stop partners.**

**5. The competitive process used to award the subgrants and contracts for title I activities.**

**6. How training services outlined in section 134 will be provided through individual training accounts and/or through contracts, and how such training approaches will be coordinated. Describe how the State will meet informed customer choice requirements regardless of training approach.**

**7. How the State Board, in fulfilling Local Board functions, will coordinate title I activities with those activities under title II. Describe how the State Board will carry out the review of local applications submitted under title II consistent with WIOA secs. 107(d)(11)(A) and (B)(i) and WIOA sec. 232.**

**8. Copies of executed cooperative agreements which define how all local service providers will carry out the requirements for integration of and access to the entire set of services available in the one-stop delivery system, including cooperative agreements with entities administering Rehabilitation Act programs and services.**

**e. Waiver Requests (optional)**

States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

**1. Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;**

**2. Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;**

**3. Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;**

**4. Describes how the waiver will align with the Department's policy priorities, such as:**

**JJ. supporting employer engagement;**

**KK. connecting education and training strategies;**

**LL. supporting work-based learning;**

**MM. improving job and career results, and**

**NN. other guidance issued by the Department.**

**5. Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and**

**6. Describes the processes used to:**

**OO. Monitor the progress in implementing the waiver;**

**PP. Provide notice to any local board affected by the waiver;**

**QQ. Provide any local board affected by the waiver an opportunity to comment on the request;**

**RR. Ensure meaningful public comment, including comment by business and organized labor, on the waiver.**

**SS. Collect and report information about waiver outcomes in the State's WIOA Annual Report**

**7. The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver;**

The State will make waiver requests as necessary.

## **Title I-B Assurances**

The State Plan must include assurances that:

1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient; Yes

2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist; Yes

3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members. Yes

4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2). Yes

5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. Yes

6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the

methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions. Yes

7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7). Yes

8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan. Yes

9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I. Yes

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

11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3); Yes

## **Program-Specific Requirements for Wagner-Peyser Program (Employment Services)**

All program-specific requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

### **a. Employment Service Professional Staff Development.**

#### **1. Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers.**

Wagner-Peyser and leveraged funds will be used for staff training that will increase their capability to deliver high-quality services to both employers and job seekers. For example, Career and Technical Education resources were recently accessed to train AJC staff on all counties in the areas of business services and conflict resolution; and Work Keys assessment tools and training were purchased from different funding sources to increase assessment and training capabilities with corresponding staff training.

As a Core Partner, there are more opportunities to leverage resources for common goals among agencies. The Employment First Leadership Mentoring Program (EFLMP) is an example of inter-agency cooperation among Core Programs and other agencies by its provision of technical assistance and training to staff of AJCs and other agencies serving persons with disabilities. This also dovetails with training to be provided to AJCs and its partners to increase the numbers of persons with significant disabilities being served in the Disability Employment Initiative (DEI) grant. In addition, the DEI plans to build

more business-led Business Leadership Networks to promote and champion the hiring of persons with disabilities. With the increased emphasis on Career Pathways, more AJC staff will be participating in on-going forums to help define or refine existing pathways and learn more about the pathways developed. The training and partnership building provided through these grants build capacity for all AJC staff, including those funded by Wagner-Peyser, and the skills acquired are transferable to other populations served.

**2. Describe strategies developed to support training and awareness across core programs and the Unemployment Insurance (UI) program, and the training provided for Employment Services and WIOA staff on identification of UI eligibility issues and referral to UI staff for adjudication.**

UI staff will provide training to core program staff, including Employment Services and WIOA staff, about UI eligibility issues so that ~~One-Stop~~ **AJC** staff will have basic knowledge about key eligibility items such as being able and available for work. As changes occur, UI will provide update training to staff. Regular communications will take place among core partners and UI contacts, as needed.

**b. Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through One-Stop centers, as required by WIOA as a career service.**

The Unemployment Insurance Division (UID) will provide training to ~~One-Stop Center~~ **AJC** staff so that they can assist UI claimants file their claims online, as required in Hawaii. Issues specific to individuals that are more technical in nature will be referred to the UI Division for assistance.

**c. Describe the state's strategy for providing reemployment assistance to Unemployment Insurance claimants and other unemployed individuals.**

Since September 2008, the staff of the DLIR, Workforce Development Division (WDD), had been conducting Reemployment and Eligibility Assessment (REA) services in coordination with the UI Division to facilitate the transition of initial UI claimants to employment. Because the REA program had a control group, a comparison could be made between the UI claimants who were in REA versus those who were not. Results have consistently shown a one week shorter duration of UI for those who participated in REA, with a net saving to the UI Trust Fund. For UI claimants in REA during FY 13, the latest period for which data is available, net savings were over \$3.8 million.

Effective January 2016, the Reemployment Services and Eligibility Assistance (RESEA) program superseded REA. The initial UI claimants selected for the program are separating military veterans and those claimants most likely to exhaust UI benefits. The selection of those most likely to exhaust is automated, based on an analysis of characteristics associated with exhaustion in consultation with US DOL. The required

components of RESEA are similar to REA, with an increased emphasis on more in-depth and individualized services to a population that has traditionally experienced higher unemployment rates than the general population.

In addition to RESEA services, which are funded by UI Division, Wagner-Peyser staff provides on-going assistance to UI claimants and other unemployed job seekers through the electronic job board managed by WDC; job fairs; special recruitment services, and job search workshops.

Most UI claimants are required to register in the Wagner-Peyser program and have at least one online resume posted on the PMIS, the State's electronic job bank, to qualify for UI benefits. Thus, UI claimants are currently part of the workforce system in the State, and UI claimants will have access to other workforce programs operated by WDD offices and other agencies that are part of the WIOA system.

**d. Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate, including the following:**

**1. Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;**

WDD will continue to utilize Wagner-Peyser funds to provide labor exchange services to UI claimants and other individuals interested in seeking employment. The Resource Rooms in ~~One-Stop Centers~~ [AJCs](#) and Hawaii's PMIS, the state's electronic job board and data base for Wagner-Peyser and other federal programs, are partially supported by Wagner-Peyser funds. The Resource Rooms provide computers with internet access, copy machines, and fax machines to assist job seekers in their job search. The PMIS and the Resource Rooms have resume-preparation services or assistance, job listings, and labor market information. The PMIS also offers an individual a self-assessment of skills and interests and their application to jobs in demand, links to federal websites for more assessments and job search features, and self-referral to jobs matching the individual's skills and experience.

WDD will continue to use an inter-agency communication system with UID to relay information to UID regarding UI claimants enrolled in training or placed in a job. The same communication system also enables WDD to inform UID about restrictions on a claimant's availability for work.

**2. Registration of UI claimants with the State's employment service if required by State law;**

UI claimants are required to register for work and post an online resume in the PMIS within seven days of filing their initial claim for benefits.

**3. Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral**



**to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and**

As explained in (2) above, UI claimants are required to register and post a resume **in the** PMIS to be eligible for UI benefits. In addition to RESEA services described in c. above, Wagner-Peyser funded staff assists UI claimants by assisting them in becoming familiar with the job search and other features in the PMIS through the RESEA program, and as services are needed. To the extent possible, Wagner-Peyser funded staff also refers UI claimants to jobs, training, and other resources that would enhance their employability and improve their opportunities for work. Any issues identified regarding the claimant's eligibility for UI benefits are reported to the UID through the UI-ES 1 form.

Whether a claimant has fulfilled the resume and work registration requirement in the PMIS is electronically determined and UID is made aware of any non-compliant claimants.

**4. Provision of referrals to and application assistance for training and education programs and resources.**

UI claimants and other job seekers are provided information about training and resources available to improve their skills and become more acquainted with other careers. Claimants served through the RESEA program receive a comprehensive orientation to services available and are referred to at least one service offered in the ~~One-Stop Center~~ [AJCs](#). Potential claimants addressed through Rapid Response sessions are also notified of education and training opportunities in WIOA, Adult Education, DVR, and community colleges. UI claims check stubs mailed to all new claimants contain a letter advising them of Pell grants at postsecondary educational institutions. Claimants are also encouraged to participate in the state's Volunteer Internship Program (VIP) gain exposure to different work environments and careers. Those who need assistance in registering for courses are assisted or referred to more appropriate in-depth services, as needed.

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

**1. Assessment of Need**

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

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

<b>Lands and Farms</b>	<b>2007</b>	<b>2012</b>
Farms (number)	7,521	7,000

<b>Lands and Farms</b>	<b>2007</b>	<b>2012</b>
Land in farms (acres)	1,121,329	1,129,317
Average size of farm (acres)	149	161
Total cropland (farms)	6,281	5,551
Cropland (acres)	177,626	174,042
Harvested cropland (farms)	6,044	5,293
Harvested cropland (acres)	103,120	99,031
Approximate total land area (acres)	4,110,586	4,110,412
Land in farms (acres)	1,121,329	1,129,317
Farmland in total land area %	27.3	27.5
Cropland in farmland %	15.8	15.4

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

Hired Farm Labor (workers) 12,492

Hired Farm Labor (farms) 1,977

Workers by days worked:

150 days or more 6,698

Less than 150 days 5,794

Migrant farm labor on farms

with hired labor (farms) 63

Migrant farm labor on farms

only contract labor (farms) 51

114 farms with hired migrant labor

Note 1: The USDA Census of Agriculture of states is conducted every five years. Note 2: Cropland is land that is suitable or used for growing crop. Calculating the estimated MSFWs:

114 farms with hired migrant labor (63 + 51) / 1,977 farms with hired labor = 5.7% of farms with hired farm labor have hired migrant workers.

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

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

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

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

**Agricultural Activities of Significant Interest**

<b>Top 5 agriculture commodities, 2012</b>	<b>Farm receipts 1,000 dollars</b>	<b>Farm receipts percent of state</b>	<b>Farm receipts percent of U.S.</b>
1. Cane for Sugar	79,335	10.9	5.3
2. Greenhouse/nursery	69,098	9.5	.4
3. Cattle and calves	55,689	7.6	.1
4. Macadamia nuts	35,200	4.8	100
5. Coffee	34,560	4.7	100
All commodities	729,321	n/a	.2

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

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

<b>Agricultural sales by counties in 2007</b>	<b>Total receipts percent of state</b>	<b>Total receipt1,000 dollars</b>
1. Hawaii County	39.4	202,572
2. Maui County	27.1	139,326
3. Honolulu Country	24.6	126,577
4. Kauai County	8.8	45,151
State total	n/a	513,626

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

The top five labor-intensive crops, months of heavy activity, and geographic areas of primary activity are shown below. ~~The last crop, cane sugar, will be replaced in subsequent years because Hawaiian Commercial and Sugar, the last sugar plantation in Hawaii, is currently laying off employees in phases and will be completely shut down by December 31, 2016.~~ **Sugar cane was no longer grown after Hawaiian Commercial and Sugar, the last sugar plantation in Hawaii, closed on December 31, 2016. Fruits and vegetables have taken its place as a commodity crop, but they are grown year round in Honolulu.**

<b>Top 5 labor-intensive</b>	<b>Months of heavy activity</b>	<b>Geographic area of prime activity</b>
Taro	Year round	Kauai County
Coffee	September to November	Hawaii County
Greenhouse/nursery	Year round	Hawaii and Honolulu Counties
Macadamia nuts	Year round	Hawaii
<del>Cane Sugar</del>	<del>March to November</del>	<del>Maui County</del>
<b>Fruits/Vegetables</b>	<b>Year round</b>	<b>Honolulu County</b>

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

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

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

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

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

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

Hawaii's low unemployment rate, among the lowest in the nation, makes Hawaii a job seeker's market. The hospitality industry employs large numbers of entry level workers at higher wages than earned by farm laborers, which makes the hospitality industry the biggest competitor for farmworkers. Because they have a competitive disadvantage, entry level jobs in agriculture will grow slowly over the next ten years.

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

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

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

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

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

**U.S. Department of Agriculture and the U.S. Department of Labor (DOL)  
Employment and Training Administration.**

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

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

## **2. Outreach Activities**

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

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

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

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

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

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

The Department of Labor and Industrial Relations (DLIR) Workforce Development Division (WDD) manages the MSFW program and partners with the National Farmworker Jobs Program (NFJP) grantee, Maui Economic Opportunity, Inc. (MEO) to offer services statewide. There are six (6) LOMAs assigned to six WDD operated AJCs providing comprehensive employment services to the agriculture industry in the respective service delivery areas. LOMAs are the primary staffs involved with consistent contacts with the agriculture community. All LOMAs are funded by federal Wagner-Peyser program funds. In partnership with agriculture service providers LOMAs offer workers and employers a comprehensive menu of state and federally funded services coordinated by the AJCs and partner agencies.

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

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

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

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

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

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

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

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



networking with public and private community service agencies, MEO, and MSFW groups.

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

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

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

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

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

ETA Region Monitor Advocate to receive technical assistance and to other States' SMAs to exchange best practice ideas and processes.

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

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

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

The NFJP grantee in Hawaii, MEO, and DLIR WDD have established a goal to meet semi-annually to review the effects of past outreach activities and plan future outreach events. Both agencies will leverage their public, private, and non-profit community network of agriculture stakeholders to grow a coalition of service providers serving the interests of the MSFW community. ~~The informal arrangements with MEO will be formalized through an MOU with MEO to be executed by November 30, 2016, and it will be reviewed for updates and refinements at least annually.~~ **The informal arrangements with MEO will be formalized through an MOU with MEO to be established by February 14, 2019 (per TEGL 8-17), and it will be reviewed for updates and refinements at least annually.** New partners will be added to the coalition throughout the duration of this plan. The goal is to have new MOUs executed within 60 days of the addition of new partners. At the meeting held in the last half of each Program Year, DLIR and its partners will review the MOUs and evaluate if the commitments outlined in the MOU are being effectively implemented. Revisions to the MOU will be proposed and agreed upon within 30 days. MOU revisions can be done anytime of the year; however, at a minimum, a formal review of all MOUs will be performed by all partners at the last meeting of each Program Year.

### **3. Services provided to farmworkers and agricultural employers through the one-stop delivery system.**

Describe the State agency's proposed strategies for:

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

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

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

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

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

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

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

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

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

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

WDD and its AJC network partners deliver services to agricultural employers through outreach; at the AJC; via the internet labor exchange system, HireNet Hawaii; marketing information; job fairs, etc. Employer directed job recruiting using the exchange system is primarily through the job order process at HireNet Hawaii ([www.hirenethawaii.com](http://www.hirenethawaii.com)). Outreach specialists deliver customized information products according to the needs of the employers as well as to the migrant seasonal workers. Key services include orienting employers to the H-2A Foreign Labor Certification of temporary and seasonal agriculture workers program, referral of qualified U.S. citizens to farm job openings, and timely agriculture labor market information.

## **4. Other Requirements**

### **A. Collaboration**

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

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

~~A current MOU exists between the MEO and the DLIR to collaboratively serve the agriculture community with a focus on the Migrant Seasonal Farmworker population and economically disadvantaged farmworkers and their dependents.~~ A current MOU between MEO and the DLIR to collaboratively serve the agriculture community with a focus on the Migrant Seasonal Farmworker population and economically disadvantaged farmworkers and their dependents is being developed in accordance with instructions outlined in TEGL 8-17. The MOU is pending revision to reflect new guidance and compliance with WIOA, the recently enacted Workforce Innovation and Opportunity Act.

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

### **B. Review and Public Comment.**

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2)

Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

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

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

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

### **C. Data Assessment.**

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

The Equity Indicators in the Migrant Indicators of Compliance (MIC) reports for the last four years of ~~PY 11 through PY 14~~ **PY 13 and PY 16** showed that services to seasonal farmworkers did not achieve equity with services to the general population.

### **MIC Performance Indicators**

<b>PY</b>	<b>Equity Ratio</b>
<del>PY 11</del>	<del>3 of 5</del>
<del>PY 12</del>	<del>3 of 5</del>
<del>PY 13</del>	<del>3 of 5</del>
<del>PY 14</del>	<del>3 of 5</del>

~~Equity was not achieved in two areas:~~

- ~~48. —referred to jobs; and~~
- ~~49. —referred to support services.~~

PY	Equity Ratio
PY 13	3 of 5
PY 14	3 of 5
PY 15	3 of 5
PY 16	2 of 5

In Program Year 2016, equity was not achieved in 3 areas:

- 1) referred to jobs;
- 2) referred to supportive services; and
- 3) Job development contacts.

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

### **D. Assessment of progress**

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

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

## **E. State Monitor Advocate**

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

The SMA was involved in developing this plan and approves it as drafted

## **Wagner-Peyser Assurances**

The State Plan must include assurances that:

1. The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3)); Yes
2. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and Yes
4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. Yes

## **Program-Specific Requirements for Adult Education and Family Literacy Act Programs**

p>The Unified or Combined State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under title II, the Adult Education and Family Literacy Act (AEFLA).</p>

### **a. Aligning of Content Standards**

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

The Hawaii Department of Education (HIDOE) ESSA plan has adopted the Common Core State Standards for proficiency-based instruction in the K-12 system. HIDOE's adult education program will align its content standards with the Hawaii Common Core State Standards by adopting the College and Career Readiness Standards (CCRS) for Adult Education identified in a 2013 report commissioned by the Office of Career, Technical and Adult Education (OCTAE). The CCRS are content standards selected from the K-12 Language Arts and Mathematics Common Core Standards that are most applicable to adult learners and which were chosen by a panel of experts.

Presently, HIDOE's Adult Education program uses the CCRS for proficiency-based instruction. With the exception of the Competency-Based Community School Diploma

Program (C-Based), the curriculum provided through adult education is aligned to the CCRS. Currently, the C-Based program still requires a curriculum gap analysis. Next, the program will be creating CCRS-aligned curriculum to fill those gaps.

While Hawaii's Adult Education program uses the CCRS in the various program areas, work will continue with a process to adopt the CCRS. A standards review panel consisting of stakeholders from multiple role groups will review the CCRS and make recommendations for final approval to the Hawaii Board of Education. Additionally, HDOE's Adult Education program will request for an adoption of the research-based Adult Education English Language Proficiency Standards (ELPS) for the English Language Learners (ELL). The ELPS has the capability to implement academic content standards in ELA, Adult Basic Education, and career pathways programs.

All adult students who have limited ability in reading, writing, speaking, or comprehending the English language benefit from curriculum and instruction that incorporates foundational knowledge, skills, and abilities that is a prerequisite to pursuing a postsecondary education, training and/or career.

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

## **b. Local Activities**

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.</p>
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populations that include, at a minimum, low-income students, individuals with disabilities, single parents, displaced homemakers and individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency.”

The Department of Education identifies the following characteristics of those most in need of adult education services:

- Adults who lack a high school diploma.
- Disadvantaged and low-skills adults with multiple barriers to educational attainment, employment and economic self-sufficiency.
- Adults who are or have been low-income, incarcerated, single parents and displaced homemakers.
- Adults with limited English proficiency.
- Adults with disabilities.

Under WIOA, the AEFLA subsection requires “a description of adult education and literacy activities that will be carried out with any funds received under this section.”

**• WIOA establishes workforce preparation activities, which “are those services that are designed to help an individual acquire the combination of basic academic skills, critical thinking, digital literacy, job training and self-management skills. While adult education has traditionally supported the development of basic academic skills, workforce preparation will now be required under WIOA...workforce preparation includes developing competencies and obtaining skills necessary to successfully transition to and complete postsecondary education, advanced job training and employment. These competencies are commonly incorporated into definitions of employability skills.”**

#### Allowable Activities

Adult Basic Education and English Literacy programs, activities, and services will provide Hawaii’s adult learners with the skills to become successful workers, citizens, and family members. Working cooperatively with other state agencies, HIDOE’s integrated education and training initiatives will be implemented to ensure success for Hawaii’s adult population. AEFLA funding will be utilized to develop and implement new opportunities in integrated education and training and workplace literacy.

HIDOE’s adult education program ~~will plan~~ **made** an alignment to the strategies identified in the U.S. Department of Education report entitled “*Making Skills Everyone’s Business: A Call to Transform Adult Learning in the United States*.” **with the local agencies**. Application of these strategies ~~will help to~~ **established** workplace skills, effective relationships, and applied knowledge for Hawaii’s low-skilled adults and disconnected youth.

## **MAKING SKILLS EVERYONE’S BUSINESS**

### Strategy 1

- Act Collectively to Raise Awareness and Take Joint Ownership of Solutions

- Build partnerships with public and/or private agencies to engage in a call-to-action plan and assist targeted populations with learning opportunities.

#### Strategy 2

- Transform Opportunities for Youth and Adults to Assess, Improve, and Use Foundation Skills
- Bridge the digital literacy divide by examining traditional instructional practices that can be enhanced by digital tools to improve instructional practices and enrich learning.

#### Strategy 3

- Make Career Pathways Opportunities Available and Accessible statewide
- Design and implement a statewide career pathway system model with core program areas in FY2016 as required by WIOA.

#### Strategy 4

- Ensure that All Students have Access to Highly Effective Teachers, Leaders, and Programs
- Pool State Leadership funds with LEA funding to coordinate delivery of high-quality professional development opportunities that support Hawaii's adult education teachers.

#### Strategy 5

- Create a "No Wrong Door" Approach for Youth and Adult Services
- Sustain efforts to bridge literacy education and employability skills with local workforce boards and the State Workforce Development Board to build a solid foundation of academic skills and a strong and viable work environment.

#### Strategy 6

- Engage Employers to Support Upskilling More Front-Line Workers
- Work with state and local providers to increase coordination of education and training programs to better service individuals with low skills, with limited English abilities, and/or with disabilities, and to improve employment outcomes.
- Develop job-shadowing opportunities and internships with local business agencies.

#### Strategy 7

- Commit to Closing the Equity Gap for Vulnerable Subpopulations
- Enhance work-based learning and community engagement to assist adults to become economically self-sufficient and to help businesses improve productivity.

## Adult Education

HIDOE's adult education program will give priority to the most in need and hardest to serve populations as described in the Needs Assessment. Hawaii Adult Education will work with its WIOA core and other state and local stakeholders to identify and provide access to adults in need of basic education and training services.

HIDOE's adult education program objectives will be:

- To provide eligible adults with basic academic and social capital skills that will help them become more productive members of the workforce and community.
- To help eligible adults meet personal and life goals, such as developing academic, employability and job training skills, in order that they may move along career pathways toward finding employment, advancing on the job, and support themselves and their families.
- To provide eligible adults with the necessary college and career readiness skills.
- To provide eligible adults with a safe environment so that they are able to meet their education and career goals.

Students enrolled in the **Competency-Based Community School Diploma Program (C-Based)**, a ~~high school equivalency~~ program unique to Hawaii, account for approximately 40% or more of all AEFLA-funded students served in the state each year. The C-Based program primarily appeals to youth who struggled in high school and who want a practical education focused on how to balance work and home life. The program is open to youth 16 years of age and older who have officially withdrawn from high school, and adults who do not possess a high school diploma or equivalent. C-Based participants typically do not test high enough on either the CASAS or TABE to begin a GED or HiSET course of study. In general, they must score in the low to high intermediate range on the CASAS in order to be enrolled in C-Based programming.

This program is different from the GED in that, at the present time, it features the study of **five** areas of *life competency* rather than a one-time test of reading and math ability. Over **eight months**, students must complete the **Academic Phase** of the program which consists of five six-week units: Health, Government and Law, Community Resources, Occupational Knowledge and Consumer Economics. In addition to attendance requirements, submission of a portfolio of assignments, and individual unit tests, students are required to pass a Mastery Test based on the content of all five units.

Students must also complete a **Career Options Phase**. **Each student** must decide before the end of the first unit which of the career choices he/she intends to pursue.

1. **Advanced Academic:** The student must be enrolled in an accredited postsecondary school.
2. **Occupational/Vocational:**
  - **Employment:** The student must be gainfully employed on a regular basis for not less than 100 hours over a period of at least three months. A letter verifying employment must be submitted to the school.

- **Obtain or possess a marketable skill:** The student must submit a state license, certificate of completion or other official document indicating that he/she has a marketable skill or is enrolled in an acceptable training program.
- 3. **Home Management:** After passing the Mastery Test, the student must demonstrate to a Board of Examiners, by means of an oral examination, whether he/she has acquired the skills necessary to manage a household effectively (including nutrition, first aid, personal hygiene and good health practices, family care, household legal issues, etc.).
- 4. **Life Management:** Upon passing the Mastery test, the student must pass an oral interview administered by a panel of examiners demonstrating that he/she possesses the ability and skills to effectively manage his/ her life (including issues involving, health, consumer economics, time management, anger management, goal setting, etc.).

The C-Based curriculum was created many years ago, prior to the state's adoption of the ~~College and Career Readiness Standards~~ CCRS. Revisions and updates have been made over the years, however a complete, systematic alignment of the course content to the CCRS standards has yet to be done. ~~By December 2016, a~~ A plan to strengthen the curriculum will be initiated whereupon the work of building a revised, relevant, rigorous CCRS-aligned curriculum will be in place. The SEA will work with a consultant to advise on and initiate this process and will pull together a working group comprised of C-Based teachers and administrators to establish the steps necessary to overhaul the curriculum, including establishing statewide, clearly defined entrance and graduation requirements. Thus, the process will involve commitment of time and resources from both the state office and the LEAs. In addition, the state office will seek input from its WIOA community partners and a panel of employers to ensure that the content of the C-Based program is relevant in the context of the workplace today. ~~The state expects to complete revisions for all five units and to develop training for C-Based teachers on teaching to the CCR standards by the end of FY 2018~~ 2019.

### Family Literacy

HIDOE's adult education program ~~will provide~~ are providing family literacy services so that eligible adults who want to enhance their own educational skills are able to do so simultaneously with their children. ~~The Waipahu Community Schools for Adults are gaining momentum in establishing family literacy projects at elementary and middle schools.~~ Family literacy programs ~~will be~~ are structured around families that have at least one parent who is eligible to receive adult education services and at least one young child. These programs:

- Promote positive interactive literacy activities between the parent and child.
- Provide educational services to the parent so they become partners in the education of their children.
- Contribute to building and maintaining strong family systems, which promote growth and development.

## Workplace Adult Education and Literacy Activities

Programs aimed at transitioning students to workplace and/or postsecondary education and training, such as Hawaii's Individualized Career Achievement Network (iCAN) will be sustained and expanded to other local sites. iCAN is a statewide partnership addressing Adult Basic Education and improving work and college readiness. It provides a statewide solution in preparing adult learners with basic skills necessary to enter into the University of Hawaii/ Community Colleges system or enter into Hawaii's workforce. Presently, there are iCAN programs at six local adult education sites which are previously fueled in part by funding through the Trade Adjustment Assistance Community College and Career Training (TAACCCT) round 1 grant. Their purpose is to increase the number of low skilled adult learners successfully completing entry and mid-level certificate programs in **four** fast growing sectors: Energy, Agriculture, ~~and~~ Healthcare **and Hospitality**. Wrap-around services exist and include academic counseling, career exploration, Department of Labor support services, and tutoring and learning labs.

A bridging program, such as iCAN, will be implemented in all local agencies by Fall 2016. Sustainability and funding efforts will be a joint venture of the WIOA core programs and possibly Perkins funding. Currently, the Waipahu Community Schools for Adults are actively engaging in conversations with the WIOA core and mandatory partners to provide streamlined services. A referral protocol was established with the Windward Community College (WCC) that assists the WCC counselors and instructors to identify at-risk students and make direct referrals to the iCAN program for developmental education. At the Leeward Community College (LCC), a procedure for referring students to LCC for registration in credit-level courses, based on TABE scores from the iCAN program, was successfully piloted.

In FY2015 - 2016, a career pathways system will be designed. ~~and implemented~~ **Implementation of a statewide career pathways system will occur in FY2018 – 2019** to emphasize a transition to postsecondary education, apprenticeships, other career training for employability, and to strengthen the alignment with the One-Stop delivery system.

HIDOE's adult education program will continue to offer programs and services to increase the present workforce activities in the hotel industry, other businesses, and the military.

Workplace literacy classes play an important role in the community. The HIDOE provides classes for adult literacy and basic skills; secondary education services that may lead to a Hawaii Adult Community School Diploma (HACSD); the update/upgrade of skills for workers; and, improved competency of adult workers in speaking, listening, writing, reasoning and problem solving.

Workplace literacy programs focus on the literacy and basic skill education workers need to gain new employment, retain present jobs, increase productivity, and advance in their careers. The focus of these programs includes life skills training and employability skills, such as adult basic education, English Literacy, civics and training in job readiness.

Highly effective statewide professional development for instructors and school-level staff will be initiated to ensure that College and Career (CCR) standards-based instructional

materials and methods are geared to individual learning styles and educational needs. Through quality instruction and digital literacy, adult learners will receive direct instruction. With additional support and oversight, recruitment and retention rates should increase.

In addition, the CSAs are currently licensed to administer the National Workplace Readiness Certificate. An adult learner from any program must pass the four tests after each workbook. The goal is to offer the test to any public or private agency with preparation classes at a CSA campus. ~~During FY 2016, MCSA Moanalua Campus is piloting this project.~~

### Career Pathways -Integrated Education and Training

A career pathway is a series of connected education, employability, job training and support services that enable individuals to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment in that sector.

### **Adult Education Career Pathways Service Delivery Model**

<b>Component</b>	<b>Strategies</b>
1 Partnerships	<ul style="list-style-type: none"> <li>o Formal partnerships with WIOA core partners and other key stakeholders at the local level that support education and workforce development.</li> <li>o Partners include education and training systems, business and industry, workforce and economic development, and community based organizations.</li> </ul>
2 Alignment	<ul style="list-style-type: none"> <li>o Services align to other education and training systems, such as postsecondary education, so that students are able to transition into entry-level employment and postsecondary programming without the need for remediation.</li> </ul>
3 Culture	<ul style="list-style-type: none"> <li>o College and career readiness will be the focus of adult education programs to create an environment that supports college and career success.</li> </ul>
4 Intake/Orientation	<ul style="list-style-type: none"> <li>o Intake and orientation activities will incorporate career assessment, exploration and goal-setting along with approved standardized academic assessments for appropriate placement for services.</li> <li>o WIOA partners will explore a centralized referral, intake, orientation and assessment process to ensure efficient service delivery within the workforce development system.</li> </ul>
5 Education, Career and Life Planning	<ul style="list-style-type: none"> <li>o All students will have an Education, Career and Life Plan that includes short- and long- term education, career and life goals and planning.</li> </ul>

Component	Strategies
	<ul style="list-style-type: none"> <li>○ Services will be guided by individual Plans and students are involved throughout the process.</li> </ul>
6 Ongoing Assessment and Learning	<ul style="list-style-type: none"> <li>○ Ongoing formal and informal assessment of students is conducted to monitor progress, ensure focus and direct services toward achievement of academic and career success.</li> </ul>
7 Career Advising	<ul style="list-style-type: none"> <li>○ Students will have the opportunity to receive ongoing academic and career advising services as needed, to keep them progressing through their Education, Career and Life Plans and to assist them with post-program transitions.</li> </ul>
8 Contextualized Services Along Pathways	<ul style="list-style-type: none"> <li>○ Articulated statewide career pathways are developed and utilized among WIOA partners for service delivery that support local labor market demands and workforce development client needs.</li> <li>○ Contextualized academic and career-related services will be provided that are aligned to the College and Career Readiness Standards.</li> <li>○ Employers and workforce development partners are involved in the development and implementation of career-related services.</li> <li>○ Programs utilize qualified staff and evidence-based services.</li> <li>○ Instructional practices incorporate focus, knowledge, coherence, evidence, complexity and rigor.</li> <li>○ Services are flexible and are of sufficient intensity and duration in order that students efficiently meet academic and career goals.</li> <li>○ Participatory learning strategies are utilized so that students are in control of their own learning and progress.</li> </ul>
9 Support Services	<ul style="list-style-type: none"> <li>○ Job exposure opportunities for students such as internships, job shadowing and apprenticeships will be offered.</li> <li>○ Study skills and college support activities are provided to ensure postsecondary transition success.</li> <li>○ Referral to other necessary support services are provided, such as transportation and childcare, to ensure access and persistence in education and training.</li> </ul>
10 Data Management	<ul style="list-style-type: none"> <li>○ State-required data is collected through an information management system to ensure compliance and effectiveness.</li> </ul>
11 Evaluation/Continuous Improvement	<ul style="list-style-type: none"> <li>○ Performance outcomes are monitored on an annual basis for continuous improvement purposes.</li> </ul>
12 Professional Development	<ul style="list-style-type: none"> <li>○ Ongoing professional development opportunities are provided for continuous improvement and increased effectiveness, particularly in the areas of College and Career Readiness Standards, Effectiveness Instruction Practices and Career Pathways.</li> </ul>

The use of rigorous and challenging academic standards and career pathways that contextualize learning are recognized strategies to promote readiness for postsecondary education and work; therefore, integrated academic and career services will play a key role in adult education under WIOA.

HIDOE's adult education students will have the opportunity to receive both adult basic education and career-related services, in collaboration with core partners and other relevant stakeholders (such as employers). Our goal is to prepare students to transition as seamlessly as possible to the career pathways opportunities, i.e. certificate and credential programs offered (primarily) by the University of Hawaii/Community College system, labor unions and others, so that all eligible adults will ultimately have what they need to transition into sustainable employment.

HIDOE will continue to provide adult literacy and basic education services, English language proficiency and high-school equivalency preparation, as it has traditionally; however, under WIOA, in collaboration with core partners and other key stakeholders, these services will be integrated with a focus on career services so that adults gain, retain and/or advance in employment.

In addition, adult education will emphasize employability skills defined as the non-technical skills, knowledge and understandings that are necessary to gain employment and participate effectively in the workplace. Often referred to as soft skills, they include skills such as:

<b>Skill</b>	<b>Definition</b>
Verbal and Written Communication	Able to express ideas clearly in speech and in writing.
Teamwork	Work confidently within a group.
Initiative/Self-Motivation	Able to act on initiative, identify opportunities and be proactive in putting forward ideas and solutions.
Planning and Organizing	Able to plan activities & carry them through effectively.
Flexibility	Adapt successfully to changing situations and environments.
Time Management	Manage time effectively, prioritizing tasks and able to work to deadlines.
Self-awareness	Awareness of achievements, abilities, values and weaknesses and what you want out of life.
Confidence	Presents a strong, professional, positive image to others which inspires confidence and commands respect.
Integrity	Adheres to standards and procedures, maintains confidentiality and questions inappropriate behavior.
Tolerance	Maintains effective performance under pressure.



Skill	Definition
Independence	Accepts responsibility for views and actions and able to work under their own direction and initiative.
Professionalism	Pays care and attention to quality in all their work. Supports and empowers others.
Interpersonal Sensitivity	Recognizes and respects different perspectives. Open to the ideas and views of others.

It is imperative that workers today engage in effective teamwork and problem-solving strategies, use technology, adapt to a changing work environment, communicate effectively, respect different people and perspectives, take responsibility for the quality of their work and learn new skills. It is the goal of HIDOE's adult education program to ensure adults being served through the adult education program will acquire the knowledge and skills in order to be successful in today's workforce.

### English Language Proficiency and Civics Education

English Language Proficiency in HIDOE's adult education program serves adults whose native language is other than English. Since Hawaii has a significant and growing immigrant population, English language services are a large part of the enrollment being served in adult education. Currently, these services are designed to help adults learn English so they can meet their personal, academic, employment and citizenship goals as well as for acculturation. However, a new emphasis on serving English language learners will be the integration of employability and job training skills.

Under WIOA, the new program retains the focus on English language proficiency and civics education instruction, but there are new requirements to support stronger ties to employment and the workforce system.

In order to receive Section 243 funds, HIDOE's adult education program will offer workforce training related to in-demand occupations. Since tourism and hospitality are economic growth areas, partnerships will be established with the hotel and travel industry, as well as with restaurateurs, to offer on-the-job training and instruction of employability skills.

### English Literacy

Literacy is the ability to understand and employ printed information in daily activities at home, at work and in the community. The English Literacy focus is on teaching adults whose native language is other than English. English Literacy programs are designed to help adults learn to communicate in English so they can meet their personal, academic, employment and community goals.

Programs utilize ~~competency~~ proficiency-based instruction, whole language, language experience, learner-generated curriculum and participatory approaches, as well as work/textbook, video, online, and other commercially prepared adult English Literacy materials. Additionally, a statewide curriculum for the Integrated English Literacy and

Civics Education (IELCE) program will be utilized to achieve competence in academic skills that will lead to the attainment of employment and/or a postsecondary education and training. This may also increase the Educational Functioning Levels (EFLs) of the English Language Learners (ELL).

Effective community members must learn English to make informed decisions and to take sound actions that make a positive difference in their lives, their communities and the world. They do this by integrating some of the following:

- Communicate so that others understand
- Read, view and think critically
- Convey ideas effectively in writing
- Value the uniqueness of all

Content areas in English Literacy might include:

- Listening, speaking, reading and writing in areas of interest and relevance
- Reading comprehension strategies
- Social and interpersonal skill development
- Appreciation of own and others' cultures and values
- Conversation strategies in real-life settings

Specifically, adult learners will be instructed contextually in vital life-navigating skills, ranging from community expectations, fiscal management, personal development and employability, through such subjects as:

- Citizenship, civic responsibilities and government institutions, including background in history, laws and local customs
- Financial institutions, personal budget and fiscal management
- Health institutions, proper health, nutrition and lifestyles
- Educational institutions and opportunities
- Conflict resolution strategies and how to cope with change and new work experiences
- Awareness of work benefits, rights, laws and procedures

By applying this concept of practical learning, HIDEOE hopes to develop new or expanded acculturation and citizenship courses. They would specifically offer instruction in (a) community expectations, such as civic duty and awareness; (b) fiscal management skills, such as personal banking and budget planning; and (c) proper health, nutrition and living. As part of the planning and collaborative process, partnerships will be established between Adult Basic Education (ABE), English Literacy (EL) and Adult Secondary English (ASE) educators and other appropriate authorities in order to incorporate relevant content of these additional life skills.

The State's application for IELCE (i.e., section 243) funds will require applicants to describe how they plan to provide English language acquisition and civics education concurrently and contextually. The proposed activities and budget will be reviewed by

the State to ensure that they meet all statutory requirements. Based upon our past experience under WIA, we can imagine a typical example of what service delivery might look like at the local level to be similar to the following:

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

**Special Rule:**

The Special Rule directs HIDOE, when awarding a grant or contract under this section, not to use any funds made available for the purpose of supporting or providing programs, services or activities for individuals who have not attained 16 years of age or who are not enrolled or required to be enrolled in secondary programs under state law, except if such programs, services or activities are related to family literacy services.

Any provider who conducts a family literacy program under the auspices of the Act must report progress according to core indicators established under the family literacy definition of activities:

- Interactive literacy activities between parents and their children,
- Training for parents to be primary teachers and full partners in the education of their children,
- Parent literacy training that leads to economic self-sufficiency,
- Age-appropriate education to prepare children for success in school and life.

Under WIOA, HIDOE will emphasize a systemic, collaborative interagency approach to adult education and will establish more links to and partnerships with job training programs. Since 2014, HIDOE has been collaborating with core partners and other key stakeholders in order to strategize the foundations for a comprehensive career pathways service delivery system. This group is comprised of professionals in labor, education, business and industry, social services, health and policy makers. The stakeholder group will:

- Assist adult education with developing and implementing a comprehensive career pathways service delivery model, including seamless transitions to established career pathways
- Integrate adult education services with other key support services, particularly those of mandated core partners under WIOA, through the development of the

WIOA Unified State Plan and other interagency agreements and memoranda of understanding,

- Forge additional partners with other key state and local stakeholders involved with workforce and economic development,
- Continued collaboration with business and industry to establish articulated career pathways, workplace literacy, job exposure opportunities such as internships and apprenticeships and other resources.

WIOA demands strong collaboration among core partners and other state and local agencies in order to provide integrated, aligned and streamlined services to low-skilled adults. The following agencies/stakeholders are part of this collaborative:

- Hawaii Community Schools for Adults
- Hawaii Department of Education
- Hawaii Department of Labor and Industrial Relations, Employment Services
- Hawaii Department of Public Safety, Division of Corrections
- University of Hawaii, Community Colleges
- Job Corps
- Hawaii Department of Immigration Services
- Hawaii Department of Human Services, Division of Vocational Rehabilitation
- Workforce Investment Development Boards, One-Stop Systems
- Career and Technical Education
- Hawaii State Legislators
- U.S. Armed Forces
- Business and Industry
- Governor's Office
- Workforce Development Council

HIDOE's adult education program will continue to report performance measures through the National Reporting System as required under WIOA. The National Reporting System is an accountability system for reporting core indicators of performance for federally funded adult education programs (as required under WIOA, AEFLA subsection). This reporting system includes a set of student measures to assess the impact of adult education services and for continuous improvement.

HIDOE's adult education program will use two student assessment systems: the Test of Adult Basic Education (TABE) for English speaking students, and the Comprehensive Adult Student Assessment System (CASAS) for non-English speaking students. These assessments deliver comprehensive diagnostic and prescriptive information, establish measurable learner goals, document learner outcomes and report program effectiveness to students, staff, administrators, policy makers, and funders. Hawaii continues to integrate academic competencies with instructional strategies to evaluate, in part, the effectiveness of the adult education system. Both CASAS and TABE are approved standardized assessments by the U.S. Department of Education.

The State of Hawaii will continue to use TOPSpro Enterprise, a computerized database management system offered as part of CASAS, to track student information and

performance. TOPSpro Enterprise is designed to automate CASAS scoring, generate reports for staff, track student progress, provide individual and class profile data, report individual and program results and serve as a source of data for state and federal accountability.

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

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

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

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

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

#### Eligible Providers

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

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

Upon analyzing the economic and workforce information provided in the Common Elements Section II of Hawaii's Unified Plan, HIDOE will focus AEFLA services on areas that emerged as critical for Hawaii to address within the workforce development system. These priorities, which will be explicitly requested to emphasize in the application process for eligible grantees include:

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

#### Application Process

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

EVENT	Timeframe
Funding Availability Notification (RFP)	March
Formation of Screening Committee	April
Application Deadline	May
Review and Rating of Grant Applications	June

<b>EVENT</b>	<b>Timeframe</b>
Acceptance/Rejection Notification	July
Final Notification of Grant Awards	August
Program Year Begins	September

#### Funding Availability Notification

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

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

The RFP will contain information pertaining to:

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

#### Review and Selection Committee

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

#### Application Submittal

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

Hawaii Department of Education

Community Education Section

475 22<sup>nd</sup> Avenue, Room 202

Honolulu, HI 96816

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

### Selection Process

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

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

<b>Criteria</b>	<b>Point Value</b>
Measurable Goals	10
Past Effectiveness	5
Serving Most in Need	10
Intensity of Services	10
Effective Practices	5
Technology	5
Contextualization/Career Pathways	10
Staffing	5
Coordination and Collaboration	10
Flexibility and Support	10
Data Management	5
Budget	10
Staff Professional Development	5
<b>Total</b>	<b>100</b>

### Family Literacy

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



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

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

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

In FY2017, the WIOA Title II funding was fully awarded to the Local Education Agency (LEA). No other agency/organization applied for the grant.

### **Special Rule**

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

### **c. Corrections Education and other Education of Institutionalized Individuals**

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II, subtitle C, any of the following academic programs for:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;

- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

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

#### Section 225 (Corrections)

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

#### **Corrections Education**

Under WIOA, the Adult Education and Family Literacy Act subsection requires that “each eligible agency will carry out adult education for incarcerated adults, and allows 20% of the 82.5% of the direct-service funding to support the cost of this program and that priority be given to those individuals who are within five years of release from incarceration.” HIDEOE will award 20% of the 82.5% direct-service grantee funding for correctional education.

The following services are provided in Hawaii’s correctional facilities: adult education and literacy services, English language and civics education services, integrated

education and job training, college and career readiness services, and high school equivalency preparation.

The HIDOE and the Department of Public Safety work in coordination to provide jointly-funded basic skills education programs and services to Hawaii's eligible incarcerated population. Program offerings for the institutionalized are basically the same as those for the eligible target populations. Special education programs are offered by the HIDOE's Special Education Section to meet unique needs of the institution's eligible population.

HIDOE will give priority to programs serving individuals who are likely to leave incarceration and transition back into society with five years of participation in adult education.

Adult education services are offered in the following types of correctional facilities:

- Prisons
- Jails
- Reformatories
- Work Farms
- Detention Centers
- Halfway Houses
- Community-based Rehabilitation Centers

The purposes of correctional education will be to:

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

## **d. Integrated English Literacy and Civics Education Program**

### **1. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.**

#### English Language Proficiency and Civics Education

English Language Proficiency in HIDOE's adult education program serves adults whose native language is other than English. Since Hawaii has a significant and growing immigrant population, English language services are a large part of the enrollment being served in adult education. Currently, these services are designed to help adults learn

English so they can meet their personal, academic, employment and citizenship goals as well as for acculturation. However, a new emphasis on serving English language learners will be the integration of employability and job training skills.

Under WIOA, the new program retains the focus on English language proficiency and civics education instruction, but there are new requirements to support stronger ties to employment and the workforce system.

In order to receive **Section 243** funds, HIOE's adult education program will offer workforce training related to in-demand occupations. Since tourism is an economic growth area, partnerships will be established with the hotel and travel industry to offer on-the-job training and instruction of employability skills.

### English Literacy

Literacy is the ability to understand and employ printed information in daily activities at home, at work and in the community. The English Literacy focus is on teaching adults whose native language is other than English. English Literacy programs are designed to help adults learn to communicate in English so they can meet their personal, academic, employment and community goals.

Programs utilize ~~competency~~ **proficiency**-based instruction, whole language, language experience, learner-generated curriculum and participatory approaches, as well as work/textbook, video, online, and other commercially prepared adult English Literacy materials. Additionally, a statewide curriculum for the Integrated English Literacy and Civics Education (IELCE) program will be utilized to achieve competence in academic skills that will lead to the attainment of employment and/or a postsecondary education and training. This may also increase the Educational Functioning Levels (EFLs) of the English Language Learners (ELL).

Effective community members must learn English to make informed decisions and to take sound actions that make a positive difference in their lives, their communities and the world. They do this by integrating some of the following:

- Communicate so that others understand
- Read, view and think critically
- Convey ideas effectively in writing
- Value the uniqueness of all

Content areas in English literacy might include:

- Listening, speaking, reading and writing in areas of interest and relevance
- Reading comprehension strategies
- Social and interpersonal skill development
- Appreciation of own and others' cultures and values
- Conversation strategies in real-life settings

Specifically, adult learners will be instructed contextually in vital life-navigating skills, ranging from community expectations, fiscal management, personal development and employability, through such subjects as:

- Citizenship, civic responsibilities and government institutions, including background in history, laws and local customs
- Financial institutions, personal budget and fiscal management
- Health institutions, proper health, nutrition and lifestyles
- Educational institutions and opportunities
- Conflict resolution strategies and how to cope with change and new work experiences
- Awareness of work benefits, rights, laws and procedures

By applying this concept of practical learning, HIDOE hopes to develop new or expanded acculturation and citizenship courses. They would specifically offer instruction in (a) community expectations, such as civic duty and awareness; (b) fiscal management skills, such as personal banking and budget planning; and (c) proper health, nutrition and living. As part of the planning and collaborative process, partnerships will be established between Adult Basic Education (ABE), English Literacy (EL) and Adult Secondary English (ASE) educators and other appropriate authorities in order to incorporate relevant content of these additional life skills.

*English Language Proficiency and Civics Education* and *English Literacy* and will be integrated throughout the ELL program under WIOA. Priority of services will be given to students who need to acquire English language skills and job training as they work toward citizenship and employment.

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

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

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

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

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

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

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

Hawaii received acceptance into the "Building Opportunities Collaborative" since it has a significant and growing immigrant population. English language services are a large part of the enrollment being served in adult education. In Hawaii's Department of Education Adult Education program, McKinley Community Schools for Adults (MCSA) has the largest student population of English Language Learners. MCSA provides services that enable committed adults to acquire basic and more advanced skills needed to function effectively as parents, workers and citizens of the United States of America. Such skills include literacy and English language instruction on the rights and responsibilities of citizenship and civic participation; and workforce readiness and employability skills

training. MCSA utilizes Burlington English to integrate English language lessons with Civics and workforce preparation. MCSA continues to partner with the United States Citizenship and Immigration Services (USCIS) to offer naturalization test preparation sessions.

Students who express an interest in developing workplace skills will be referred to IEL/CE courses, which will emphasize workforce training. In addition, MCSA provides statewide educational services to the Institutionalized.

## **e. State Leadership**

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

The HDOE will use funds made available under section 222(a)(2) to enhance the quality of programming in the adult education system. HDOE's adult education program will use 12.5% of its funding for state leadership activities, primarily in the form of professional development for state and local program staff.

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

(A) The HDOE will work collaboratively with other core programs and partner agencies to align and coordinate services for program participants. Leadership funds will be used to build the capacity of grantees to coordinate and align services by cross-training staff on intake/orientation, eligibility screening, and referral between partners, and other joint mechanisms developed through agency partnerships. In addition, the development of all components of career pathways will continue to be a priority with a focus on bridge programming and integrated education and training.

(B) Hawaii supports a statewide Adult Basic Education professional development (PD) advisory committee that meets quarterly to identify key present and future PD needs, develop PD plans and resources, identify and implement best practices in PD, coordinate PD activities, and review evaluation data from activities for continuous improvement of an efficient and effective PD system.

- State leadership funds will be used to support PD activities that focus on a variety of areas of emphasis, including content standards implementation, evidence-based reading instruction (EBRI), adult learning, research-based instructional methodologies, volunteer training and management, effective program management, integrated education and training, bridge programming, transition to postsecondary education, use of technology, distance education, universal design, serving students with disabilities, and volunteer training and recruitment. The HDOE contracts for ABE professional development services related to research-based literacy, numeracy, English language instruction, content standards, and transitions. These PD activities include Student Achievement in Reading (STAR) training and technical assistance; EBRI study circles, online courses, and resource

dissemination; and implementation of content standards. In addition, the HIDOE contracts to deliver PD and technical assistance in the arena of serving adults with disabilities. The disabilities service provider also provides training on using Universal Design for Learning principles and strategies to address the varied needs of adult learners.

(C) The HIDOE will deliver technical assistance to eligible providers to enhance program effectiveness, increase the ability of providers to meet established performance standards, and fulfill obligations associated with being ~~a one-stop~~ [an AJC](#) partner. Specific areas of focus will include:

(1) Increasing the capacity of instructors and programs to provide quality instruction in the areas of reading, writing, speaking, mathematics, English language acquisition, and distance education via implementation of professional development activities and associated technical assistance such as:

- STAR training and Evidence-Based Reading Instruction study circles;
- EBRI and writing online courses;
- Annual Language and Literacy Institute;
- Low-literacy Adult ESL Study Circles;
- Adult Numeracy Initiative (ANI) cohort training;
- Annual Math Institute;
- Distance learning professional development cohorts;
- Distance Learning Basics online course; and
- Online resource libraries in the areas of EBRI, STAR, writing, adult ESL, numeracy, writing, content standards, transitions, content standards, and project-based learning.

(2) Enabling providers to establish, build upon, or maintain effective relationships with other core providers via training on referral systems, data sharing/reporting, integration of education with occupational training, and transition strategies for postsecondary enrollment or employment.

(3) Using technology to improve program effectiveness through training and technical assistance focused on preparing instructors and program administrators to identify and utilize technology to enhance instruction, programming, and distance education. The HIDOE contracts to provide PD in the area of technology through activities such as face-to-face and online training in a variety of areas, including educational technology, digital literacy instruction, and distance learning. In addition, other training and technical assistance focuses on effective use of the statewide data system to maintain accurate student data and continuously improve programming.

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



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

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

The Adult Education Advisory Council was established by Section 301 of the Hawaii Revised Statutes. The Council members are Board-appointed volunteers from businesses, postsecondary education, and agencies such as Job Corps. The primary responsibilities are to provide community input and advisory service to State Board of Education regarding the programs and needs for adult education in the State of Hawaii.

Based on a program needs assessment conducted in FY16, the Department of Education will emphasize the following professional development for adult education state in FY17:

- College and Career Readiness Standards
- Developing and Implementing Career Pathways
- Providing Contextualized Instruction

HIDOE's adult education program will look at program data and the results of a needs assessment, along with funding availability, to determine professional development that will be offered each year to improve teacher quality and program effectiveness. The LEAs will be responsible for budgeting adequate funds to compensate instructors and other staff members for their required participation in professional development.

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

1. Approximately half of the State Director's position will be devoted to analyzing reasons for declining enrollment, service area gaps, and lack of benchmark attainment, and to promoting infrastructure and institutional culture changes to address these issues. The State Director will devote her energy to coordinating and facilitating new partnerships with WIOA core partners as well as partnerships with employers and other agencies to strengthen the services offered by service providers. She will oversee and orchestrate the implementation of professional development opportunities, use of data to drive decisions at both the state and local level, and allocation of resources to target specific deficits.
2. Leadership funds will be used to pay for two state-level part time positions. This support is critical since the State Director is the ONLY full time position in the state office of adult education. One position will be devoted to compiling timely

and accurate data on enrolment and benchmark attainment and disseminating this information to administrators and stakeholders (including teachers) to facilitate forthright discussion, analysis, and “course corrections” to meet student needs. The second position will be devoted to providing assistance to the Director in areas deemed to be priorities, including helping to coordinate professional development, especially in reading instruction which is this individual’s area of expertise.

3. As noted elsewhere in this plan, Students enrolled in the Competency Based Community School Diploma Program (C-Based), a ~~high school equivalency diploma~~ program unique to Hawaii, account for approximately 40% or more of all AEFLA-funded students served in the state each year. The C-Based curriculum was created many years ago, prior to the state’s adoption of the College and Career Readiness Standards. Revisions and updates have been made over the years, however a complete, systematic alignment of the course content to the CCR standards has yet to be done. Leadership funds will be used to hire a consultant to advise on and initiate this process, beginning with a gap analysis. A working group comprised of C-Based teachers and administrators will work with this consultant to begin the steps necessary to overhaul and modernize the curriculum to meet today’s student needs and workplace demands.
4. Leadership funds will be earmarked for a modest amount of out-of-state travel to allow key personnel to attend national meetings and conferences in order to bring back and disseminate information on promising practices. In addition, funds are allocated for local provider agency personnel to attend quarterly meetings to promote cohesion, coordination and timely data analysis for ongoing improvement efforts.
5. Finally, a significant portion of Leadership funds will be made available on an application basis to local providers in the form of flexible, need-driven “mini-grants” to support the documented professional development needs of their teachers and staff. These funds may be used to pay teachers to attend trainings or participate in “communities of practice,” reimburse online course fees, and/or to purchase or create PD training materials specific to their own identified needs.

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

HIDOE’s adult education program will use 12.5% of its funding for state leadership activities, primarily in the form of professional development for state and local program staff.

Based on a program needs assessment conducted in FY16, the Department of Education will emphasize the following professional development for adult education state in FY17:

- College and Career Readiness Standards
- Developing and Implementing Career Pathways
- Providing Contextualized Instruction

HIDOE's adult education program will look at program data and the results of a needs assessment, along with funding availability, to determine professional development that will be offered each year to improve teacher quality and program effectiveness. The LEAs will be responsible for budgeting adequate funds to compensate instructors and other staff members for their required participation in professional development.

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

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2. Leadership funds will be used to pay for two state-level part time positions. This support is critical since the State Director is the ONLY full-time position in the state office of adult education. One position will be devoted to compiling timely and accurate data on enrolment and benchmark attainment and disseminating this information to administrators and stakeholders (including teachers) to facilitate forthright discussion, analysis, and "course corrections" to meet student needs. The second position will be devoted to providing assistance to the Director in areas deemed to be priorities, including helping to coordinate professional development, especially in reading instruction which is this individual's area of expertise.
3. As noted elsewhere in this plan, Students enrolled in the Competency Based Community School Diploma Program (C-Based), a ~~high school equivalency diploma~~ program unique to Hawaii, account for approximately 40% or more of all AEFLA-funded students served in the state each year. The C-Based curriculum was created many years ago, prior to the state's adoption of the College and Career Readiness Standards. Revisions and updates have been made over the years, however a complete, systematic alignment of the course content to the CCR standards has yet to be done. Leadership funds will be used to hire a consultant to advise on and initiate this process, beginning with a gap analysis. A working group comprised of C-Based teachers and administrators will work with this consultant to begin the steps necessary to overhaul and modernize the curriculum to meet today's student needs and workplace demands.
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## **f. Assessing Quality**

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

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

The focus of evaluation will be the effectiveness of state and local providers in attaining core indicators of performance that are negotiated with the U.S. Department of Education, as well as the efficiency and effectiveness measures among core partners of the Unified State Plan.

HIDOE’s adult education program will continue to monitor strategies and processes in attaining performance measures, and will track student performance, persistence, goal achievement and transition outcomes.

A comprehensive evaluation of the federally-funded adult education program will be conducted annually and will address the extent to which local providers are meeting the priorities for AEFLA funding:

- 1) Measurable Goals - degree to which the eligible provider will establish measurable goals for participant outcomes that are aligned to federal core indicators of performance.
- 2) Past Effectiveness - the past effectiveness in improving the educational functioning level of students and in achieving academic and career goals, including transition into postsecondary and/or employment. After the state has negotiated performance measures, the state must take into account how well the provider met or exceeded such measures, especially with respect to those adults who are hardest to serve and most in need.
- 3) Serving the Most in Need - the commitment of the eligible provider to serve individuals in the community most in need of adult education services, including individuals with low-income or who have the lowest skill levels.
- 4) Intensity of Services - whether the program is of sufficient intensity and duration for participants to achieve substantial learning gains and achieve education and career goals; and uses evidence-based instructional practices that are aligned to the College and Career Readiness Standards.

- 5) Effective Practices - whether the academic and career services being provided are evidence-based.
- 6) Technology - whether the services effectively integrate current technology, both as a tool for learning and the use of computers.
- 7) Contextualization/Career Pathways - whether adult education services are provided in a contextualized manner so that students are able to apply their learning to the real world, particularly in the context of job and career.
- 8) Staffing - whether local providers have well-qualified and experienced teachers and program staff providing adult education services.
- 9) Coordination and Collaboration - whether local providers are coordinating adult education services with services of other local providers through well-defined, formal partnership agreements.
- 10) Flexibility and Support - whether adult education providers accommodate flexible schedules and offer support services for access and persistence.
- 11) Data Management - whether local providers manage a comprehensive and secure information management system in order to report state and federal outcomes, as well as monitor performance for continuous improvement.
- 12) Budget - whether the proposed budget and detailed budget narrative logically supports the services being provided as well as the outcomes that are intended.
- 13) English Language Proficiency and Civics Education - whether the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

Each local provider must report on the following student performance measure:

- 1) Educational Gain - standardized assessment gains in the lowest skill area upon placement in reading/writing, math, or English language proficiency.
- 2) Transition - placement and retention in postsecondary education, advanced job training, unsubsidized employment or career advancement.
- 3) High School Equivalency - receipt of a high school equivalency diploma.
- 4) Student Goals - attainment of learner-identified goals.
- 5) Family Literacy - same as above for adults/parents, but including age-appropriate performance measures for participating children.

#### Monitoring and Technical Assistance

HIDOE's adult education program will conduct annual site visits to monitor performance and to provide technical assistance to local providers for the purpose of evaluation and continuous improvement. They will monitor the following areas:

- 1) Extent to which adult education services are being provided to the "most in need".

- 2) Whether evidence-based education and training services are being provided.
- 3) Whether services are being provided along articulated career pathways, in a contextualized manner and aligned to the College and Career Readiness Standards.
- 4) Whether providers are collaborating with core partners and other stakeholders locally to ensure streamlined, efficient education and training services; seamless employment and postsecondary transition; and critical support services are being provided.
- 5) Whether local programs are offering flexible schedules to ensure access.
- 6) Whether the program is offering English Language Proficiency and Civics Education.
- 7) Whether the program is using high-qualified teachers and program staff.
- 8) Whether the program is using an effective data management system and conducting appropriate follow-up of academic and transition goals.

All local providers will be required to submit mid and annual reports that reflect participation and performance measures. In order to ensure funds are being distributed and used appropriately, funds will be disbursed on a reimbursement-only basis, and monitored based on the numbers served and reallocated where appropriate.

#### Professional Development Quality Assessment

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

### **Certifications**

States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan.    Yes
2. The State agency has authority under State law to perform the functions of the State under the program.    Yes
3. The State legally may carry out each provision of the plan.    Yes

4. All provisions of the plan are consistent with State law. Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. Yes
8. The plan is the basis for State operation and administration of the program. Yes

## **Certification Regarding Lobbying**

### **Certification for Contracts, Grants, Loans, and Cooperative Agreements**

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into.

Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### **Statement for Loan Guarantees and Loan Insurance**

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall

complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization     **State of Hawaii Department of Education**

Full Name of Authorized Representative:     ~~Kathryn S. Matayoshi~~ **Christina M. Kishimoto, Ed.D.**

Title of Authorized Representative:     **Superintendent**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)  
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to OCTAE\_MAT@ed.gov

### **Assurances**

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions).     Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA.     Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA.     Yes
4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities;     Yes
5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and     Yes
6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.     Yes



7. The eligible agency agrees that in expending funds made available under title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303 ). ~~No~~ **Yes**

## **Section 427 of the General Education Provisions Act (GEPA )**

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the instructions posted at

<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

Applicants of the WIOA Title II funding will engage in provisions such as extended seat time, use of large-print materials and tests, and admission into the Competency-Based program. Furthermore, the applicants will:

1. Assess the special needs of individuals requiring accommodations and ensure that the campus' facilities for individuals with physical impairments allow access to the building, classrooms, and restrooms.
2. The Transition Counselors, Registrars, Vice Principal or designee will serve as the counselor for students with special needs and will assist with the planning for the individual's with special learning needs and for coordinating the delivery of appropriate educational services at each campus.
3. Assess the academic level of each student to ensure proper placement and provide reasonable accommodations as a part of the enrollment process at each campus. Administer the CASAS or TABE as appropriate for each participant utilizing the state assessment policy as a reference if needed.
4. The registrars will establish a data collection and data entry process to ensure that any student who meets the NRS definition of Disabled is accurately reflected in the data.
5. Registrars, Vice Principals or designee will direct students to the GED or HiSET Administrator for special accommodations for GED or HiSET test. Once approved, the testing center examiners will ensure that these accommodations are made available to the examinee. (Refer to GED or HiSET policy regarding accommodations for exams and the process for requesting accommodations.)
6. Make available an orientation or brochure regarding program offerings at each campus. Also, refer potential students to McKinley Community School's website for in-depth information regarding the school, mission, programs, semester offerings, etc.
7. When appropriate refer students to the Division of Vocational Rehabilitation if they are interested and meet the requirements of the program.

# **VR Portion of WIOA State Plan for the State of Hawaii FY-2018**

## **Program-Specific Requirements for Vocational Rehabilitation**

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan\* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

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\* Sec. 102(b)(D)(iii) of WIOA

### **a. Input of State Rehabilitation Council**

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

**1. input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;**

#### **A. INPUT OF STATE REHABILITATION COUNCIL**

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

(1) Input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other council reports that may have been developed as part of the council's functions; Our committee met on 2/6/18 and 2/14/18 to continue discussions regarding the State Plan. We received a copy of the amended state plan from DVR Administration. Scott Murakami informed us that the 2018 modification of the WIOA Hawaii Unified State Plan is due to the USDOL portal by 3/15/18. Public comment period is between 2/22/18-3/7/18. He provided and referred to the TEGL 6-17 issued on 2/24/18 that provided the guidance regarding the two-year modification requirements. We also reviewed the 2/13/18 email from Susan Foard requesting input from the SRC for the two-year modification of the State Plan. Based on review of the DVR portion of the State Plan this committee has identified the following necessary amendments and suggest that DVR administration make the following changes: • (a) Input of State Rehabilitation Council — page 172 o What is the status of the specific percentage and numerical goals? o Where is this data published and how shared with the public? We suggest that the public be given access to the Unified State Plan on DVR's website and we recommend a public hearing be conducted to discuss the updates to the State Plan and let the public know that the DVR and the SRC have taken action and the outcome of our actions. (i.e. legislative actions and discussions with Hawaii Dept. of Human Services

Director regarding funding) o Keep the recommended Order of Selection Mitigation Plan: ? Increase Revenue - SRC is recommending that Hawaii DVR Administration focus efforts and resources in the 2018 Federal Fiscal Year to increase the Social Security reimbursement incomes by approximately 11% over the 2017 Federal Fiscal Year. This solution would generate from \$0.00 to \$100,000+ per year, in turn reducing the projected financial shortfall. The task is to accelerate completion of the memorandum of agreement with the Unemployment Insurance to obtain wage data. The MOA will increase the timeliness for the identification of eligible participants who are working at the SGA income level. It is noted that due to variability of Social Security Administration's receipt of reimbursement payments; payments can take in excess of 12 months. ? Request additional State Funding to be leveraged to secure additional Federal re-allotment funds. The SRC Legislative committee will work with Hawaii DVR Administration and the Director of the Department of Human Services to develop a request for additional State funding that can be leveraged to secure additional Federal match. The State Match represents 21.3% of the total State and Federal funds that DVR will receive. It is noted that receipt of additional funding may involve a maintenance of effort penalty if additional funding cannot be sustained for two years. ? Cost Reduction - Gaining Efficiency in Operation. Currently, the Hawaii DVR Administrative Direct and Indirect budgets is approximately 22.15% of the total operating budget. SRC is proposing salary savings on vacant staff positions and consideration for deferral of recruitment on positions affected by Reduction in Force. This action will result in approximately \$160,000 in salary savings. ? Contract Review - SRC is proposing review of current contracts to determine if the contracted services can be: 1) deleted and is no longer necessary; 2) deleted and the service can be provided by VR Counselors and 3) service and/or cost can be shared with other divisions or core/mandated partners of the Workforce Innovation and Opportunity Act, WIOA. ? Coordinated Efforts. SRC will work together with Hawaii DVR to identify specific synergistic opportunities between the WIOA core and mandatory partners as well as associated agencies and community partners that can braid common interagency activities and/or funding.

- (g) Coordination with Employers — Page 179 o Include participation in sector strategies. The DVR was invited to participate in the sector strategies by the Chamber of Commerce of Hawaii. This should be included with employer engagement. o The Job Accommodation Network help training with employers and state agencies on what are reasonable accommodations. This should be included in the write up as well.
- (k) Annual Estimates — Page 188-189 o Update the data in this section. The State Plan has estimates from the 2005-2007 ACS. The data needs to be updated. Here are few references that might help: ? 2017 Disability Statistics Annual Report, A Publication of the Rehabilitation Research and Training Center on Disability Statistics and Demographics, Institute on Disability/UCED, University of New Hampshire. [https://disabilitycompendium.org/sites/default/files/user-uploads/AnnualReport\\_2017\\_FINAL.pdf](https://disabilitycompendium.org/sites/default/files/user-uploads/AnnualReport_2017_FINAL.pdf) ? Disability Statics from the Yang-Tan Institute on Employment and Disability at Cornell. This report can be pulled by state and has state level data. <http://disabilitystatistics.org/> ? Both of these reports provide much more current data collected through the BLS American Community Survey. Data can also be pulled directly from the BLS, ACS, American Factfinder interface.
- Section L — page 189 — State Goals and Priorities o Priority 1: (Pre-Employment Transition Services) ? How do we leverage the funding in pre-employment transition services with other Core Partners? What specific actions will be taken by the DVR to ensure a stronger relationship between the Core Partners in support of DVR PRETS recipients? Amend to list specifically how the DVR will work with the Core Partners to try to

mitigate the Order of Selection and how the DVR can work with the Core Partners to address Priority Category 2 and 3 clients. Tapping into the Core Partners resources is a recommended focus.

- o Priority 3: (Employer Engagement) ? Include specific examples of work that has been done to ensure employer engagement.
- o Priority 4: (Common Data Collection for Unified State Plan) ? Include the WDC Data Integration and Single Sign-On project.

- Section M - page 192 - Order of Selection - Amend to reflect the current status of the Order of Selection and current data about the Priority Categories
- Section N - Goals and Plans for Distribution of title IV funds — Page 194

o The priorities for funding do not align with the goals and priorities identified starting on page 189 in this plan. Most plans somehow tie in operational goals and priorities with budget priorities.

We would like the SRC to work with DVR to develop strategic elements of planning to ensure that we are focusing on the right targets and be proactive instead of reactive. We want DVR to feel that the SRC is here to help with planning while also being an advocate for the consumer.

## **2. the Designated State unit's response to the Council's input and recommendations; and**

Based on the review of the DVR portion of the State Plan, the State Plan Committee suggested that DVR administration make the following changes:

1. Percentage and Numerical Goals: DVR has not been able to establish baseline data from 2016 and 2017. Common definitions for the six common performance measures has not been established and DVR does not have access to UI wage data. DVR is currently working on a Memorandum of Agreement with Unemployment Insurance Division to obtain wage data.
2. Data Sharing with Public: The public comment period is between 2/22/18 — 3/7/18 and SRC will be notified on 2/22/18 by DVR on how and where to access the 2018 Unified State Plan modification.
3. Yes, DVR will continue to follow the recommended Order of Selection Mitigation Plan submitted by SRC in 2017.
4. Coordination with Employers: Yes, DVR will include participation in sector strategies and training employers and state agencies on reasonable accommodations as services that will be provided to improve partnerships with employers. We will continue to partner with DOE and WDD to leverage resources and funding to provide employers with qualified employees.
5. The Annual Estimates section will be updated.
6. State Goals and Priorities — Pre-Employment Transition Services; Employer Engagement and Common Data Collection for Unified State Plan: More details will be included in Section L of how DVR will accomplish the goals.
7. Order of Selection section has been updated.
8. Goals and Plans for Distribution of Title IV funds section will be reviewed and aligned with the goals and priorities as listed in Section L. DVR is very appreciative of the continued working partnership with SRC to develop strategic elements of planning and achieving financial stability to ensure that we are focusing on the right targets and be proactive instead of reactive.

## **3. the designated State unit's explanations for rejecting any of the Council's input or recommendations.**

DVR continues to have a good working relationship with the SRC and does not reject any of the Council's input or recommendations.

## **b. Request for Waiver of Statewideness**

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

**1. a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;**

DVR has not requested a waiver of statewideness.

**2. the designated State unit will approve each proposed service before it is put into effect; and**

Not applicable

**3. All State plan requirements will apply**

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

Not applicable

**c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System.**

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

**1. Federal, State, and local agencies and programs;**

DVR has a Memorandum of Agreement (MOA) with the University of Hawaii (UH) system. The UH system includes all the public institutions (University and community colleges) statewide. Because the agreement is the system and not the individual institutions, only one MOA is needed. The agreement includes the roles and financial and programmatic responsibilities of both DVR and UH, to include basics of common understandings. It was signed in April 2008 by the UH President and DHS Director (Interagency Agreement 3—7—08)

DVR has a Memorandum of Agreement (MOA) with the DOE, DHS/DVR and the DOH/ Developmental Disabilities Division and the State Council on Developmental Disabilities for the purpose of collaborating to create and change system policies and practices to promote competitive, integrated employment of individuals with intellectual and developmental disabilities (I/DD). The collaborative efforts shall include but are not limited to planning meetings, policy writing, development of procedures and best practice, and training/implementation of policies that effectively prepare and transition youth and young adults with I/DD from secondary or post—secondary education to competitive employment in integrated settings. The MOA was signed by all parties in July 2012. DVR continues to be an active participant in the collaboration.

**2. State programs carried out under section 4 of the Assistive Technology Act of 1998;**

None

**3. Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;**

None

**4. Noneducational agencies serving out-of-school youth; and**

We do not have agreements with Non-educational agencies or community rehabilitation programs serving out-of-school youth.

**5. State use contracting programs.**

None

**d. Coordination with Education Officials**

Describe:

**1. DSU's plans**

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

Hawaii's DSU is the Division of Vocational Rehabilitation (DVR). DVR executed a State Educational Agency (SEA) Agreement with the Department of Education (DOE) on May 5, 2014. The Agreement contains plans and procedures for the coordination of transition services for students with disability from school to the receipt of VR services.

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

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

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

and Blind). VR counselor in the Services for the Blind Branch are available to all schools on Oahu with blind students.

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

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

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

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

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

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

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

## **2. Information on the formal interagency agreement with the State educational agency with respect to:**

**A. consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;**

The current SEA interagency agreement was executed May 5, 2014. Consultation and technical assistance will be provided to DOE personnel in planning for the transition of students with disabilities from school to post—school activities, including vocational rehabilitation services by the administrative, supervisory, and direct service delivery levels of DVR, formally and informally throughout the school year.

**B. transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;**

DVR and DOE agree to work collaboratively to assist transition aged youth (TAY) in development and completion of their individualized education program (IEP). Transition planning includes, but is not limited to: DVR Vocational Rehabilitation Specialist (VRS) invitation to participate in DOE's IEP meeting for shared TAYs, DVR VRS collaboration with and assistance to DOE teachers in transition planning for TAY, introduction and guidance of TAY to post—school alternatives by DOE transition coordinator and DVR VRS. Planning also includes coordination of experiences for TAY in work—based settings to improve employment outcomes.

DVR will provide transition planning which facilitates the development and completion of an Individualized Education Plan (IEP) under the Individuals with Disabilities Education Act (IDEA) and will develop an Individualized Plan for Employment (IPE) for students eligible for services (grades 9—12 or until exit), prior to graduation or exit from High School.

DOE facilitates annual IEP meetings for every student receiving Special Education services. Should the IEP team agree to submit a referral to DVR; the DOE Transition teacher will be responsible for submitting a referral for VR Services at the conclusion of the IEP meeting.

IEP meetings are facilitated by DOE. At IEP meetings, the VR Counselor provides an overview of the agency's goal/mission, eligibility criteria, scope of services, rights/remedies, and other information specific to the student's IPE. Once a student is found eligible for VR Services, the VR Counselor will attend annual IEP meetings at the request of the DOE, when possible. If the VR Counselor is unable to attend this meeting, information will be provided to the family. The VR Counselor reviews the student's IPE and allows for amendments at the request of the IEP team. DVR is represented on a variety of committees (Special Education Advisory Council, Developmental Disabilities Council) which enable parents and members of the community to gather information and provide input to DVR.

**C. roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;**

DVR assists students with employment planning, and in cooperation with DOE will assist students in the development of their Individualized Plan for Employment (IPE). The plan outlines services, service providers, financial responsibilities, roles and responsibilities of each agency. The partnering agencies are responsible for providing qualified personnel to provide transition services.

Roles and Responsibilities: DVR coordinator plans for statewide implementation of transition services and assists staff. DOE district and DVR branch staff assist their respective



school/section. If roles/responsibilities are unclear, DVR coordinator will work with appropriate DOE staff to clarify roles/responsibilities of each entity.

DOE is responsible for providing and paying for DOE services identified in the IEP, including transition services for eligible TAY under IDEA. DVR is responsible for providing and paying for vocational or employment related services identified in the IPE for TAY, in keeping with DVR requirement for comparable services and benefits, and personal resources. Financial Responsibilities: DVR will be responsible for vocational rehabilitation services authorized by the Rehabilitation Act and identified on an IPE. DOE will be responsible for services in the IEP, as authorized by the IDEA.

Interagency Disputes: If DHS or DOE fail to provide or pay for services for which they have financial or legal responsibility, the dispute will be referred to the Director of Human Services and Superintendent of Education. The Director and Superintendent, or their designees, will meet to resolve the interagency dispute. If the department heads cannot resolve the interagency dispute, the issue should be taken to the Governor for resolution.

#### **D. procedures for outreach to and identification of students with disabilities who need transition services.**

Outreach at the State Level: In collaborative partnership with other agencies, DVR administrative level staff serves on boards and councils to address joint responsibilities for provision of vocational services to eligible TAY. These partnerships include, but are not restricted to: Special Education Advisory Council (SEAC), State Council on Developmental Disabilities, State Council on Mental Health, State Workforce Development Board, Services for the Blind Branch Advisory Council, and Deaf & Hard of Hearing Advisory Board. Outreach at the Local Level: As designated, DVR branch managers, section supervisors and VRS assist with identification of TAY who may be eligible for services. Between DVR and DOE, referrals for DVR services can occur at any time during the school year. DVR will maintain a presence and receive referrals of potential applicants at: transition fairs, job and career fairs, parent support groups, and forums hosted by high schools, organizations serving youth with disabilities and independent living skills training programs.

#### **e. Cooperative Agreements with Private Nonprofit Organizations**

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

DVR has entered into contracts with six (6) private non—profit Community Rehabilitation Programs (CRPs) to provide:

- Evaluation and Training Services
- Job Placement and Retention Services
- Supported Employment Services
- Vocational and Work Adjustment Services

The services are procured competitively through the Hawaii State Procurement process. Upon award the CRPs are required to sign contracts with DVR, prior to providing services to clients.

These services are paid for by a milestone or outcome basis not to exceed a set contracted amount. Potential CRPs that accredited by the Commission and Accreditation of Rehabilitation Facilities (CARF) are given preference for contract awards. The CRPs facilities must meet the Americans with Disabilities Act (ADA) requirements.

## **f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services**

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

DVR contracts with Community Rehabilitation Programs (CRPs) to provide supported employment services to individuals with Most Significant Disabilities who have been unable to maintain competitive employment. CRPs are available in all of the counties.

Supported Services Provided:

1. Job Readiness Assessment — Assess each client's level of employment readiness via its Measurement for Employment Readiness.
2. Job Placement Plan — Collaboratively create a job placement plan to ensure client satisfaction with his/her job goal and services.
3. Job Development — Assist clients in their job search, interview skills, networking, completing and submitting application, creation of a resume, and interview preparation.
4. Classroom Experience — SE Clients will have access to Job Empowerment Training (JET), a classroom-based job readiness course. JET is designed to address the various barriers to employment and to teach the basic skills to find, gain, and maintain employment.
5. Placement — Assist clients in gaining competitive employment in the community.
6. Retention — Assist in retaining competitive employment in the community via job coaching and regular follow-up. Though purely based on need, most SE clients will receive 100% Job Coaching at first, then will wane to less than 50% with the goal of final independence.

In addition to the services, the following agreements have been made with CRPs:

1. Personnel: preference will be given to qualified staff with disabilities and staff who are Certified Rehabilitation Counselors
2. Experience: preference will be given to CRPs who have experience with the placement and job coaching of individuals with significant and most significant disabilities
3. Facilities: must be compliant with American with Disabilities Act requirements

Method of Compensation:

- Milestone 1: Job Readiness Assessment
- Milestone 2: Job Placement Plan

- Milestone 3: Placement on the Job for 3 Days with a Job Coach
  - Milestone 4: Placement on the Job for 3 Days with minimal Job Coaching
  - Milestone 5: Placement on the Job for 30 Days with minimal Job Coaching
  - Milestone 6: Placement on the Job for 90 Days and Successful Case Closure
1. The consumer has been employed 90 or more days with minimal job coaching.
  2. The consumer and VR Counselor are satisfied with the job hours, wages, and benefits.
  3. The job pays at least minimum wage. The wage and benefit levels are not less than that customarily paid by the employer for the same or similar work performed by able bodies employees.
  4. Long term supports are in place.

Extended Services: As part of the development of the individual's Individualized Plan for Employment (IPE), the VR Counselor must identify Extended Services and Service providers for individuals qualified for Supported Employment services. Department of Health, Developmental Disability Division could be identified as a service provider. In addition, agreements with family members and/or employers for extended services can be arranged.

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

## **g. Coordination with Employers**

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

### **1. VR services; and**

DVR has implemented evidence-based practices and innovative strategies for addressing key challenges to strengthen employer engagement, including: • Streamlined employer outreach activities • Customization of employer engagement • Job development and job negotiation tailored to the unique business needs of each individual employer • Dissemination of technological tools for improving the direct relationship between the employee and the employer

To achieve competitive, integrated employment outcomes for prospective workers and job seekers with disabilities, Hawaii DVR has applied effective practices and partnerships to leverage resources with providers of disability services and supports. Currently, DVR is establishing a Cooperative Agreement (CA) through the Employment First Initiative with partner

agencies to offer blending and braiding of resources to achieve competitive integrated employment for persons with disabilities.

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

**Legislative Forum:** An annual Legislative Forum on the island of Kauai brings together employers to engage in dialogue with Division of Vocational Rehabilitation, the Developmental Disabilities Council and legislators to “talk story” about success stories of hiring persons with disabilities. Information is shared about compliance with the ADA and ways to promote job retention. **Recruitment Fairs:** On Oahu, Recruitment Fairs are held quarterly to promote hiring of persons with disabilities. We have partnered with OFCCP, WDD and community rehabilitation programs to conduct on the spot interviews with real job vacancies. **Business Leadership Network:** On Hawaii Island, the BLN sponsors Hoomohala Recognition Awards to highlight the special efforts of specific employers who have hired individuals with disabilities and are voted to bestow this honor by other employers. Oahu’s BLN is collecting new members and can be accessed at: <http://hireabilitieshawaii.org/>

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

**HireNet:** A statewide, integrated and interactive workforce portal will be used to track all contacts with employers and participants with disabilities using the WDD platform. Logging into this system will allow WDD and DVR to gather data of employer engagement. In addition, DVR works with employers to provide VR services through disability and diversity etiquette training, ADA advising, workshops on Emotional Intelligence and Job Readiness Training “Ho’ala” contracted through City and County, Department of Community Service Work Hawaii. Pre-employment transition services are offered through contracts with the Department of Education through Special Education Vocational Rehabilitation (SEVR) which provide unique work experience opportunities with employers in the community. Our network of over 600 employers are informed of various DVR programs that allow them to utilize internships, OJTs, apprenticeships in collaboration with the local Community Colleges, and Adult Education programs to access work-based learning experiences. Ongoing workshops and forums with employers are conducted on a quarterly basis with Work Hawaii from Department of Labor and Industrial Relations (DLIR) to inform employers of changes in legislation and workforce diversification.

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

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

## **h. Interagency Cooperation**

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

### **1. the State Medicaid plan under title XIX of the Social Security Act;**

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

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

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

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

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

## **i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development**

(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

### **1. Data System on Personnel and Personnel Development**

#### **A. Qualified Personnel Needs.**

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

Hawaii DVR currently has 4,235 cases and 114.5 positions. In addition DVR has 4 contracted positions. Hawaii DVR is adequately staffed at this time.

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

Please refer to table below for number and category:

<b>Job Title</b>	<b>Total Positions</b>	<b>Current Vacancies</b>	<b>Projected vacancies over the next 5 yrs.</b>
Administrator	1	0	0
Assistant Administrator	1	0	1
Branch Administrators	5	1	1
Supervisors	6	2	1
Program Specialists & Acting Staff	8	2	1
Vocational Rehabilitation Specialists	41	12	3
Clerical Support	21	4	2
Employment Specialists	2	3	1

iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

Please see the table in (ii) above.

## **B. Personnel Development**

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

University of Hawaii, Manoa Campus, College of Education, Kinesiology and Rehabilitation Sciences, Master of Science Degree, specialization in Rehabilitation Counselor Education Program.

ii. the number of students enrolled at each of those institutions, broken down by type of program; and

Currently, there are four (4) DVR staff attending the University of Hawaii at Manoa program and one (1) DVR staff attending the University of Kentucky.

iii. the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Six (6) students graduated in May 2015. All six are able to sit for the CRC certification; one graduate took and passed the exam.

## **2. Plan for Recruitment, Preparation and Retention of Qualified Personnel**

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

DVR works closely with the University of Hawaii (UH) to recruit qualified graduates. DVR is supportive of preparing, recruiting, hiring and retaining individuals with disabilities and persons from minority backgrounds. Personnel at DVR represent culturally diverse backgrounds reflective of the culture in Hawaii.

Job openings are announced internally within the Department and on the State of Hawaii/DHS website. Counselors who specialize in serving deaf consumers are announced in the deaf organizations and deaf publications. Positions at the Services for the Blind Branch are announced with blind organizations.

## **3. Personnel Standards**

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

**A. standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and**

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

**B. the establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the**

**personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.**

DVR's personnel standard is CRC eligible. VR actively recruits personnel who meet standards, and maintains a CSPD database. Standards for Vocational Rehabilitation Specialists went into effect May 16, 2002 with approval of these class specifications by the Hawaii State Department of Human Resources Development.

New VR counselors who do not meet CSPD standards must meet the CSPD requirements in five (5) years from the start of an individual's master's degree/rehabilitation program. The individual's master's degree/rehabilitation program must commence on the earliest possible enrollment date after completing the 6—month probationary appointment.

Details are described below:

I. All Vocational Rehabilitation Specialists I hired after the effective date of this standard who perform one or more counselor functions must have a Bachelor's Degree from an accredited college or university or verification of eligibility for admission to a CORE accredited program in Rehabilitation Counseling.

II. All Vocational Rehabilitation Specialists II hired (or reallocated to the II level) after the effective date of this standard who perform one or more counselor functions, in addition to meeting the minimum requirement of the I level, must have completed 27 graduate level semester credits in a CORE accredited rehabilitation counseling program at an accredited college or university. All Vocational Rehabilitation Specialist III and IV hired after the effective date of this standard who perform one or more counselor functions must have a CORE accredited Master's degree or other post—graduate degree including coursework, internship, and experience verified by the Standards and Credentials Committee of the Commission on Rehabilitation Counselor Certification (CRCC) to be acceptable for certification purposes, or must be a Certified Rehabilitation Counselor (CRC).

III. All Vocational Rehabilitation Specialists V, and VR Managers I, who are first—line supervisors of lower level Vocational Rehabilitation Specialist, hired after the effective date of this standard, who perform one or more counselor functions at any time, or have the authority to do so, must have a CORE accredited Master's degree or other post—graduate degree including coursework, internship, and experience verified by the Standards and Credential Committee of the CRCC to be acceptable for certification purposes, or must be a CRC. The new counselor's training plans and their earned grades/grade point averages are monitored during individual meetings with their supervisor. Individual meetings with their supervisor includes, but are not limited to progress on their coursework (areas of concerns), progress in their internships, practicums, and other areas such as time management and case documentation strategies. Individual meetings are held twice a month.

#### **4. Staff Development.**

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

##### **A. System of staff development**



a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

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

## **B. Acquisition and dissemination of significant knowledge**

procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

VR Management, along with branch administrators and supervisors determine training needs from data obtained by case reviews, annual audits, research on emerging trends, best practices and consultation with individuals. Staff development plans are submitted on an annual basis and kept on file within the CSPD data base.

DVR utilizes funds from VR Basic Support grant and leverage funds from college grants to promote CSPD and priorities that are identified on the annual staff development plans. Information is disseminated through various meetings (Management, Supervisors, Staff) and electronically.

Staff training for new Vocational Rehabilitation Specialist on vocational assessments, vocational guidance and counseling, job placement and rehabilitation counseling are provided within their probationary period. Both formalized individual and group trainings are provided. Our new counseling training modules are developed in partnership with Region 9 Technical Assistance Continuing Education (TACE) Center. In addition to the training modules, new counselors participate in new counselor training on Oahu which involved eight days of training.

For Vocational Rehabilitation Specialist that have passed probation, there is no set training schedule for vocational assessment, vocation guidance and counseling, job placement and rehabilitation counseling. Training in each area is on-going based upon needs identified through case reviews or in case discussions and as new products/services/technologic is available in each of the aforementioned areas.

## **5. Personnel to Address Individual Communication Needs**

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

Spoken language interpreters are obtained from a 24 hour telephone language service for communication with individuals who have limited English speaking ability. Hawaii DVR has designated staff to serve the deaf. These individuals are proficient in American Sign Language (ASL). When needed, DVR obtains ASL interpreters from a referral service.

## **6. Coordination of Personnel Development Under the Individuals with Disabilities Education Act**

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

Hawaii DVR will coordinate CSPD activities with those provided under the IDEA through the State Rehabilitation Council (SRC). A representative of the State Educational Agency responsible for the public education of students with disabilities who are eligible to receive services under this title and part B of the IDEA is appointed by the Governor to be a member of the SRC. Program and financial information are disseminated at SRC meetings and orientation and trainings with VR and DOE, Special Education staff are coordinated at SRC meetings. Joint trainings for DOE /DVR staff is scheduled when necessary (e.g training fo revised procedures for current services or new services.). The Workforce Innovation and Opportunity Act, WIOA, regulations are shared with the DOE staff during the joint quarterly meetings and other meetings needed to address concerns/clarifications as they arise. The transition counselor's role is to have a presence at their designated schools. The counselors provide consultation and technical assistance to the Department of Education (DOE) staff, students and their families with information regarding DVR's goal/mission, eligibility criteria, scope of services, rights/remedies and the Special Education-Vocational Rehabilitation (SE-VR) program during their regularly scheduled visits and during IEP meetings.

## **j. Statewide Assessment**

(Formerly known as Attachment 4.11(a)).

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

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

The Triennial Comprehensive Statewide Needs Assessment for Program Years 2015 — 2017 was completed on October 31, 2015 by the staff at the Interwork Institute, San Diego State University.

The most common themes that emerged in this area were:

- Lack of transportation (especially in the neighbor islands), poor social skills, affordable housing, marketable work skills and training were identified as major barriers to employment for individuals with disabilities in Hawaii;
- DVR does not use the Supported Employment model very frequently for their consumers, and when it is used, the length of time the case is open after employment and that Supported Employment services are provided rarely exceeds 90 days;
- A large majority of DVR consumers receive SSA benefits and fear of benefit loss significantly affects their return—to—work behavior;
- DVR’s relationship with the Developmental Disabilities Division is critical to the success and expansion of the SE program. The relationship has been improving in the last 18 months, which is viewed as a positive sign for the Supported Employment program.

**B. who are minorities;**

- Individuals with disabilities from rural areas, Native Hawaiians, and Micronesians are minorities who are underserved by DVR;
- Individuals that have deaf-blindness are minorities who are underserved or unserved by DVR; and
- The barriers to achieving employment goals and accessing DVR services of individuals with disabilities from different ethnic groups are similar to the needs of other DVR consumers, but include language barriers.

**C. who have been unserved or underserved by the VR program;**

The most common themes that emerged in this area were:

- Individuals with disabilities from rural areas, Native Hawaiians and Micronesians are underserved by DVR;
- Individuals that have deaf—blindness are underserved or unserved by DVR; and
- The barriers to achieving employment goals and access DVR services of individuals with disabilities from different ethnic groups are similar to the needs of other DVR consumers, but include language barriers.

**D. who have been served through other components of the statewide workforce development system; and**

The most common themes that emerged in this area were:

- American Job Centers (AJCs) in Hawaii need to improve the frequency and the quality of service to individuals with disabilities trying to access their services;
- The relationship between DVR and the AJCs, although friendly, is primarily one of referral;
- Although the AJCs are accessible, the technology is frequently out of date and the AJC staff do not know how to operate the technology;

- There is considerable room to develop the partnership between DVR and the greater workforce development system in Hawaii.

**E. who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.**

The most common themes that emerged in this area were:

- Transition—age youth need more exposure to work prior to exiting the school system;
- The SEVR program offers excellent work experience opportunities to youth, but has limited exposure;
- Soft skill development is a major need for this group;
- DVR needs to develop the IPE for transition—age youth much faster;
- Transition—age youth have a great need for mentors and high expectations.

The interviews and survey concluded that youth in Hawaii have a need to receive pre—employment transition services (Pre-ETS) as identified in the Reauthorization of the Rehabilitation Act in WIOA. These services include:

1. Job exploration counseling;
2. Work—based learning experiences;
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;
4. Workplace readiness training to develop social skills and independent living (often referred to as soft skills); and
5. Instruction in self—advocacy, which may include peer mentoring

The Comprehensive Statewide Needs Assessment (CSNA) investigated the need for these services in addition to what needed to change or improve in order for DVR and the workforce development system at large to meet these needs. The following themes were cited frequently by the individuals that participated in the CSNA process either by individual interview or focus group as it relates to the needs of transition—age youth with disabilities in Hawaii:

- Students with disabilities do not get enough exposure to career exploration while in high school and they often graduate with little or no understanding of what is required of them in the work place. They often have unrealistic goals or desire to go to college or work in fields that have small labor market in Hawaii. They need more exposure to career counseling and labor market information so that they have a realistic understanding of the work force and in—demand occupations when they exit the school system.
- Another skill in need for youth that was frequently mentioned by those interviewed was the need for self—advocacy training. Students with disabilities transitioning out of the school system are not trained to speak up for themselves and advocate for their needs. Soft skills training for young people should include self—advocacy training as part of the curriculum for transition—age youth.

## **2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and**

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

## **3. Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act .**

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

- Transition-age youth need more exposure to work prior to exiting the school system;
- The SEVR program offers excellent work experience opportunities to youth, but has limited exposure;
- Soft skill development is a major need for this group;
- DVR needs to develop the IPE for transition-age youth much faster;
- Transition-age youth have a great need for mentors and high expectations.
- DVR provides work experience for transition—age youth through the SEVR program, and this work experience is very helpful for students. DVR has increased the transition unit and is working to identify ways to expand the SEVR program, but will need to include more employers in the community willing to allow young people with disabilities to work at their place of business. It will be necessary for DVR to expand its ability to outreach to businesses on Oahu and the neighbor islands in order to increase opportunities for work experience. DVR does refer students to the summer youth program available at the workforce development agencies, but this program is time limited and serves very few students with disabilities.
- DVR has considered using the employment section to develop work experience sites for the SEVR program, and this idea does show some promise for expanding the pool of possible work sites for you in transition.
- In addition to work experience and soft skills, transitioned aged youth in Hawaii need exposure to the possibilities available to them through postsecondary education, whether it is college or vocational training. Very few young people take advantage of short—term vocational training in high—demand occupations, and the general consensus of those interviewed for this assessment is that this is because they are not aware of the possibilities available to them. This need is directly related to the need for career exploration, which should include awareness of the current workforce demands and the postsecondary education required to meet those needs.

The relationship between DOE and DVR was frequently noted as being much improved over the last year and a half. There is much room for growth still and cooperative planning and service delivery will be essential to ensure that the students with disabilities receive Pre-ETS. This partnership will need to include CRPs as well, and the ability to utilize community program staff to help deliver Pre-ETS and other authorized services will be a key component to meeting the needs of young people throughout Hawaii.

## **k. Annual Estimates**

Describe:

### **1. The number of individuals in the State who are eligible for services;**

#### **K. ANNUAL ESTIMATES**

(Formerly known as Attachment 4.11(b). Describe:

#### **1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES:**

According to the FY2017 updates on U.S. Census Bureau Quickfacts (from July 1, 2017), the number of individuals in Hawaii between the ages of 18 to 65 with disabilities represents a population of 94,217 (6.6% of the 1,427,538 total population statewide).

### **2. The number of eligible individuals who will receive services under:**

#### **A. The VR Program;**

#### **1. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:**

##### **A. THE VR PROGRAM**

A State VR agency is required to implement an order of selection when it anticipates that it will not have sufficient personnel and/or fiscal resources to fully serve all eligible individuals.

Hawaii DVR implemented an Order of Selection in FY 2018, starting October 1, 2017, associated with insufficient fiscal resources to fully serve all eligible individuals. DVR lacks sufficient resources to serve additional eligible adults who are identified as eligible and placed in deferred status with DVR. However, due to the Workforce Innovation and Opportunity Act, (WIOA) and allocated funding for pre-employment transition services for students between 14-21 years of age statewide, DVR is able to continue to provide only pre-employment transition services for transition students and potentially eligible students associated with a forecasting model.

For FY 2018, we estimate serving 4,427 eligible individuals, inclusive of transitional students (1,180) accessing pre-employment transitional services along with an additional 450 potentially eligible students, between 14-21 years old statewide (4,877 total). We estimate that our service costs for Title I will be \$8,455,039 for FY 2018.

The combined service costs for an estimated 4,877 individuals accessing DVR service in FY 2018 inclusive of Title I and VI, Part B programs is approximately \$8,771,706 million. The

estimated costs in FY 2018 for serving 3,808 eligible adults and students, plus an additional 402 potentially eligible students between 14 -21 years old statewide in the Title I and VI, Part B programs are estimated at \$17,362,154 million.

In FY 2019 we estimate serving 3,808 eligible individuals, inclusive of transitional students (1,180) accessing pre-employment transitional services along with an additional 402 potentially eligible students, between 14-21 years old statewide (4,258 total).

The total population in Hawaii (all ages) with a disability was 272,204 in the U.S. Census Bureau 2005-2007 American Community 3-year survey. In 2016, the U.S. Census American Community Survey indicated 11.3% of the total population in Hawaii was identified with a disability (303,858 residents).

The annual number of Hawaii residents determined eligible for DVR services and in active open status are as follows:

FY 2019: 4,175 plus 716 potentially eligible students

FY 2018: 4,427, plus 402 potentially eligible students

FY 2017: 5,081, plus 44 potentially eligible students

For FY 2018 we estimate that our service costs for Title I will be \$ 8,455,039 million.

The estimated service costs in FY 2018 for serving 4,427 individuals in the Titles I and VI, Part B programs are approximately, \$8,771,706.00.

For FY 2018 we estimate that total projected VR costs (services and administrative) funded under Title I will be \$19,445,133. Fifty-seven point 1 (57.1) percent will be administrative costs (\$10,990,904 million) and 43.1% will be case service costs funded under Title I (\$8,455,039 million.)

The combined available funds in FFY 2018 for Title I and Title VI-B are estimated at \$17,317,775 million (FY 2018 grant plus adjusted agency actual match and program income). Total projected costs for serving individuals in the Titles I (\$8,455,039 million) and VI-B (\$316,667.00) and administrative costs (\$10,990,904 million) is \$19,762,610 million. DVR does not project a deficit in FY 2018.

According to the FY2017 updates on U.S. Census Bureau Quickfacts (from July 1, 2017), the number of individuals in Hawaii between the ages of 18 to 65 with disabilities represents a population of 94,217 (6.6% of the 1,427,538 total population statewide).

The number of individuals eligible for VR in active open status are:

FY 2018: 4,235

FY 2017: 5,081

FY 2016: 4,152

FY 2015: 4,405

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

**B. THE SUPPORTED EMPLOYMENT PROGRAM; AND**

For FFY 2018 Supported Employment (SE) grant was not received as of February 22, 2018. Supported Employment services will be paid using State funds and our VR Basic Support Grant.

For FY 2017 a total of \$197,521 was spent on SE services.

Clients Served:

FY 2019: 313 projected

FY 2018: 377 projected

FY 2017: 309 served

FY 2016: 254 served

we estimate that of the 377 eligible individuals served, approximately 377 eligible individuals will be receiving supported employment services at a cost of \$316,667.00 funded under Title VI, Part B.

The number of individuals eligible for VR in active open status are:

FY 2018: 377

FY 2017: 309

FY 2016: 254

FY 2015: 207

**C.EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION;**

**Projected FY 2018:**

<b>Order of Selection Category</b>	<b>Projected to be Served</b>	<b>Projected of Rehabilitations</b>	<b>Projected Total Costs</b>
1) Most Significant Disability (MSD)	2701	174	\$5,350,741
2) Significant Disability (SD)	1372	89	\$2,719,229
3) Non-Significant Disability (NSD)	354	23	\$701,736

**1. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION;**

Currently there are 285 individuals on a deferred list.

**C. each priority category, if under an order of selection;**



Most Significantly Disabled FY 2018: 2,701 individuals FY 2017: 3,096 individuals FY 2016: 2,602 individuals FY 2015: 2,590 individuals Significantly Disabled FY 2018: 1,372 individuals FY 2017: 1,554 individuals FY 2016: 1,413 individuals FY 2015: 1,437 individuals Non-Significantly Disabled FY 2018: 354 individuals FY 2017: 431 individuals FY 2016: 137 individuals FY 2015: 166 individuals

**3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and**

285 Individuals

**4. The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.**

Most Significantly Disabled

FY 2018: \$5,350,741

FY 2017: \$4,853,581

FY 2016: \$5,207,410

FY 2015: \$4,069,538

Significantly Disabled

FY 2018: \$2,719,229

FY 2017: \$2,640,348

FY 2016: \$2,810,348

FY 2015: \$2,268,268

Non— Significantly Disabled

FY 2018: \$701,736

FY 2017: \$271,801

FY 2016: \$247,972

FY 2015: \$333,569

**I. State Goals and Priorities**

The designated State unit must:

**1. Identify if the goals and priorities were jointly developed**

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

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

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

Priority I: To provide Pre-Employment Transition Services (Pre-ETS)

A. DVR investigated the needs of youth and students with disabilities in their 2015 Comprehensive Statewide Needs Assessment (CSNA). It is clear from the interviews and the survey results that youth in Hawaii have a need to receive pre-employment transition services (Pre-ETS). Each of the Pre-ETS was noted as a need on a recurring basis when discussing the needs of transition-age youth.

B. Required Activities

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

C. Target Populations: Students receiving transition services pursuant to IDEA or is a student who is an individual with a disability under Section 504 ages 14 - 21. A youth with disability is ages 14 — 24 regardless of if they are in school or not. All students and youth are covered under 504; all students with disabilities are youth, but not all youth with disabilities are students.

An added agreement is being initiated for the provision of a Summer Youth Employment Program (SYEP) for individuals deemed "Potentially Eligible, PE," by DVR with the Department of Workforce Development Division, WDD. A Potentially Eligible student is an individual with a disability in high school or in a post-secondary education training program and is 14-21 years old, has an IEP, 504 plan or a documented disability and has not yet been determined eligible for ineligible for DVR.

Pre-ETS Goals

D. DVR/WDD/DOE strategy to leverage resources and funding: DVR will work/contract with the Core Partners to leverage resources and funding for the provision of job exploration counseling and placement and case management services. Specifically, WDD has agreed to leverage resources and funding from other programs (e.g the Disability Employment Initiative grant) to the maximum extent possible, to provide individualized services such as job coaching, uniforms, transportation to and from work-based learning sites, safety equipment or assistive technology to eligible participants. WDD will partner with Adult Education to provide the workplace readiness training to DVR students, youth and potentially eligible students in preparation for successful attainment of the work-based learning skills.

DVR is participating and in support of the Single Sign-On registration system to increase access to the services of Adult Education, the Workforce Development Division and other partners for DVR clients on the deferred list to meet their training and job placement needs.

Goal 1.1 Annually increase the percentage of participants who obtain a postsecondary credential or

high school diploma (subject to special rule).

Goal 1.2 Annually increase the percentage of participants who during a program year achieve a measurable skill gain.

Goal 1.3 Annually increase the percentage of participants who during a program year participate in

work-based learning experiences and internships.

Goal 1.4 Annually increase the number of participants employed a minimum of 90 days.

Priority 2: To provide Supported Employment (SE) Services to Youth

A. Finding —1997 c287: “The legislature finds that the rate of unemployment among individuals with developmental disabilities or other significant disabilities is high due to the limited employment opportunities available to them. Given that individuals with developmental disabilities or other significant disabilities are capable of filling employment positions in the general workforce population, supported employment is an effective way of integrating such individuals into the general workforce population. The creation of supported employment programs can increase the types and availability of employment positions for individuals with developmental disabilities or other significant disabilities.” (1999 c 178 & 1;1997 c 287& 1.)

B. “Supported Employment” means employment for individuals with developmental disabilities or other significant disabilities who require on-the-job training and long-term support in order to fulfill their job duties successfully. Supported employment offers the same wages and benefits as similar nonsupported employment positions.

C. Target Population: A youth with disability is ages 14 — 24 regardless of if they are in school or not. All youth are covered under 504.

SE Goals

Goal 2.1 Annually increase the percentage of youth who during a program year participate in work-based learning experiences and internships

Goal 2.2 Annually increase the number of youth employed during the fourth quarter after exit.

Goal 3.2 Annually increase the percentage of employers providing customized employment to individuals with significant disabilities. Customized employment means, in general, competitive integrated employment designed to meet both the specific abilities of the individual with a significant disability and the business needs of an employer.

### Priority 3: To increase employer engagement

Under WIOA, the Departments are required to consult with stakeholders and receive public comment on proposed approaches to defining the indicator. Based on the consultations, the Departments have established several potential measures that could be used.

- Measure employee retention rates tied to the employment they obtained after receiving WIOA services.
- Measure the repeat/retention rates for employers' use of the core programs.
- Percent of employers that are using the core program services out of all employers represented in an area or State served by the system.

Employer Engagement Goals: DVR's Statewide Employment Staff Specialist has been invited and will participate in the sector strategies by the Chamber of Commerce of Hawaii and will participate in WDC's Employment Committee. DVR's Employment Specialists will continue to be a resource to employers to provide training and education to employers on the skills and abilities of persons with disabilities, reasonable accommodations, tax incentives, etc.

Goal 3.1 Annually increase the number of employers who provide opportunities for individuals with

disabilities to participate in work-based employment experiences and internships.

Goal 3.2 Annually increase the number of employers who provide permanent employment for individuals with disabilities.

Goal 3.3 Annually increase the repeat/retention rates for employers who provide opportunities for

individuals with disabilities to participate in work-based employment experiences, internships and/or permanent employment.

### Priority 4: To develop common data collection for Unified State Plan

A. Section 101(a)(23) requires DSUs to assure that the State will submit to the Secretary reports required by Section 101(a)(15) at such time and in such manner as the Secretary may determine to be appropriate. The VR services portion will be submitted with all other components of the Unified or Combined State Plan every four years with modifications submitted every two years.

B. WIOA describes six primary indicators of performance for core programs at the state and local levels:

- Percentage of program participants employed during the second quarter after exit
- Percentage of program participants employed during the fourth quarter after exit
- Median earnings of program participants
- Percentage of participants who obtain a postsecondary credential or high school diploma (subject to special rule)

- Percentage of participants who during a program year achieve a measurable skill gain
- Effectiveness in serving employers

#### Data Collection Goals

Goal 4.1 In collaboration with the core partners, define the parameters for each of the six primary indicators of performance.

Goal 4.2 In collaboration with the core partners, identify an automated data collection system that

collects the data for each of the six primary indicators of performance which is user friendly and affordable.

Goal 4.3 Upon completion of goals 4.1 and 4.2, purchase, install automated data system for the collection system.

Goal 4.4 Train core partner staff on the use of the automated data collection system.

(3) Ensure that the goals and priorities are based on an analysis of the following areas: (A) the most recent comprehensive statewide assessment, including any updates; Yes, VR's Triennial Comprehensive Statewide Needs Assessment for Program Years 2015 — 2017 identified needs for the following goals and priorities: • Priority 1: To provide Pre-Employment Transition Services • Priority 2: To provide Supported Employment (SE) Services for Youth • Priority 3: To increase employment engagement (B) the State's performance under the performance accountability measures of section 116 of WIOA; and • Priority 4: Data Collection Goals. No, this section is not reporting the performance accountability measures. DVR does not have baseline data for the six (6) Performance Accountability measures and accordingly, has yet to set goals for FY 2017 and FY 2018. (C) other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107. Priorities 1-4 with their respective goals were discussed and agreed upon by the State Rehabilitation Council (SRC). The Triennial Comprehensive Statewide Needs Assessment for Program Years 2015 — 2017 was shared with the SRC members.

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

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

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

Needs Assessment for Program Years 2015 - 2017 was completed on October 31, 2015 by the staff at the Interwork Institute, San Diego State University.

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

The Triennial Comprehensive Statewide Needs Assessment for Program Years 2015 - 2017 was completed on October 31, 2015 by the staff at the Interwork Institute, San Diego State University.

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

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

DVR does not have any baselines for all 5 of the performance accountability measures. DVR has not been able to use the FY 2016 and FY 2017 data to set baselines in the 2-year modification of the State Plan due to unavailability of Unemployment Insurance (UI) data and a "common definition" of each measure has not yet been defined by the CORE partners. DVR continues to work on completing a Memorandum of Agreement with UI division to obtain wage data to track the percentage of program participants employed during the second and fourth quarter after exit. The Workforce Development Council is currently procuring a Single Sign-On Registration system which will transform the coordination of services between CORE and mandated partner agencies in the State.

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

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

Finding 1 - SEA Agreement between DVR and DOE - resolved Finding 2 - DVR agreements with the Local Workforce Investment Board (LWIB) - partially resolved -Maui WIB has yet to procure the services for the Maui County American Job Center and Oahu WIB has procured the services for the Honolulu County American Job Center. The draft of the Memorandum of Agreement has been given to all CORE partners which is currently being reviewed. Finding 3 - Personnel Costs - resolved

Finding 4 - Financial Management System - is anticipated to be resolved by March, 2018. We completed our contract monitoring procedures, monitoring instruments and started desk and on-site monitoring our current contracts.

**m. Order of Selection**

Describe:

**1. Whether the designated State unit will implement and order of selection. If so, describe:**

**A. The order to be followed in selecting eligible individuals to be provided VR services.**

**M. ORDER OF SELECTION**

Describe:

**1. WHETHER THE DESIGNATED STATE UNITL WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:**

**A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES.** DVR determined that DVR's available and projected resources will not be adequate to ensure the provision of the full range of vocational rehabilitation services, as appropriate, to all eligible individuals effective October 1, 2017. Upon approval by the Rehabilitation Services Administration, RSA, DVR closed Priority Categories 1, 2 and 3 on October 1, 2017 as described below. New individuals determined eligible are being placed on a deferred list until DVR has the available resources to provide the full range of services to eligible individuals. However, services will continue for all individuals with approved individualized plans for employment (IPEs).

Description of Priority categories: Priority Category 1 (Individuals with Most Significant Disabilities) will be served first;

Priority Category 2 (Individuals with Significant Disabilities) will be served second; and

Priority Category 3 (Individuals with Non-Significant Disabilities) will be served third.

Descriptions of Priority categories:

- Priority Category 1: Individuals determined to have a most significant disability (MSD). These are individuals with severe physical or mental impairments that seriously limit two (2) or more functional capacities and who require three (3) or more substantial VR services for at least twelve (12) months.
- Priority Category 2: Individuals determined to have a significant disability (SD). These are individuals with severe physical or mental impairments that seriously limit one (1) or more functional capacities and who require multiple VR services over an extended period of time.
- Priority Category 3: Individuals determined to have a non-significant disability (NSD). All other VR eligible individuals.

The Order of Selection shall not be based on any other factors, including:

- Any duration of residency requirement, provided the individual is present in the State;
- Type of disability;
- Age, gender, race, color or national origin;
- Source of referral;
- Type of expected employment outcome;
- The need for specific services or anticipated cost of services required by an individual; or
- The income level of an individual or an individual's family.

**B. The justification for the order.**

## B.THE JUSTIFICATION FOR THE ORDER.

DVR has been experiencing regular increases in expenditures since federal fiscal year 2015, but has been able to meet expenses. However, by federal fiscal year 2018 (October 1, 2017 to September 30, 2018), DVR will have liquidated all of its remaining carry-over Title I federal grant funds. Our projected FY 2018 regular grant funds and matching non-federal funds of approximately \$17,001,108.00 for basic vocational rehabilitation services, will not be sufficient to cover the cost of all individuals receiving services, provide assessment services to all individuals who applied for services, provide services to all individuals determined eligible while meeting all of its program requirements.

### (1) Rationale and Justification for OOS: Lack of VR Funds

- The Workforce Innovation and Opportunity Act (WIOA) of 2014 mandated State VR Agencies to set aside 15% of VR funds each year (approximately \$2 million) for Pre-Employment Transition Services (Pre-ETS for students with Disabilities.) Previous to WIOA, DVR was spending approximately \$100,000 on Pre-ETS, so this new fiscal requirement placed an additional burden on expenditures in all other areas of operating the VR Program. The Pre-ETS expenditures are:

FFY 2018: estimated \$2,390,000

FFY 2017: estimated \$2,190,000

FFY 2016: \$1,281,208

FFY 2015: \$172,643

- Case service expenditures increased \$3,156,490 from FFY 2015 to FFY 2016 from \$6,964,000 to \$10,120,490.
- Since 2014, DVR utilized carryover funds in accordance with federal regulations to reduce this fiscal impact to the rest of our VR program. However, our carryover balance has been reduced each year since FFY 2014.
- At the close of FFY 2017, we did not have any carryover funds. As a result, Hawaii is unable to provide the full range of services to all eligible individuals for FFY 2018 and needs to implement an Order of Selection.
- In the implementation of the Order of Selection, DVR will continue to provide services to all individuals who are already receiving services under an approved Individualized Plan for Employment (IPE). Statewide, 4,235 clients will receive services in FFY 2018, and that the projected costs to provide services for these individuals will be approximately \$19.44 million in FFY 2018.
- Individuals applying for services for FFY 2018 will be interviewed and their eligibility determined. Eligible individual's names will be placed on a deferred list and when financial resources are available, first priority will be given to individuals determined most significantly disabled, second priority to those determined significantly disabled and third priority to those determined non-significantly disabled. Rationale for placement will appear in the individual's case file.



- Each individual placed on a deferred list will be notified in writing of the priority categories, his or her assignment to a particular priority category classification and any reclassifications due to a change in the individual's circumstances or due to any misclassifications. The individual will also be informed of his or her right to appeal the category assignment through informal or formal review and of the availability of assistance from the Client Assistance Program.
- Individuals who do not meet the Order of Selection criteria for receiving VR services will be provided:

a. VR information and guidance (which may include counseling and referral for job placement) using appropriate modes of communication to assist them in preparing for, securing, retaining/regaining or advancing in employment.

b. Referred to other appropriate Federal and State programs, including programs carried out by other components of the Statewide Workforce Investment System, best suited to address the specific employment needs of the individual.

- All funding arrangements for providing services shall be consistent with the Order of Selection. If any funding arrangements are inconsistent with the Order of Selection, Hawaii DVR shall renegotiate these funding arrangements so that they are consistent with the Order of Selection.

(2) Staff Training on Order of Selection was completed in April 2017 and reviewed in June 2017. Overview of the training included:

Procedure for processing applications:

1. Upon receipt of referral, counselor meets with applicant to complete application and inform them about OOS and resources that can assist them while on the waitlist.
2. Counselor will input data and application date; scan and upload documents in AKAMAI and determine eligibility within 60 days from the date of application.
3. After eligibility determinations are made, individuals will be assigned to an order of selection priority category based on their functional limitations and need for VR services over an extended period of time.
4. AKAMAI will unassign case and put client name on "deferred" list. Notice of Deferred Services letter will be sent to client.

Procedure for putting clients on the deferred list:

1. For each priority category, clients will be put on the deferred based upon application date.
2. Staff Services Office will be responsible to maintain the AKAMAI Data Deferred.

Procedure for taking clients off the deferred list:

1. VRA/VRAA will determine when to open each category based upon financial availability. One priority category will be opened at a time to clear the deferred list for that priority category before opening the next priority category.

2. Monthly list of deferred list will be generated by AKAMAI. Each month, based on financial availability VRA/VRAA will determine how many clients will be taken off the deferred list for the recently opened priority category.
3. A list will be generated to Branch Administrators and Supervisors the names of clients to be taken off the deferred list each month.
4. The Branch Administrator will make sure that the clients are assigned to counselors.
5. Counselors will complete IPE within 90 days from the date the client was taken off the deferred list.

**Exceptions to Policy on Active Order of Selection:**

1. Per 2016 Federal Regulation 34 CFR § 361.36 to exempt from Delayed Status policy individuals determined eligible who meet all of the following criteria:
2. The individual is determined eligible but the case will go into Delayed Status or the individual is currently in Delayed Status.
3. The individual is currently working but would almost certainly lose his or her current job if not provided specific services or equipment in the very near future that would enable him or her to retain that employment.
4. An IPE can be developed and the services required can be provided immediately.
5. VR services are needed to maintain the current employment with the current employer.
6. The individual is not eligible for post-employment services.
7. The case record must document communication from the employer stating that the employee is at immediate risk of losing their job.
8. The individual is not required to disclose the disability to the employer and DHS staff communication with the employer requires the individual's informed written consent.
9. The individual requires only: Guidance and counseling and follow along; or in addition to guidance and counseling and follow along, only specific services and equipment that will keep the consumer in his or her current job.
10. Individuals whose cases are in service status or higher are exempt from the Order of Selection. Cases in Service Status or higher shall continue to be served under the IPE and any amendments made after the Order of Selection implementation date.

**Note 1:** This exemption does not apply to those losing jobs because the employer is going out of business, eliminating the job, or for other business-related decisions.

**C. The service and outcome goals.**

**C. THE SERVICE AND OUTCOME GOALS.**

At the time of the Unified 2016 State Plan submission, DVR reported that its FY 2015 rehabilitation rate is 34% with 253 number of individuals employed for 90 days or more and 1,086 number of individuals exiting the program prior to obtaining employment .

Projections for the period October 1, 2018, through September 30, 2019:

Priority Category 1:

Estimated number of individuals to be served: 2,797

Estimated number of individuals who will exit with employment: 157

Estimated number of individuals who will exit without employment: 595

Time within which goals are to be achieved: 45 months

Cost of services; \$4,894,750

Priority Category 2:

Estimated number of individuals to be served: 1,294

Estimated number of individuals who will exit with employment: 73

Estimated number of individuals who will exit without employment: 275

Time within which goals are to be achieved: 40 months

Cost of services; \$2,264,500

Priority Category 3:

Estimated number of individuals to be served: 84

Estimated number of individuals who will exit with employment: 47

Estimated number of individuals who will exit without employment: 18

Time within which goals are to be achieved: 40 months

Cost of services; \$147,000

**D. The time within which these goals may be achieved for individuals in each priority category within the order.**

**D. THE TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER.**

Priority Category 1: Time within which goals are to be achieved: 45 months

Priority Category 2: Time within which goals are to be achieved: 40 months

Priority Category 3: Time within which goals are to be achieved: 40 months

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

**E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND**

Priority Category 1 will be served first; Priority Category 2 will be served second.; and Priority Category 3 will be served third. Description of Priority categories:

- Priority Category 1: Individuals determined to have a most significant disability (MSD). These are individuals with severe physical or mental impairments that seriously limit two (2) or more functional capacities and who require three (3) or more substantial VR services for at least twelve (12) months.
- Priority Category 2: Individuals determined to have a significant disability (SD). These are individuals with severe physical or mental impairments that seriously limit one (1) or more functional capacities and who require multiple VR services for an extended period of time.

- Priority Category 3: Individuals determined to have a non- significant disability (NSD). All other VR eligible individuals.

The Order of Selection shall not be based on any other factors, including:

- Any duration of residency requirement, provided the individual is present in the State;
- Type of disability;
- Age, gender, race, color or national origin;
- Source of referral;
- Type of expected employment outcome;
- The need for specific services or anticipated cost of services required by an individual; or
- The income level of an individual or an individual's family

## 2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE

INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT.

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

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

## 2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE

INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT.

Yes, the Hawaii Division of Vocational Rehabilitation is also allowing for the exemption to the Order of Selection those eligible individuals with disabilities who require specific vocational

rehabilitation services in order to maintain employment. These services will be consistent with the individual's Individualized Plan for Employment and services will only be provided that will allow the individual those specific VR services or equipment the individual will need to maintain employment, not to other services the individual may need for other purposes.

## **n. Goals and Plans for Distribution of title VI Funds.**

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

Priority 1: Increase number of clients receiving SE services. Goal: Annually increase the number of clients that receive SE services by 5%. • FY17: 67 clients. • FY16: 64 clients. • FY15: Baseline: 61 clients received SE services.

Priority 2: Increase number of clients eligible for SE services that receive benefits planning services. Goal: Annually increase the number of clients eligible for SE services that receive benefits planning services by 5%. • FY17: 281 clients. • FY16: 268 clients. • FY15: Baseline: 255 clients eligible for SE services, received benefits counseling services Priority 3: To provide Supported Employment (SE) Services to Youth Goal: Annually increase the percentage of youth who during a program year participate in work-based learning experiences and internships by 5%. • FY 2017: Data will be used to establish baseline. • FY 2016: Data will be used to establish baseline. • FY 2015: Baseline not established. Priority 4: To increase the number of youth employed. Goal: Annually increase the number of youth employed during the second quarter after exit by 5%. • FY 2017: Data will be used to establish baseline. • FY 2016: Data will be used to establish baseline. • FY 2015: Baseline not established.

Priority 5: To increase the number of youth employed. Goal: Annually increase the number of youth employed during the 4th quarter after exit by 5%. • FY 2017: Data will be used to establish baseline. • FY 2016: Data will be used to establish baseline. • FY 2015: Baseline not established.

Priority 6: To provide Extended Services to Youth Goal: Increase the number of youth referred to case managers in the Developmentally Disabled Division (DDD) for the provision of extended services by 5%. • FY 2017: Data will be used to establish baseline. • FY 2016: Data will be used to establish baseline. • FY 2015: Baseline not established.

### **2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:**

#### **A. the provision of extended services for a period not to exceed 4 years; and**

DVR contracts with Community Rehabilitation Programs (CRPs) to provide supported/extended employment services to youth with Most Significant Disabilities who have been unable to maintain competitive employment. CRPs are available in all of the counties.

Supported Services Provided:

1. Job Readiness Assessment - Assess each client's level of employment readiness via its Measurement for Employment Readiness. 2. Job Placement Plan - Collaboratively create a job placement plan to ensure client satisfaction with his/her job goal and services.

3. Job Development - Assist clients in their job search, interview skills, networking, completing and submitting application, creation of a resume, and interview preparation.
4. Classroom Experience - SE Clients will have access to Job Empowerment Training (JET), a classroom-based job readiness course. JET is designed to address the various barriers to employment and to teach the basic skills to find, gain, and maintain employment.
5. Placement - Assist clients in gaining competitive employment in the community.
6. Retention - Assist in retaining competitive employment in the community via job coaching and regular follow-up. Though purely based on need, most SE clients will receive 100% Job Coaching at first, then will wane to less than 50% with the goal of final independence. In addition, DVR partners with Developmental Disabilities Division case managers and Ticket to Work Employment Networks to provide extended services to maintain employment.

**B. how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.**

Currently, we contract with six (6) Community Resource Providers (CRPs) to provide Supportive Employment (SE) services statewide for a period of two(2) years. There is at least one CRP located on each of the 4 major islands. We anticipated that extended services for a period not to exceed 4 years will increase our SE costs and therefore have added VR Basic Support funds to the contracts.

Hawaii receives \$300,000.00 per year for SE services. WIOA requires that 50% of our grant with a 10% state match be reserved for SE services for youth. Our requirement is that we need to expend a minimum of \$166,760.00 of SE services for youth. Historically we spend approximately 50% of our SE funds for youth and 50% of our SE funds for clients other than youth. To ensure that we meet the funding requirement for youth and the extended services, we added VR Basic Support funds in the amount of \$ 236,407.00 to our six (6) SE contracts. Our total cost for SE services for FY 2016 is \$536,407.00.

## **o. State's Strategies**

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

### **1. The methods to be used to expand and improve services to individuals with disabilities.**

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

**2. How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.**

• Hawaii Division of Vocational Rehabilitation's two largest statewide contracts with independent services providers is for the assessment and provision of assistive technology and devices. • The Hawaii Administrative Rules governing vocational rehabilitation services includes in the definition of assistive technology, the evaluation, purchasing, leasing and provision of rehabilitation technology services, including devices at the various stages of the vocational rehabilitation process. (§17-401.1-2)

**3. The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.**

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

**4. The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).**

DVR has a Transition Unit on the island of Oahu comprised of VR counselors who work exclusively with students and youth with disabilities. The Transition Unit counselors are designated liaisons most of Oahu's High Schools. In addition, Oahu has transition counselors with mixed caseload of students, youth and adults with disabilities who are also designated liaisons for high schools. These are VR counselors serving rural Oahu, deaf students and blind students. Neighbor Island Branches (Maui, Hawaii, Kauai) have designated transition counselors serving these islands as well as Molokai and Lanai. Neighbor-island transition counselors are designated liaisons to specific DOE schools. Neighbor Island counselors often carry a mixed caseload of students, youth and adults with disabilities. The transition counselor has a presence at their designated schools, and provide the schools, students and their families with an overview of DVR's goal/mission, eligibility criteria, scope of services, and rights/remedies. VR counselors receive direct referrals of students with disabilities from the school, at any time during the school year. They provide consultation and technical assistance to schools during their visits, and during IEP meetings for students who were found eligible. When a student is found eligible for VR services, the VR counselor will attend IEP meetings, at the request of the DOE when possible. If VR counselor is unable to attend the IEP meeting, the transition counselor provides VR information to the student. The VR counselor will review the student's IPE and allow for

amendments at the request of an IEP team. Transition counselors provide introduction and guidance to post school alternatives, and planning and coordination for work experiences in a work based setting to improve employment outcomes. VR counselors provide counseling in job exploration and transition or post-secondary training/education. Service providers (e.g. community rehabilitation programs, public sector agencies) are contracted for workplace readiness training, work-based learning experiences, and instruction in self-advocacy. DVR continues a long-standing collaboration with the Department of Education to deliver the Special Education — Vocational Rehabilitation (SE-VR) Work Study Program. SE-VR is a work-based learning experience designed to deliver three inter-related components: classroom experience, in-school work experiences and community work experience. The DOE classroom experience is designed with a workplace readiness component. DOE in-school experience is designed to continue work place readiness training with hands-on experience at the DOE school. Finally, community work experience is designed to provide work-based learning experiences in the community. DVR has implemented a Summer Youth Program to provide work based learning experiences in State, City and County, Federal and private sector work places.

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

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

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

Strategies for increasing percentage of program participants employed during the second and fourth quarter after exit: 1. Increase support services in postsecondary settings thereby increasing graduation rate. 2. Increase pre-employment transitions services to better prepare transitioning youth with disabilities into the workforce. 3. Support the provision of summer youth employment for transitioning high school students as well as those in postsecondary training. 4. Redevelop the relationship with the State agency providing services to those individuals with mental health issues. o Temporary Employment Opportunities o Paid and Unpaid Work Experience

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

Strategies to increase the percentage of participants who obtain a postsecondary credential or high school or diploma (subject to the special rule): 1. Strengthening vocational assessment practices as the foundation for more comprehensive services which meet customer needs, identify and address barriers to employment, and maximize outcomes. 2. Identify a network of consumers that have been closed successfully rehabilitated as mentors. These mentors can



provide inspiration and advice to people on how to be successful in postsecondary education and work and can provide them with high expectations.

Strategies to increase the percentage of participants who during a program year achieve a measurable skill gain: 1. Use the customized employment model identified in the Employment First State Leadership Mentoring Program. 2. Create career pathways; channels of opportunities from pre-employment training to competitive employment outcomes.

Strategies to cultivate VR's effectiveness in serving employers: Developing successful partnerships with local and multi-state businesses in an effort to increase the employment of individuals with disabilities and self-employment. Services include, but not limited to: 1. Train employers on compliance the title I of the American with Disability Act (ADA) of 1990 and other employment-related laws. 2. Inform employers of the existence of the program and availability of services. 3. Educate and provide services to employers who have hired or are interested in hiring individuals with disabilities. 4. Provide training and technical assistance to employers regarding disability awareness. 5. Working with employers to provide opportunities for work-based learning experiences and opportunities for Pre-ETS services. 6. Train employees who are individuals with disabilities.

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

Improve Employment Outcomes for Individuals with Disabilities by: 1. Strengthening vocational assessment practices as the foundation for more comprehensive services which meet customer needs, identify and address barriers to employment, and maximize outcomes. • Incentivize timely service delivery by implementing new performance measures for VR counselors which ensure that 90% of eligibility determinations will be completed within 90 days of customers' application dates and that 90% of Individual Plans for Employment (IPEs) are developed within 60 days of customers' eligibility determination dates. • Provide high-quality training and support, ensuring staff have the knowledge and skills needed to deliver high-quality vocational rehabilitation services. • Through statewide case file reviews, build an organizational culture of quality to strengthen substantial counseling and guidance.

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

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

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

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

Develop and Improve Community Rehabilitation Programs in Hawaii:

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

Youth and Students with Disabilities:

- Transform service provision to focus on employment. Promote work as an expectation to students and youth with disabilities, their families, and stakeholders.
- Develop programs which includes: (1) career exploration; (2) soft skills training in communication, self-awareness, accountability, and respect for oneself; and (3) training on issues such as communication with coworkers, unhelpful thinking patterns, motivation for work, and encourages peer support to work through personal barriers that may youth and students from maintaining work.
- Promote strategies to prepare for, obtain and maintain competitive, integrated employment such as (1) iCan: Preparatory classes for youth and students for college and careers and (2) Project Search: High School Transition Program is a unique, business led, one year, school-to-work program that takes place entirely at the work place.
- Promote strategies to participate in work experience and post-secondary educational experience. This year, students and youth are participating in the Summer Youth Employment Program. Partnering with the State Workforce Development Division and the Honolulu, Maui, Kauai and Hawaii Counties, the program would provide paid work-based learning experiences, internships, and employment.
- Request technical assistance from Workforce Innovation Technical Assistance Center (WINTAC) in the area of Pre-ETS.
- Ensure that the IPE for a transition-aged youth is developed within 60 days from the date of eligibility to prevent delays in service provision and compliance with the 90 day time frame established for eligibility determination.
- Ensure that 504 students are aware of their services and that they are conducting targeted outreach to these students in addition to those served by Special Education.

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

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

#### Most Significant Disabilities, and Supported Employment:

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

#### Business Services and Relations:

- Develop employment first initiative policies and procedures.

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

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

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

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

**C. overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.**

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

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

Describe:

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

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

Priority 1: Assist eligible individuals in reaching their full potential by providing quality VR Services Goal 1.1 To increase the number of employment outcomes by 1 or more. FY 2017 We achieved 277 employment outcomes. FY 2015 We achieved 267 employment outcomes. FY 2014 We achieved 263 employment outcomes.

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

Goal 1.2 To increase the average hourly wage for clients successfully employed for a minimum of 90 days. FY 2017 Clients earned an average hourly wage of \$14.04. FY 2016 Clients earned an average hourly wage of \$13.82. FY 2015 Clients earned an average hourly wage of \$ 13.22. FY 2014 Clients earned an average hourly wage of \$11.90.

We continue focusing on careers (quality of outcomes); not only on quantity of outcomes and the result is a continued increase in the average hourly wage each year.

Goal 2.2 To increase the average hourly wage for TAYs successfully employed for a minimum of 90 days. FY 2017 TAYs earned an average hourly wage of \$10.67. FY 2016 TAYs earned an average hourly wage of \$10.70. FY 2015 TAYs earned an average hourly wage of \$9.13 FY 2014 TAYs earned an average hourly wage of \$9.16

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

Goal 2.4 To increase the number of TAYs participating in work experience. FY 2015: 270 TAYs participated in work experiences. FY 2014: 176 TAYs participated in work experiences. FY 2013: 343 TAYs participated in work experiences.

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

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

### **Priority 1:**

Priority 1: Assist eligible individuals in reaching their full potential by providing quality VR Services Goal 1.1 To increase the number of employment outcomes by 1 or more. FY 2017 We achieved 277 employment outcomes. FY 2016 We achieved 440 outcomes. FY 2015 We achieved 267 employment outcomes. FY 2014 We achieved 263 employment outcomes. The factors that impeded the achievement of the goals and priorities include

Goal 1.3 To increase the number of hours clients worked per week. FY 2015 On average, clients worked 25 hours per week FY 2014 On average, clients worked 27 hours per week FY 2013 On average, clients worked 28 hours per week

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

Goal 1.4 To increase the number of clients participating in work experience. FY 2015 336 clients participated in work experiences. FY 2014 Data is not available due to transition to an automated case management system. FY 2013 343 clients participated in work experiences.

The factor that impeded achievement in attaining our goal was the overall decrease in the number of clients that we are currently serving. In FY 2013 and 2014, we were serving approximately 5,000 — 6,000 clients. In FY 2015, we were serving approximately 4,000 — 5,000 clients.

Priority 2: To increase quality of services for Transition Aged Youths (TAYs). Goal 2.1 To increase the number of employment outcomes of TAYs by 1 or more. FY 2017 We achieved 64 TAY employment outcomes. FY 2016 We achieved 134 employment outcomes. FY 2015 We

achieved 43 TAY employment outcomes. FY 2014 We achieved 65 TAY employment outcomes.

The factors that impeded our ability to increase the number of TAYs to be successfully employed for a minimum of 90 days was due to the low unemployment rate and the increase in TAYs pursuing post-secondary education.

Goal 2.3 To increase the number of hours TAYs worked per week. FY 2017 On average, TAYs worked 26.5 hours per week. FY 2016 On average, TAYs worked 27 hours per week. FY 2015 On average, TAYs worked 24 hours per week FY 2014 On average,

The decline of .5 hours per week is not statistically significant. The declining number of hours worked per week may be due to the drop in the unemployment rate. When employers are sufficiently staffed, “extra” work hours are limited, especially to part time workers.

## **2. An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:**

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

Currently, we contract with six (6) Community Resource Providers (CRPs) to provide Supportive Employment (SE) services statewide. There is at least one CRP located on each of the 4 major islands.

Priority 1: Increase the number of clients receiving SE services. Goal: Annually increase the number of individuals that receive SE services. FY 2017: 325 FY 2016: 304 FY 2015: 57 individuals received SE services. FY 2014: 53 individuals received SE services. FY 2013: 98 individuals received SE services.

The factors that contributed to our ability to increase the number of individuals that received SE services was our participation in the Employment First State Leadership Mentoring Program, (EFSLMP). This program introduced our counseling and employment staff to the customized employment model which supports the long term supports of SE services.

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

Goal: Annually increase the number of individuals eligible for SE services that receive benefits planning services. FY 2017: 108 individuals eligible for SE services received benefits counseling services; FY 2016: 70 individuals eligible for SE services received benefits counseling services. FY 2015: 255 individuals eligible for SE services received benefits counseling services. FY 2014: 201 individuals eligible for SE services received benefits counseling services.

The strategy that we used to significantly increase the number of individuals eligible for SE services that receive benefits planning services is to consistently offer all of the eligible clients benefits planning services. To accomplish this we made “benefits planning” a mandatory field in our automated case management system. This strategy allowed us to track the number of eligible individuals who were informed and offered benefits planning services as well as those who received benefits planning services.

We are working with the current contracted CRPs to ensure the provision of extended services for a period not to exceed 4 years. We anticipate that extended services will increase our SE costs that need to be paid from our VR Basic Support funds to the contracts.

Hawaii has yet to receive the 2018 SE Grant funds. It is our understanding that we will not be receiving the 2018 SE funds. Accordingly, we are not required to meet WIOA's requirement that 50% of our grant with a 10% state match be reserved for SE services for youth. Our total cost for SE services for FY2017 is \$367,400; for FY 2016 is \$584,200 and for FY 2015 is \$536,407.

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

Priority 1: Increase the number of clients receiving SE services. Goal: Annually increase the number of individuals that receive SE services by 5%. FY 2017: 63 individuals FY 2016: 60 individuals FY 2015: Baseline: 57 individuals received SE services.

Priority 2: Increase the number of individuals eligible for SE services that receive benefits planning services. Goal: Annually increase the number of individuals eligible for SE services that receive benefits planning services by 5%. FY 2017: 281 individuals FY 2016: 268 individuals FY 2015: Baseline: 255 individuals eligible for SE services received benefits counseling services.

**3. The VR program's performance on the performance accountability indicators under section 116 of WIOA.**

Standard 1.1 — to increase the number of employment outcomes by 1 or more. • FY 2017: 277 rehabilitations FY 2015: 267 rehabilitations • FY 2014: 263 rehabilitations •

Standard 1.2 — to increase the percent of employment outcomes to 55.8%. • FY 2017: 50.29% FY 2016: 43.28% FY 2015: 44.4% • FY 2014: 29.9% •

Standard 1.3 — to annually equal or exceed 72.6% of all individuals who have achieved an employment outcome that are determined to be in competitive employment, self—employment and Business Enterprise program employment with earning equivalent to at least the minimum wage. • FY 2017: 25.91% FY 2016: 79.17% FY 2015: 79.3% • FY 2014: 95.4% • F

Standard 1.4 — to annually equal or exceed 62.4% of all individuals who achieve an employment outcome in competitive employment, self—employment and Business Enterprise program employment earning at least minimum wage who are individuals with significant disabilities. • FY 2017: 98.25%

FY 2016: 99.52% FY 2015: 99.5% • FY 2014: 99.2% •

Standard 1.5 — to annually equal or exceed the ration (.52) of the average hourly wage of all individuals who exit the VR program in competitive employment, self—employment and Business Enterprise program employment to the average wage of all employed individuals in the State. • FY 2017: 1.92 FY 2016: 1.83 FY 2015: 1.82 • FY 2014: .64 •

Standard 1.6 — to annually equal or exceed the difference of 53.0 between the percentage of all individuals who enter the VR program and the percentage of all individuals who exit the VR program in competitive employment, self—employment and Business Enterprise program



employment earning at least minimum wage who report their income as largest single source of support. • FY 2017: 72.80 FY 2016: 77.51 FY 2015: 75.8 • FY 2014: 58.9

Standard 2.1 — to annually equal or exceed the ratio (.80) of the percent of individuals with a minority background to the percent of individuals without a minority background exiting the program who received VR services. • FY 2017: 0.978 FY 2016: 0.923 FY 2015: 0.9 • FY 2014: 1.0 • FY 2013: 1.0

#### **4. How the funds reserved for innovation and expansion (I&E) activities were utilized.**

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

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

Include the following:

##### **1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.**

Supported Employment Services include: Individualized job placement, planning, job analysis, job readiness training, job training at the work site, ongoing supervision and coaching on an as-needed basis, training in various independent living skills, ongoing behavior management,

coordination with other partnering agencies and family members, negotiating for necessary job accommodations with the employer, ongoing case management, and assist in acquiring funding for long term support services for job maintenance.

In FY 2015, fifty seven (57) Most Significantly Disabled (MSD) and Significantly Disabled (SD) clients were provided Supported Employment Services under five (5) Community Rehabilitation Programs (CRPs). Of the 57 individuals; 29 were youth with disabilities (ages 14 — 24) and 28 were adults with disabilities. \$322,500 was spent on supported employment services.

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

The transition from Supported Employment Services to extended services occurs during the initial phase of the client's employment. The duration of time of transition is determined on a case-by-case basis. VR counselors are required to provide follow up services after the client achieves employment for a minimum of 90 days. The final milestone for successful rehabilitation includes the client's long term, extended supports being in place.

## **2. The timing of transition to extended services.**

Supported Employment Services include: Individualized job placement, planning, job analysis, job readiness training, job training at the work site, ongoing supervision and coaching on an as-needed basis, training in various independent living skills, ongoing behavior management, coordination with other partnering agencies and family members, negotiating for necessary job accommodations with the employer, ongoing case management, and assist in acquiring funding for long term support services for job maintenance.

In FY 2015, fifty—seven (57) Most Significantly Disabled (MSD) and Significantly Disabled (SD) clients were provided Supported Employment Services under five (5) Community Rehabilitation Programs (CRPs). Of the 57 individuals; 29 were youth with disabilities (ages 14 — 24) and 28 were adults with disabilities. \$322,500 was spent on supported employment services.

During 2015 — 2016, \$536,407 will be allocated to fund direct and contracted Supported Employment Services. This will provide approximately 94 MSD/SD eligible clients Supported Employment Services through a combined service delivery effort of direct services and contracted Community Rehabilitation Programs.

The transition from Supported Employment Services to extended services occurs during the initial phase of the client's employment. The duration of time of transition is determined on a case—by—case basis. VR counselors are required to provide follow up services after the client achieves employment for a minimum of 90 days.

## **Certifications**

Name of designated State agency or designated State unit, as appropriate     **Department of Human Services**

Name of designated State agency     **Department of Human Services**

Full Name of Authorized Representative:     **Rachael Wong**

Title of Authorized Representative:     **Director**

**States must provide written and signed certifications that:**

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA\*, and its supplement under title VI of the Rehabilitation Act.\*\*     Yes
2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;     Yes
3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan\* , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;\*\*     Yes
4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement;     Yes
5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.     Yes
6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.     Yes
7. The **Authorized Representative listed above** has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;     Yes
8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;     Yes

9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. Yes

## **Footnotes**

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### **Certification 1 Footnotes**

\* Public Law 113-128.

\*\* Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

### **Certification 2 Footnotes**

\* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

\*\* No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

\*\*\* Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

### **Certification 3 Footnotes**

\* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

\*\* Applicable regulations, in part, include the citations in \*\*\* under Certification 2 footnotes

## **Additional Comments on the Certifications from the State**

### **Certification Regarding Lobbying — Vocational Rehabilitation**

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement,

and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### **Statement for Loan Guarantees and Loan Insurance**

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization     **Department of Human Services**

Full Name of Authorized Representative:     **Pankaj Bhanot**

Title of Authorized Representative:     **Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)

(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to MAT\_OCTAE@ed.gov

### **Certification Regarding Lobbying — Supported Employment**

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a

Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### **Statement for Loan Guarantees and Loan Insurance**

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization     **Department of Human Services**

Full Name of Authorized Representative:     **Pankaj Bhanot**

Title of Authorized Representative:     **Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)  
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>).

### **Assurances**

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in

sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:**The State Plan must provide assurances that:**

### **1. Public Comment on Policies and Procedures:**

The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.

### **2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement:**

The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

### **3. Administration of the VR services portion of the Unified or Combined State Plan:**

The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

**a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.**

**b. the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.**

The designated State agency or designated State unit, as applicable      **(B) has established a State Rehabilitation Council**

**c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.**

**d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).**

**e. the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.**

The designated State agency allows for the local administration of VR funds      **Yes**

**f. the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.**

The designated State agency allows for the shared funding and administration of joint programs:      **Yes**

**g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.**

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan.     **No**

**h. the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.**

**i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act .**

**j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.**

**k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.**

**l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.**

**m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.**

#### **4. Administration of the Provision of VR Services:**

The designated State agency, or designated State unit, as appropriate, assures that it will:

**a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.**

**b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act .**

**c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act?**

Agency will provide the full range of services described above     **No**

**d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.**

**e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.**

**f. comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.**



**g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.**

**h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act.**

**i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs**

**j. with respect to students with disabilities, the State,**

- i. has developed and will implement,**
  - A. strategies to address the needs identified in the assessments; and**
  - B. strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and**
- ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).**

## **5. Program Administration for the Supported Employment Title VI Supplement:**

**a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.**

**b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.**

**c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.**

## **6. Financial Administration of the Supported Employment Program:**

**a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the**

**Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.**

**b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.**

## **7. Provision of Supported Employment Services:**

**a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.**

**b. The designated State agency assures that:**

- i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act**
- ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act , which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.**

## **Additional Comments on the Assurances from the State**

## **VII. Program-Specific Requirements For Combined State Plan Partner Programs**

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program— and also submit relevant information for any of the eleven partner programs it includes in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. \* If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on [www.regulations.gov](http://www.regulations.gov) for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State

Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting Docket ID number ETA-2015-0006.

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\* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

## **Appendix 1. Performance Goals for the Core Programs**

Each State submitting a Unified or Combined Plan is required to identify expected levels of performance for each of the primary indicators of performance for the two years covered by the plan. The State is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education on state adjusted levels of performance for the indicators for each of the two years of the plan. States will only have one year of data available under the performance accountability system in Section 116 of the WIOA; therefore, the Departments will continue to use the transition authority under WIOA sec. 503(a) to designate certain primary indicators of performance as “baseline” indicators in the first plan submission. A “baseline” indicator is one for which States will not propose an expected level of performance in the plan submission and will not come to agreement with the Departments on negotiated levels of performance. “Baseline” indicators will not be used in the end of the year performance calculations and will not be used to determine failure to achieve adjusted levels of performance for purposes of sanctions. The selection of primary indicators for the designation as a baseline indicator is made based on the likelihood of a state having adequate data on which to make a reasonable determination of an expected level of performance and such a designation will vary across core programs.

States are expected to collect and report on all indicators, including those that have been designated as “baseline”. The actual performance data reported by States for indicators designated as “baseline” in the first two years of the Unified or Combined Plan will serve as baseline data in future years.

Each core program must submit an expected level of performance for each indicator, except for those indicators that are listed as “baseline” indicators below.

For this Plan, the Departments will work with States during the negotiation process to establish the negotiated levels of performance for each of the primary indicators for the core programs.

**THE FOLLOWING HAVE BEEN UPDATED**

	Year: 2018		Year: 2019	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
<b>Employment (Second Quarter after Exit)</b>				
Adults	67.6			
Dislocated Workers	74			
Youth*	59			
Adult Education	0			
Wagner-Peyser	55			
Vocational Rehabilitation	0			
<b>Employment (Fourth Quarter after Exit)</b>				
Adults	63.9			
Dislocated Workers	69.2			
Youth*	55.9			
Adult Education	0			
Wagner-Peyser	58			

<b>Vocational Rehabilitation</b>	0			
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<b>Median Earnings (Second Quarter after Exit)</b>				
<b>Adults</b>	5350			
<b>Dislocated Workers</b>	6776			
<b>Youth</b>	0			
<b>Adult Education</b>	0			
<b>Wagner-Peyser</b>	5114			
<b>Vocational Rehabilitation</b>	0			
<b>Credential Attainment Rate</b>				
<b>Adults</b>	51			
<b>Dislocated Workers</b>	66.5			
<b>Youth</b>	61.1			
<b>Adult Education</b>	0			
<b>Wagner-Peyser</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Vocational Rehabilitation</b>	0			
<b>Measurable Skill Gains</b>				
<b>Adults</b>	0			
<b>Dislocated Workers</b>	0			
<b>Youth</b>	0			
<b>Adult Education</b>	35%			
<b>Wagner-Peyser</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Vocational Rehabilitation</b>	0			

Effectiveness in Serving Employers <sup>21</sup>				

Entering Educational Functioning Level	2018-2019 Proposed Individual Targets	2019-2020 Proposed Individual Targets
ABE Level 1	40%	45%
ABE Level 2	47%	48%
ABE Level 3	42%	44%
ABE Level 4	40%	42%
ABE Level 5	38%	40%
ABE Level 6	30%	32%
ESL Level 1	37%	38%
ESL Level 2	37%	38%
ESL Level 3	35%	35%
ESL Level 4	30%	30%
ESL Level 5	30%	30%
ESL Level 6	17%	17%