

**Workforce Innovation and
Opportunity Act
Local (County) Plan
City and County of Honolulu**

July 1, 2020 – June 30, 2024

**Submitted by
Oahu Workforce Development Board**

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Date submitted: 11/10/2020

Introduction

These guidelines direct the second four-year local plan submitted by your county under the Workforce Innovation and Opportunity Act (WIOA). WIOA requires each local workforce development board (LWDB, local board or county board) to develop and submit, in partnership with the chief local elected official, a comprehensive four-year plan to the state. At the end of the first two-year period of the four-year local plan, each LWDB shall review the local plan and shall submit modifications to reflect changes in labor market and economic conditions or in other factors affecting the implementation of the plan.

The WIOA four-year plan will be effective July 1, 2020 to June 30, 2024. The law emphasizes the importance of collaboration and transparency in the development and submission of the plan. Affected entities and the public must have an opportunity to provide input in the development of the plan. The LWDB must make the plan available through electronic means and in open meetings in order to ensure transparency to the public.

The LWDBs must provide leadership in assembling their plan. LWDBs should seek broad stakeholder involvement in the development of their local plan. Local elected officials, local workforce development board members, core program partners and mandatory one-stop partners must be an integral part of the planning process. WIOA encourages an enhanced, integrated system by including core programs in its planning and performance requirements. Each plan will address how the LWDB will coordinate service delivery with the core partner programs of Wagner-Peyser, Vocational Rehabilitation, Adult Education, and Career and Technical Education (Perkins).

Each LWDB's plan should be based on the current and projected needs of the workforce investment system, placing an increased emphasis on coordination and collaboration at all levels to ensure a seamless system for job seekers, including those with disabilities and barriers to employment, and employers. The plan must include an identification of the education and skill needs of the workforce and employment needs of the local area and include an analysis of the strengths and weaknesses of services to address these identified needs.

The assessment must include the best available information or evidence of effectiveness and performance information for specific service models as well as a plan to improve the effectiveness of such programs by adopting proven or promising practices as a part of the local vision. The LWDB should provide a complete view of the system-wide needs of the local workforce development area.

The plan must address how the LWDB will foster strategic alignment, improve service integration and ensure that the workforce system is industry-relevant, responding to the economic needs of the local workforce development area and matching employers with skilled workers. The local plan must lead to greater efficiencies by reducing duplication and maximizing financial and human resources. These plan guidelines require LWDBs to address current and future strategies and efficiencies to address the continuous improvement of Hawaii's workforce system and its focus on customer service excellence. This plan must align with the Hawaii Unified State Plan.

**All plans must be submitted no later than
4:30 p.m. (HST) on
Monday, November 16, 2020 to:
dlir.workforce.council@hawaii.gov**

Prior to plan submission, please ensure:

- The LWDB has reviewed and approved the plan;
- The board chair and the chief elected official have signed the signature page, and the original must be submitted to the Workforce Development Council by mail at:
Workforce Development Council
830 Punchbowl Street, Room 417
Honolulu, HI 96813

OR

An E-signed copy sent with the plan;

- The submitted plan uses the structure and format provided;
- The plan is one continuous and searchable PDF document that includes all attachments OR a Word document and attachments;
- Responses to all questions are accurate and concise;
- A table of contents with page numbers is included and each page of the plan is numbered; and
- Text typed with a font size of 11 and no greater than 14 points.

Process of Local Plan Submission [WIOA, Pub. L. No. 113-128, Sec. 108(d) and (e)]:

PROCESS—Prior to the date on which the LWDB submits a local plan, the LWDB shall—

- (1) make available copies of a proposed local plan to the public through electronic and other means, such as public hearings and local news media;
- (2) Allow no fewer than 14 days and no more than 30 days for comments to the LWDB on the proposed local plan by members of the public, including representatives of business, representatives of labor organizations, and representatives of education, and
- (3) include with the local plan any such comments that represent disagreement with the plan. [20 CFR 679.560 (e)]

PLAN SUBMISSION AND APPROVAL—A submitted local plan (including a modification) shall be considered to be conditionally approved by the end of the 90-day period; unless a written determination during the 90-day period that—

- (1) deficiencies in activities carried out under this subtitle or subtitle B have been identified, through audits conducted under WIOA Sec. 184 or otherwise, and the local area has not made acceptable progress in implementing corrective measures to address the deficiencies;
- (2) the plan does not comply with the applicable provisions of WIOA; or
- (3) the plan does not align with the State plan, including failing to provide for alignment of the core programs to support the strategy identified in the State plan in accordance with WIOA Sec. 102(b)(1)(E).

Important References

WIOA PUBLIC LAW 113-128: <https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>

WIOA Definitions: <https://labor.hawaii.gov/wdc/files/2013/01/Local-Plan-Definitions-061715.pdf>

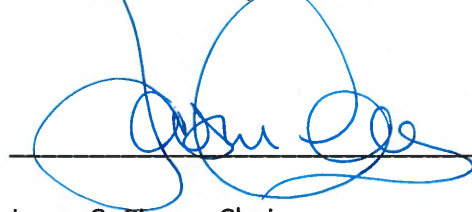
Code of Federal Regulations: 20 CFR 679.560

SIGNATURE PAGE

The City and County of Honolulu and the Oahu Workforce Development Board submit this PY 2020 - PY2023 plan to implement the Workforce Innovation and Opportunity Act of 2014.

We will operate in accordance with the plan and applicable federal and state laws, rules, and regulations.

Workforce Development Board Chair



Jason C. Chang, Chair
Oahu Workforce Development Board

Chief Elected Official



The Honorable Kirk Caldwell, Mayor
City and County of Honolulu

Date: 10/20/2020

Date: NOV 10 2020

Section 1: Workforce and Economic Analysis

1.0 A description of the strategic planning elements consisting of:

1.1 An analysis of the economic conditions including existing and emerging in-demand industry sectors and occupations; and the employment needs of employers in those industry sectors and occupations. [WIOA Sec. 108(b)(1)(A), 20 CFR 679.560 (a) (1) (i) and (ii)]

Existing and Emerging Industries on Oahu

In 2019, Oahu's five largest existing industries were government, accommodation and food services, health care and social assistance, retail trade, and construction. Other large industries on Oahu during that year include administrative, support, waste management, and remediation services, professional services, transportation and warehousing, and educational services.

Oahu's top in-demand existing industries in 2019 were made apparent through monthly job postings data. The administrative, support, waste management, and remediation services industry accounted for both the most unique job postings in 2019 as well as the largest total postings to include reposted and duplicated positions.

The impacts of COVID-19 altered the 2019 ranking of Oahu's largest industries by projected job change. Labor market projections for Oahu from 2020 to 2024 now identify healthcare and social assistance as having the largest projected job change, followed by accommodation and food services, with transportation and warehousing currently ranked third. Ongoing economic instability may further shuffle Oahu's ranking of industries by the time this plan is updated in 2022.

Even though accommodation and food services remain unchanged in ranking based on 2019 data, the types of work involved in this industry and the additional qualifications sought by employers among job applicants are expected to adapt to include added training and requirements in cleaning and disinfecting standards and other related COVID-19 protocols. Likewise, the upcoming projected growth for the transportation and warehousing industry reflects ongoing changes to supply chains and demand for e-commerce.¹

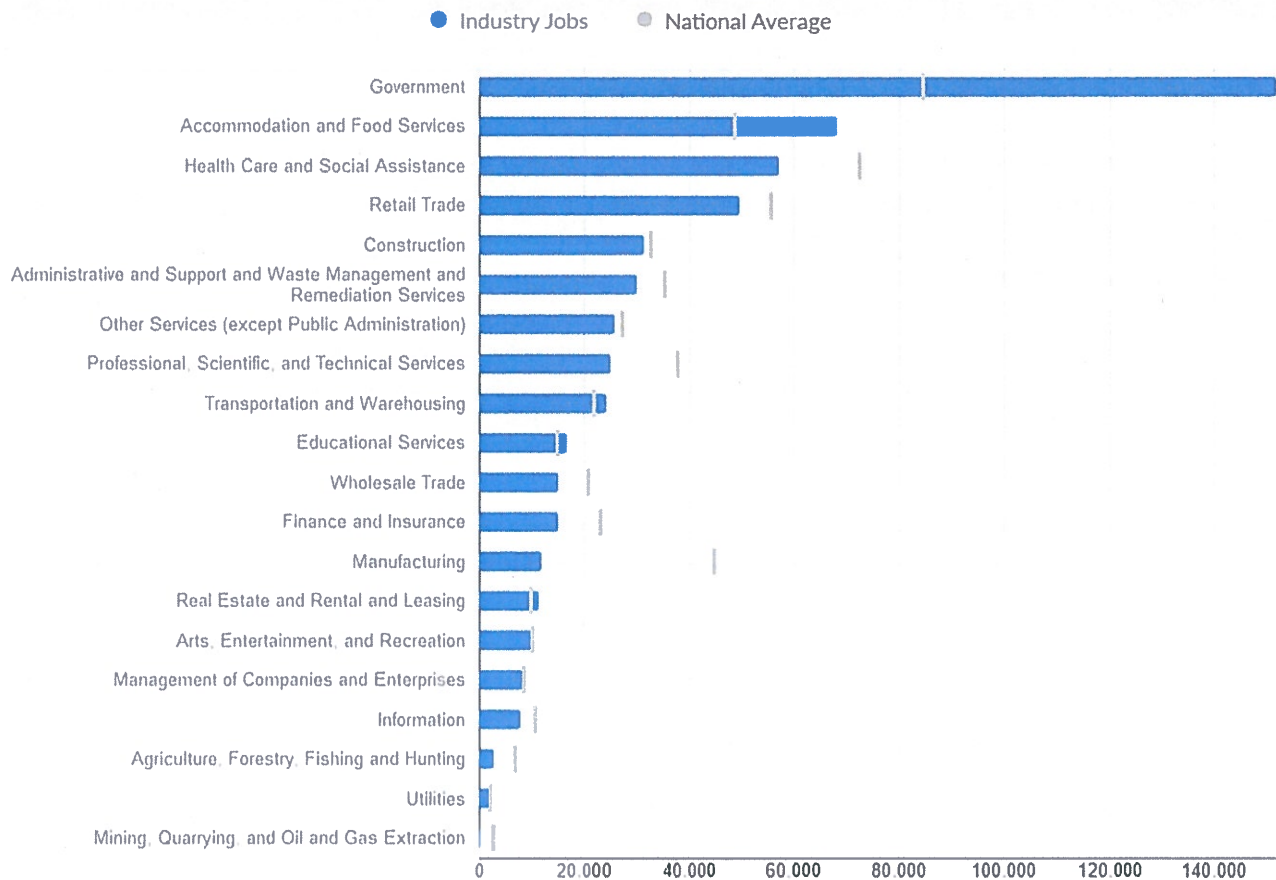
Top Existing Industries on Oahu, 2019

The following chart shows the largest industries on Oahu by job count and indicates that the amount of government jobs on Oahu greatly exceeds the national average.² Accommodation and food services, transportation and warehousing, educational services, and real estate and rental and leasing exceed the national average, but to a lesser extent than government jobs.

¹ *Financial Times* Editorial Board, "Companies should shift from 'just in time' to 'just in case.'" 21 April 2020.

² Emsi 2020.3, "Economy Overview, Honolulu County, 2019."

Largest Industries

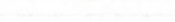
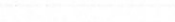


The following table shows the top in-demand industries on Oahu based on the amount and intensity of job postings from January 2019 to December 2019.³ The table ranks Oahu's top industries by the amount of unique job postings listed online for 2019.

The "total" listed next to the amount of unique job postings indicates how many times the unique postings were duplicated elsewhere through job search websites such as LinkedIn, Indeed, or ZipRecruiter. "Posting intensity" and "posting duration" respectively indicate industry demand by measuring the frequency of postings as well as how long postings remain online before they are removed by employers.

In 2019, the retail trade and accommodation and food services industries had the highest job posting intensity and longest job posting duration, indicating that both industries were highly active online in seeking applicants to fill open positions.

³ Emsi 2020.3, "Job Postings Analytics, Honolulu County, January 2019 to December 2019."

Top Industries				
Industry	Total/Unique (Jan 2019 - Dec 2019)	Posting Intensity	Median Posting Duration	
Administrative and Support and Waste Management and Remediation Services	101,430 / 21,587	5 : 1 	30 days	
Professional, Scientific, and Technical Services	75,156 / 16,331	5 : 1 	34 days	
Retail Trade	82,086 / 13,189	6 : 1 	41 days	
Health Care and Social Assistance	60,725 / 10,949	6 : 1 	36 days	
Accommodation and Food Services	51,068 / 8,732	6 : 1 	40 days	
Finance and Insurance	32,751 / 7,591	4 : 1 	36 days	
Manufacturing	24,866 / 5,034	5 : 1 	35 days	
Public Administration	24,284 / 4,939	5 : 1 	34 days	
Information	23,805 / 4,740	5 : 1 	27 days	
Construction	17,326 / 3,173	5 : 1 	31 days	

Emerging Industries on Oahu, 2020-2024

The table below shows Oahu's emerging industries through projected job change by industry from 2020 to 2024.⁴ The "2020-2024 Change" columns utilize an Emsi proprietary algorithm to calculate job change over time, while the "Expected Change" column pertains to what economists predict will occur for the jobs in each industry. The data included below is anticipated to change considerably by the time this plan is updated in 2022.

Description	2020 Jobs	2024 Jobs	2020 - 2024 Change	2020 - 2024 % Change	Expected Change
Health Care and Social Assistance	63,509	66,929	3,420	5%	4,893
Accommodation and Food Services	72,036	75,385	3,349	5%	4,182
Transportation and Warehousing	32,778	34,910	2,132	7%	3,057
Real Estate and Rental and Leasing	30,785	32,299	1,514	5%	1,783
Construction	34,102	35,505	1,403	4%	1,864
Finance and Insurance	25,524	26,387	863	3%	1,181

⁴ Emsi 2020.3, "Industry Table, Honolulu County, 2020 to 2024."

Arts, Entertainment, and Recreation	15,192	16,046	854	6%	775
Professional, Scientific, and Technical Services	36,554	37,304	750	2%	2,186
Other Services (except Public Administration)	33,885	34,605	720	2%	1,146
Retail Trade	61,346	61,869	523	1%	819
Management of Companies and Enterprises	9,262	9,683	421	5%	528
Educational Services	18,818	18,973	155	1%	1,264
Agriculture, Forestry, Fishing and Hunting	3,946	4,037	91	2%	68
Utilities	2,770	2,837	67	2%	60

Existing and Emerging Occupations on Oahu

The five largest existing occupations on Oahu between 2018 and 2020 came from office and administrative support, food preparation and serving, sales, transportation and material moving, and educational instruction and library occupations. Except for food preparation and serving occupations, the other four did not see growth between 2018 and 2020. Therefore, while these occupations were the largest on Oahu for this period, not all of these occupation clusters can be considered in-demand for the local area.

Rather, Oahu's top existing occupations in 2019 were made apparent through monthly job postings data. Registered nurses, retail salespersons, and customer service representatives accounted for the largest total postings which includes reposted and duplicated positions. Registered nurses, retail salespersons, and software developers and software quality assurance analysts and testers accounted for the most unique job postings in 2019.

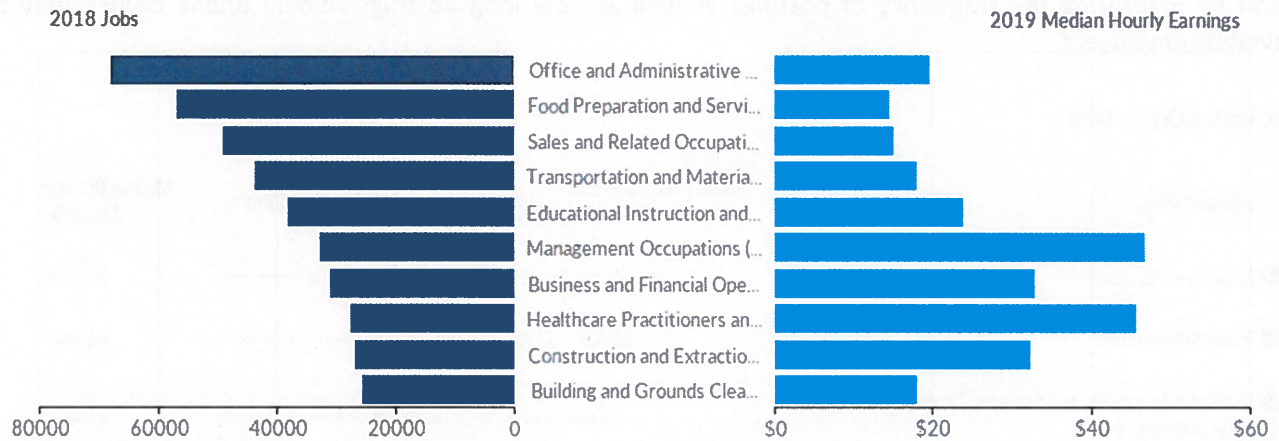
Similar to Oahu's industry change projections for 2020 to 2024, occupation change for the same period of time reveals the rearrangement of Oahu's top occupations in terms of job growth. Food preparation and serving related occupations are projected to be the top occupation cluster on Oahu for the next four years, with transportation and material moving occupations and healthcare support occupations closely following in ranking.

Top Existing Occupations on Oahu, 2018-2020

The following table and chart show Oahu's largest occupations and job change between 2018 and 2020.⁵

⁵ Emsi 2020.3, "Economy Overview, Honolulu County, 2019."

Largest Occupations



Occupation	2018 Jobs	2020 Jobs	Change in Jobs (2018-2020)	% Change	2019 Median Hourly Earnings
 Office and Administrative Support Occupations	68,138	65,622	-2,516	-4%	\$19.68
 Food Preparation and Serving Related Occupations	56,959	58,495	1,536	3%	\$14.71
 Sales and Related Occupations	49,358	47,808	-1,550	-3%	\$15.27
 Transportation and Material Moving Occupations	43,996	43,627	-369	-1%	\$18.20
 Educational Instruction and Library Occupations	38,252	36,033	-2,219	-6%	\$24.00
 Management Occupations	32,982	34,253	1,271	4%	\$46.78
 Business and Financial Operations Occupations	31,238	31,411	173	1%	\$32.95
 Healthcare Practitioners and Technical Occupations	27,685	27,955	270	1%	\$45.78
 Construction and Extraction Occupations	27,100	27,347	247	1%	\$32.29
 Building and Grounds Cleaning and Maintenance Occupations	25,900	25,985	85	0%	\$18.06

The following table shows the top in-demand occupations on Oahu based on the amount and intensity of job postings from January 2019 to December 2019.⁶

⁶ Emsi 2020.3, "Job Postings Analytics, Honolulu County, January 2019 to December 2019."

As with the analysis of job postings by industry on page 8 of this plan, the “total” listed next to the amount of unique job postings indicates how many times the unique postings were duplicated elsewhere through job search websites such as LinkedIn, Indeed, or ZipRecruiter. “Posting intensity” and “posting duration” respectively indicate employer demand by measuring the frequency of postings as well as how long postings remain online before they are removed by employers.

Top Posted Occupations

Occupation (SOC)	Total/Unique (Jan 2019 - Dec 2019)	Posting Intensity	Median Posting Duration
 Registered Nurses	31,331 / 6,112	5 : 1 	26 days
 Retail Salespersons	28,336 / 4,089	7 : 1 	45 days
 Software Developers and Software Quality Assurance Analysts and Testers	9,762 / 3,474	3 : 1 	27 days
 Customer Service Representatives	24,263 / 3,215	8 : 1 	38 days
 First-Line Supervisors of Retail Sales Workers	17,740 / 2,938	6 : 1 	47 days
 First-Line Supervisors of Office and Administrative Support Workers	12,400 / 2,198	6 : 1 	36 days
 Network and Computer Systems Administrators	11,571 / 2,155	5 : 1 	36 days
 Computer User Support Specialists	9,145 / 1,806	5 : 1 	32 days
 Computer Occupations, All Other	6,622 / 1,672	4 : 1 	35 days
 Stockers and Order Fillers	12,552 / 1,670	8 : 1 	41 days

In 2019, the highest total and unique job postings were from employers in healthcare seeking registered nurses, with retail salespersons in close second. Occupations with the highest posting intensity include customer service representatives and stockers/order fillers.

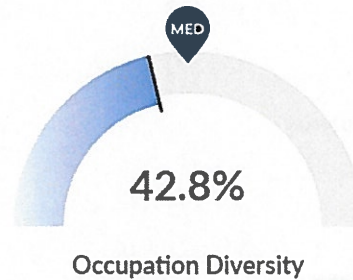
Occupation Diversity on Oahu, 2019

The following visual indicates Oahu’s low level of occupation diversity in 2019 in relation to typical county employment share across the United States.⁷ In light of COVID-19, Oahu’s low level of occupation diversity in comparison to other counties across the United States supports added concerns voiced by industry as well as the within the community that the state must pursue alternatives to tourism to ensure livable-wage jobs and increase

⁷ Emsi 2020.3, “Occupation Diversity Snapshot, Honolulu County, 2019.”

revenue.^{8,9}

Rank: 1799
(out of 3142 Counties)



Occupation diversity is low for Honolulu. This means that employment is distributed less evenly between the 14 occupation clusters compared to the typical county. A region with high diversity can signal economic stability and more easily withstand economic pressures, while a region with low diversity can signal economic instability.

Emerging Occupations on Oahu, 2020-2024

Information on job postings on Oahu in the first two quarters of 2020 offers insight about changes in occupation demand and potential emerging occupations. The following table shows Oahu's top in-demand occupations based on the amount and intensity of job postings from January 2020 to August 2020.¹⁰

Top Posted Occupations

Occupation (SOC)	Total/Unique (Jan 2020 - Aug 2020)	Posting Intensity	Median Posting Duration
Registered Nurses	19,198 / 3,853	5 : 1	30 days
Retail Salespersons	16,231 / 2,316	7 : 1	51 days
Customer Service Representatives	15,286 / 2,121	7 : 1	40 days
First-Line Supervisors of Retail Sales Workers	9,668 / 1,724	6 : 1	51 days
First-Line Supervisors of Office and Administrative Support Workers	6,485 / 1,183	5 : 1	43 days
Stockers and Order Fillers	8,615 / 1,177	7 : 1	44 days
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	4,739 / 1,086	4 : 1	38 days
Computer User Support Specialists	6,248 / 1,080	6 : 1	39 days
Network and Computer Systems Administrators	6,053 / 1,008	6 : 1	47 days
Maintenance and Repair Workers, General	4,591 / 804	6 : 1	46 days

In comparison to the 2019 job postings data, the above 2020 job postings data for Oahu reflects increased demand for stockers and order fillers, secretaries and administrative assistants, maintenance and repair workers.

⁸ Yerton, Stewart and Anita Hofschneider. "Hawaii's Biggest Industry is Reeling as Coronavirus Spreads." *Honolulu Civil Beat*. 18 March 2020.

⁹ Tillotson, Richard. "To Generate Jobs, Lawmakers Must Change the Playing Field." *Honolulu Civil Beat*. 27 May 2020.

¹⁰ Emsi 2020.3, "Highest Ranked Occupations, Honolulu County, January 2020 to August 2020."

The following chart and table show the fastest growing occupations on Oahu from 2020 to 2024 sorted by job change.¹¹ This data is expected to change considerably by the time this plan is updated in 2022.

Fastest Growing Occupations



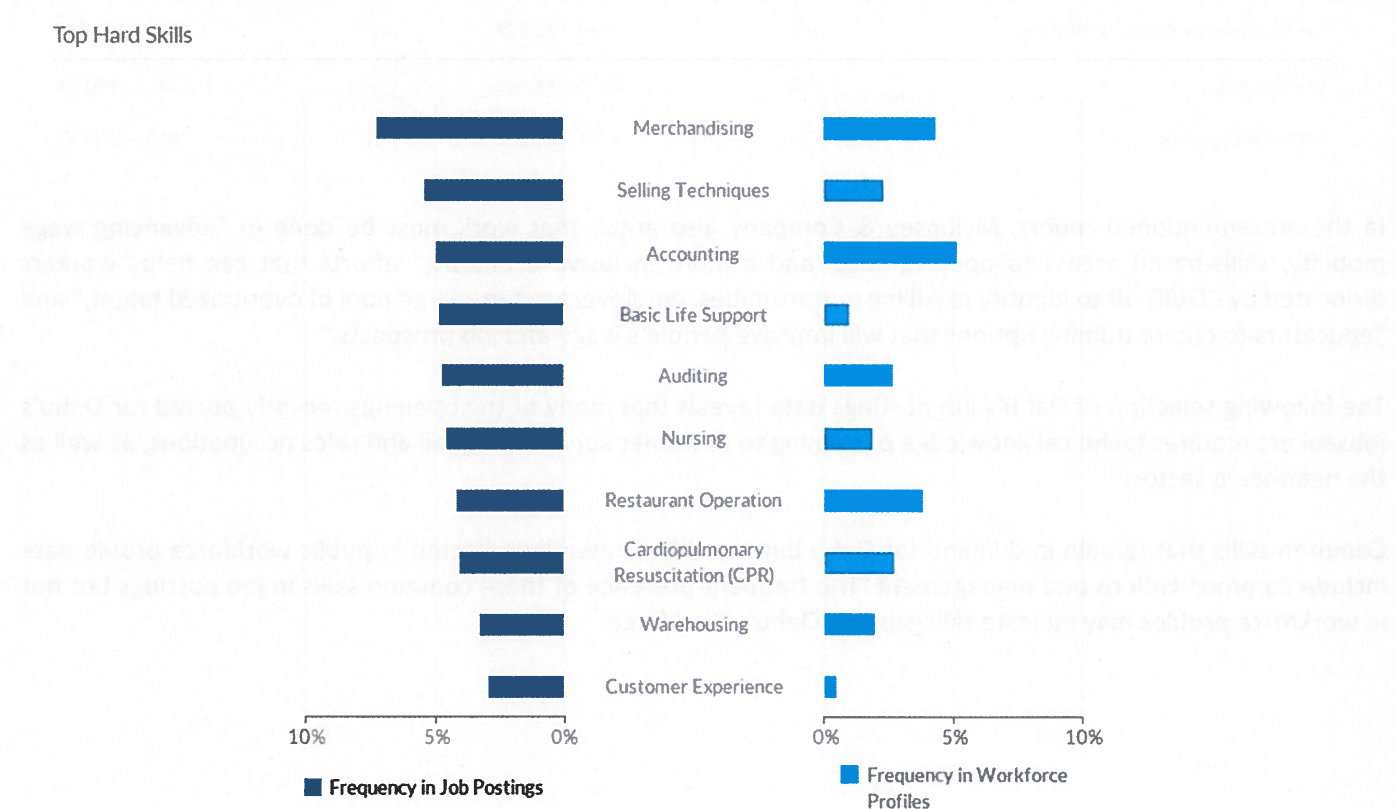
¹¹ Emsi 2020.3, "Highest Ranked Occupations, Honolulu County, 2020 to 2024."

1.2 An analysis of the knowledge and skills required to meet the employment needs of the employers in the local area (county), including employment requirements for in-demand industry sectors and occupations. [WIOA Sec. 108(b)(1)(B), 20 CFR 679.560 (a) (2)]

Top Skills and Qualifications on Oahu from Job Postings, January 2020 to August 2020

In an August 2020 report titled *Understanding How American Workers Progress to Higher Wage Jobs*, McKinsey & Company argue that “many workers have skills that are under-recognized and underused. With training and support, they could build skills that position them for attractive, higher-wage, more resilient, in-demand jobs that employers find hard to fill.”¹²

The following charts and tables identifying Oahu’s top “hard skills” and “common skills” come from data taken from Oahu job postings as well as from online workforce profiles such as LinkedIn between January 2020 and August 2020.¹³ Emsi defines hard skills as “unique (or technical skills) related to a specialty,” and common skills as “human skills which are broad statements of ability.”¹⁴



¹² McKinsey & Company. *Understanding How American Workers Progress to Higher Wage Jobs*. 12 August 2020.

¹³ Emsi 2020.3, “Job Postings Analytics, Honolulu County, January 2020 to August 2020.”

¹⁴ “Frequently Asked Questions.” *Emsi Skills*. 2020.

Top Hard Skills

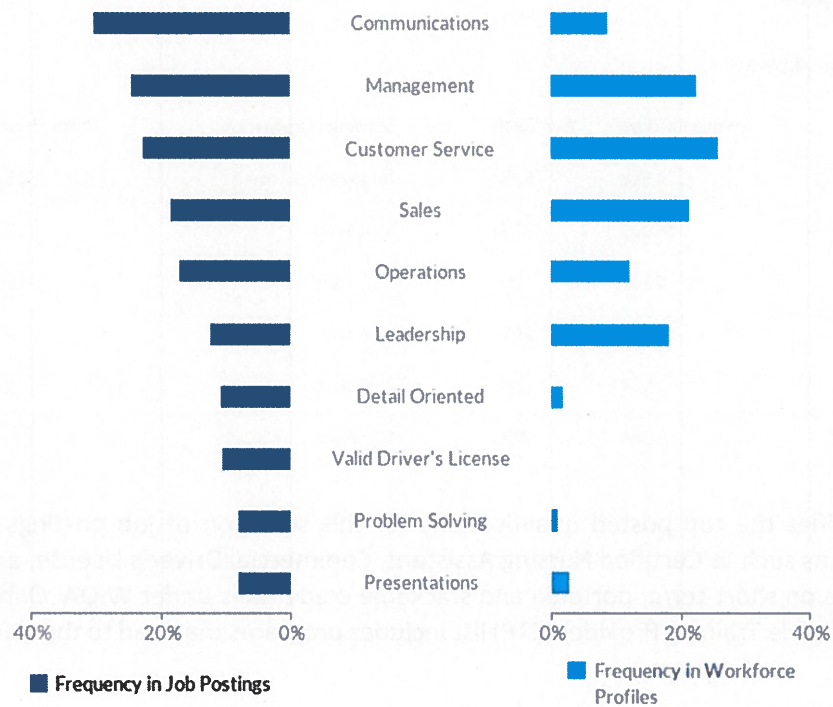
Skill	Frequency in Postings	Postings with Skill / Total Postings (Jan 2020 - Aug 2020)	Frequency in Profiles	Profiles with Skill / Total Profiles (2018 - 2020)
Merchandising	7%	4,850 / 66,528	4%	7,114 / 164,099
Selling Techniques	5%	3,613 / 66,528	2%	3,864 / 164,099
Accounting	5%	3,305 / 66,528	5%	8,510 / 164,099
Basic Life Support	5%	3,230 / 66,528	1%	1,668 / 164,099
Auditing	5%	3,157 / 66,528	3%	4,402 / 164,099
Nursing	5%	3,045 / 66,528	2%	3,107 / 164,099
Restaurant Operation	4%	2,791 / 66,528	4%	6,371 / 164,099
Cardiopulmonary Resuscitation (CPR)	4%	2,695 / 66,528	3%	4,533 / 164,099
Warehousing	3%	2,178 / 66,528	2%	3,222 / 164,099
Customer Experience	3%	1,969 / 66,528	1%	863 / 164,099

In the aforementioned report, McKinsey & Company also argue that work must be done in “advancing wage mobility, skills-based access to opportunities, and a more inclusive economy,” efforts that can help “workers dislocated by COVID-19 to identify reskilling opportunities, employers to tap a large pool of overlooked talent,” and “educators to create training options that will improve people’s wage and job prospects.”

The following selection of Oahu’s job postings data reveals that many of the openings recently posted for Oahu’s jobseekers requires technical knowledge pertaining to customer service via retail and sales occupations, as well as the healthcare sector.

Common skills that remain in demand for Oahu but are not necessarily reflected in public workforce profile data include communications and management. The frequent presence of these common skills in job postings but not in workforce profiles may indicate skill gaps for Oahu’s workforce.

Top Common Skills



Top Common Skills

Skill	Frequency in Postings	Postings with Skill / Total Postings (Jan 2020 - Aug 2020)	Frequency in Profiles	Profiles with Skill / Total Profiles (2018 - 2020)
Communications	30%	20,258 / 66,528	9%	14,488 / 164,099
Management	25%	16,306 / 66,528	23%	37,169 / 164,099
Customer Service	23%	15,163 / 66,528	26%	42,391 / 164,099
Sales	19%	12,401 / 66,528	21%	35,246 / 164,099
Operations	17%	11,492 / 66,528	12%	20,076 / 164,099
Leadership	12%	8,262 / 66,528	18%	30,236 / 164,099
Detail Oriented	11%	7,318 / 66,528	2%	3,256 / 164,099
Valid Driver's License	11%	7,205 / 66,528	0%	37 / 164,099
Problem Solving	8%	5,506 / 66,528	1%	1,863 / 164,099
Presentations	8%	5,455 / 66,528	3%	4,943 / 164,099

The following chart identifies the education and experience sought by employers for this selection of job postings data on Oahu.¹⁵ While a majority of job postings on Oahu for this timeframe did not have an education or minimum experience requirement, workforce development efforts must continue to encourage jobseekers to upskill in order to attain higher paying jobs.

Education & Experience Breakdown

Education Level	Unique Postings	% of Total	Minimum Experience	Unique Postings	% of Total
Unspecified	34,598	52%	No experience listed	35,555	53%
High school or GED	15,003	23%	0 - 1 Years	13,786	21%
Associate's degree	4,349	7%	2 - 3 Years	10,990	17%
Bachelor's degree	16,972	26%	4 - 6 Years	4,792	7%
Master's degree	3,934	6%	7 - 9 Years	675	1%
Ph.D. or professional degree	1,226	2%	10+ Years	730	1%

The chart below identifies the top posted qualifications for this selection of job postings data on Oahu.¹⁶ The presence of qualifications such as Certified Nursing Assistant, Commercial Driver's License, and CompTIA Security+ align with the emphasis on short-term, portable and stackable credentials under WIOA. Oahu will need to ensure that its WIOA-funded Eligible Training Provider (ETP) list includes programs that lead to these in-demand credentials for the local area.

Top Qualifications

Qualification	Postings with Qualification
Certified Nursing Assistant	619
Commercial Driver's License (CDL)	541
CompTIA Security+	525
Licensed Practical Nurse	510
Bachelor of Science in Nursing (BSN)	486
IAT Level II Certification	404
Certified Information Systems Security Professional	349
Critical Care Registered Nurse (CCRN)	347
Project Management Professional Certification	325
Master Of Business Administration (MBA)	313

¹⁵ Emsi 2020.3, "Job Postings Analytics, Honolulu County, January 2020 to August 2020."

¹⁶ Emsi 2020.3, "Job Postings Analytics, Honolulu County, January 2020 to August 2020."

1.3 An analysis of the local workforce in the county, including current labor force employment (and unemployment) data, and information on labor market trends, and the educational and skill levels of the workforce in the county, including individuals with barriers to employment. [WIOA Sec. 108(b)(1)(C), 20 CFR 679.560 (a) (3)]

2019 Labor Force Breakdown



Oahu's population in 2019 was 982,279 with a total working age population of 805,651.¹⁷ It should be noted, however, that Oahu's overall population and working age population have both decreased since the previous Local Plan update was completed in 2018.

For instance, Oahu's 2017 population recorded in the 2018 Local Plan update was 999,411 and its working age population was 817,674.¹⁸ Therefore, between 2017 and 2019, Oahu lost 12,023 members of its working age population. There are a variety of factors impacting this decrease, including but not limited to cost-of-living and cost of housing on Oahu, and increased job prospects on the mainland.¹⁹

In addition to the decrease in Oahu's overall working age population, attention must be given to the large number of working-age individuals overall who are not participating in the local area labor force. In 2019, those not in the labor force numbered 352,792 which was 43% of the total working age population for the same year. For the 2017 count provided in the 2018 Local Plan for Oahu, those not in the labor force numbered 345,986 which was 39% of the total working age population for that year. Here, it should also be noted that the 2019 number of unemployed at 9,668 represents only those individuals who filed for unemployment insurance during that year.

Under WIOA, it is critical that workforce development initiatives on Oahu make a greater effort to engage those who are not in the labor force by helping these individuals obtain job training or job placement as well as the necessary supportive services to ensure their success. It is important for workforce programs to obtain a greater

¹⁷ Emsi 2020.3, "Economy Overview, Honolulu County, 2019."

¹⁸ "Civilian Labor Force (not seasonally adjusted) in 2017," *WIOA Local Plan for City and County of Honolulu: February 1, 2019 to June 30, 2020*, 15 October 2018, p. 9.

¹⁹ "Hawaii population decline could have big economic effects." *Honolulu Star-Advertiser*. 5 January 2020.

understanding of the demographics of individuals who are not currently in the labor force to determine their workforce needs and increase outreach levels accordingly.

The following images show the breakdown of Oahu’s educational attainment in 2019. The pie chart refers to residents age 25 or older and is not comprised of current high school students. Since an increase in credential attainment remains a priority under WIOA, the process of conducting outreach to engage the 59,595 individuals who do not hold high school diplomas continues to be a primary focus for Oahu’s workforce development initiatives.

Oahu’s high percentage of two-year and four-year degree holders may also require certain support services through WIOA to avoid underemployment and secure higher-paying jobs.

Educational Attainment

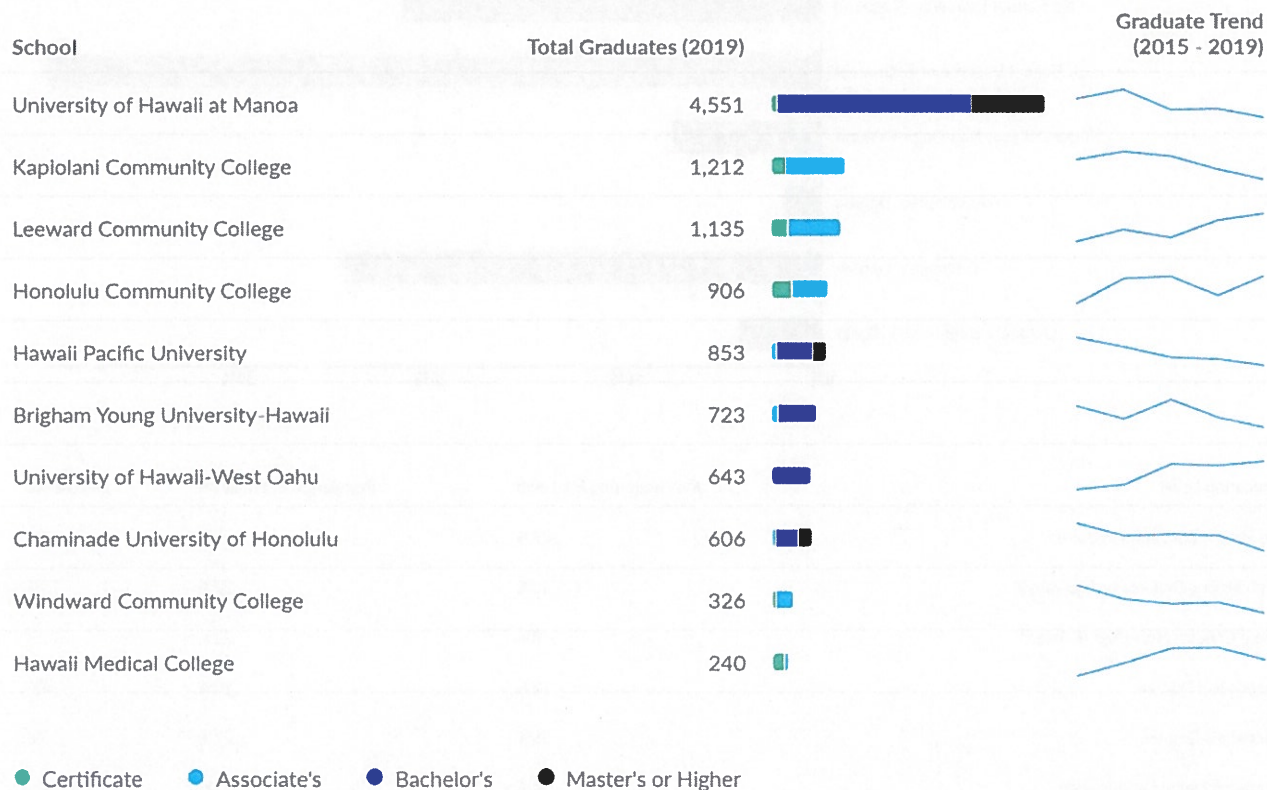
Concerning educational attainment, 21.9% of Honolulu County, HI residents possess a Bachelor's Degree (3.1% above the national average), and 10.4% hold an Associate's Degree (2.3% above the national average).



The following list of postsecondary institutions with campuses on Oahu and their total graduates in 2019 provides insight into the educational pipeline for the Honolulu County.²⁰ The chart, however, does not include information for online postsecondary institutions or out-of-state postsecondary institutions with students located on Oahu. This data remains of interest for the purposes of Oahu’s efforts toward increased credential attainment and WIOA performance measures.

²⁰ Emsi 2020.3, "Economy Overview, Honolulu County, 2019."

In 2019, there were 11,631 graduates in Honolulu County, HI. This pipeline has shrunk by 11% over the last 5 years. The highest share of these graduates come from Liberal Arts and Sciences/Liberal Studies, "Business Administration and Management, General", and Registered Nursing/Registered Nurse.

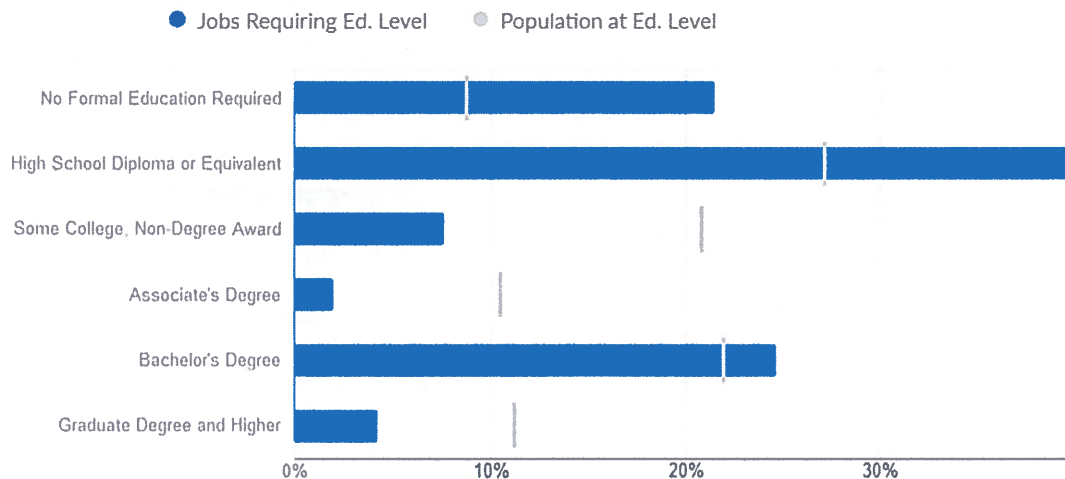


The following chart on underemployment on Oahu in 2019 shows the amount of job postings seeking a specific education level in relation to the educational attainment of the local area population.²¹ Of noted significance is the number of jobs requiring a high school diploma or equivalent and the lack of Oahu residents who have attained this level of education.

As an indication of the overall skill levels of Oahu's workforce, the chart below should also be read alongside Section 1.2, namely the Education and Experience Breakdown on page 17 of this plan.

²¹ Emsi 2020.3, "Economy Overview, Honolulu County, 2019."

Underemployment



Education Level	Jobs Requiring Ed. Level	Population at Ed. Level	Difference
No Formal Education Required	22%	9%	13%
High School Diploma or Equivalent	40%	27%	13%
Some College, Non-Degree Award	8%	21%	-13%
Associate's Degree	2%	10%	-8%
Bachelor's Degree	25%	22%	3%
Graduate Degree and Higher	4%	11%	-7%

2020 Changes due to COVID-19

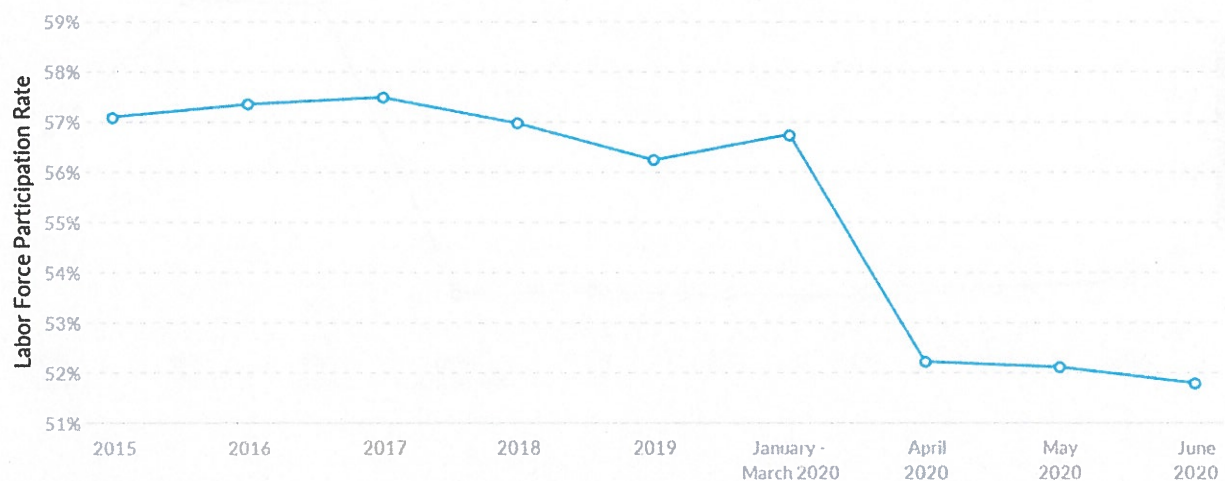
The executive summary of *Building Bridges, Not Walking on Backs: A Feminist Economic Recovery Plan for COVID-19* published by the Hawaii State Commission on the Status of Women on April 14, 2020 states: "COVID-19, and the measures being implemented to contain it, are deeply affecting our social and economic relationships here in Hawaii and beyond. The new landscape is forcing us to reconsider many aspects of our lives and economy, including our economic future."²²

The impacts caused and necessitated by COVID-19 compel workforce development initiatives on Oahu to also "reconsider many aspects" of previous best practices to meet the needs of the jobseekers and incumbent workers in the local area. There is increased urgency to envision, develop, and revamp local area methods to place individuals in employment or additional training for increased employability.

²² "Executive Summary," *Building Bridges, Not Walking on Backs: A Feminist Economic Recovery Plan for COVID-19*. Hawaii State Commission on the Status of Women, 4 April 2020, p. 1.

Oahu's workforce data further confirms the drastic effects of COVID-19 on the local area's labor force. The charts below demonstrate the decrease labor force participation rate paired with a rise in unemployment claims as a result of the initial March 2020 lockdown.²³

Labor Force Participation Rate Trends

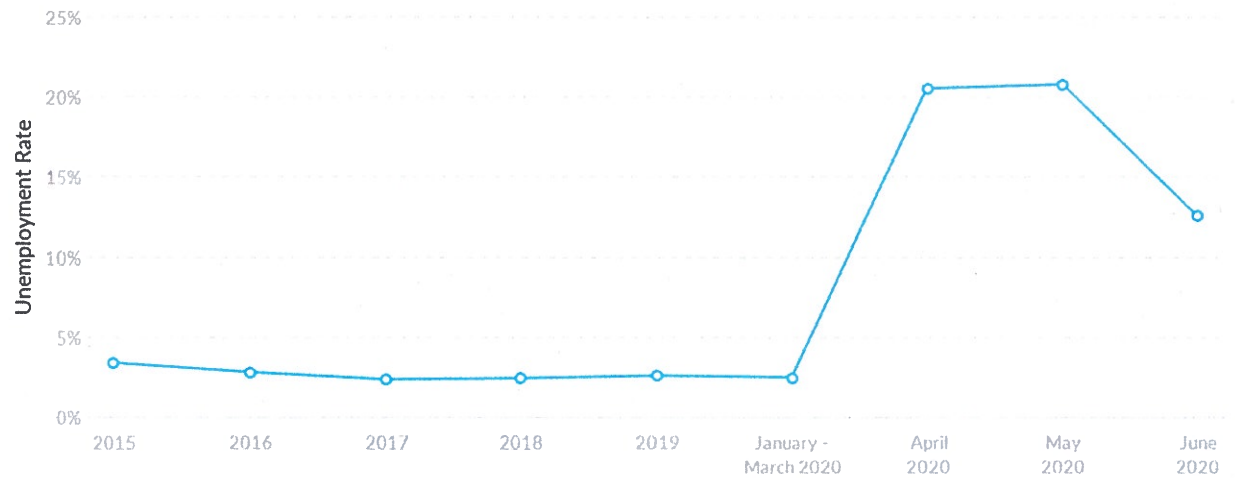


Timeframe	Labor Force Participation Rate
2015	57.09%
2016	57.34%
2017	57.48%
2018	56.96%
2019	56.23%
January - March 2020	56.74%
April 2020	52.21%
May 2020	52.10%
June 2020	51.78%

²³ Emsi 2020.3, "Economy Overview, Honolulu County."

Unemployment Rate Trends

Honolulu County, HI had a June 2020 unemployment rate of 12.55%, increasing from 3.37% 5 years before.



Timeframe	Unemployment Rate
2015	3.37%
2016	2.79%
2017	2.33%
2018	2.41%
2019	2.58%
January - March 2020	2.47%
April 2020	20.52%
May 2020	20.77%
June 2020	12.55%

1.4 An analysis and description of adult and dislocated worker workforce development activities, including type and availability of education, training and employment activities. Include analysis of the strengths and weaknesses of such services, and the capacity to provide such services, in order to address the needs identified in 1.2., including individuals with barriers to employment, and the employment needs of employers. [WIOA Sec. 108(b)(1)(D) & 108 (b)(7), 20 CFR 679.560 (a) (4), 20 CFR 679.560 (b) (8)]

Activities	Strengths	Weaknesses
• Hiring events • Labor market information • Outreach and recruitment • Skills assessment for academic levels, work history, career interest and goals, and barriers to employment • Occupational skills training • On-the-job training • Registered and pre-registered apprenticeships • Support services • Career counseling and pathway planning • Job search assistance and placement assistance • Job retention for follow up Business Services: Develop a proficiency for business outreach and continue to provide employers with qualified candidates through assistance with recruitment fairs and financial incentives for training new and incumbent workers	• Staff co-location and sharing of resources • Increased outreach and recruitment through partnership with newly formed TEAM WorkHawaii • Ability to co-enroll participants in partner programs to maximize available resources and services • A diverse Business Engagement/Business Services Team composed of members of the WIOA Adult and Youth programs, the Workforce Development Division, the Salvation Army and UH Community Colleges who understand the different needs of employers and ensures consistency in addressing and assisting employers' recruitment needs • Increased partnerships between government and business by hosting and coordinating numerous hiring events • Upgraded the Management Information System (HireNet) with incorporated Labor Market Information • Increased staff cross training and participant co-enrollments and reduced duplication of services to ensure continuity and	• Limited number of approved training providers to offer to clients • A need for better connection of job seekers to employers • A need for a seamless process and procedure for co-enrollment to better coordinate and integrate services among partners • Limited awareness of services offered at the American Job Center Hawaii (AJCH) from businesses • A need for better coordinated business outreach plans and establishing partnerships • A need to cross train other non-co-located partners staff to increase co-enrolment across programs in order to make service delivery more efficient and effective

	consistency in service delivery • Effective and reliable economic modeling forecasts utilizing Emsi software	
Capacity to Provide Services: • Staff knowledgeable about programs that connect job seekers to resources to support their training needs, especially individuals enrolled in Dislocated Worker Programs • A nimble service delivery model with staff who embrace the use of technology to provide information and services to customers i.e. virtual job fair, teleconferencing, video meetings or counseling, orientations and workshops • The co-location of required partners at the center has increased resources in staffing to provide a more effective coordination of services to job seekers and employers • Increased capacity to enhance staff knowledge and skills to build a new generation of relationships with businesses and increase our understanding of employer needs that lead to enhanced partnerships • Increased capacity to improve the delivery of training services with providers, especially with the University of Hawaii Community Colleges (UHCCs), by continuous engagement and collaboration in formulating customized trainings that are industry driven • Ability to cross train staff and help them learn new strategies to eliminate barriers to employment of hard-to-employ individuals and provide new strategies for working together as a unified collaborative workforce system • Increased capacity to provide enhanced coordination of services for people with disabilities as the State's Division of Vocational Rehabilitation is co-located partner at the AJCH • Ability to provide opportunities for participants to enroll in expanded registered apprenticeships in Information Technology, Health Care, Culinary Arts and other industries. The apprenticeship model is attractive to low income participants as they can earn while they learn. These apprenticeship programs are aligned with sector strategies identified at the Oahu Sector Summit to be supported by the joint efforts from economic development, education and workforce to improve overall economic prosperity and security for our community • Increased services to individuals and families experiencing homelessness through on-going partnerships with providers such as The Institute for Human Services, Catholic Charities, and the Department of Housing and Urban Development's Community Block Grant and Tenant-Based Rental Assistance programs to provide work readiness, work experience and rental subsidies to stabilize employment and housing		

1.5 An analysis and description of youth workforce activities, including activities for youth with disabilities. Include analysis of the strengths and weaknesses of such services, and the capacity to provide such services. [WIOA Sec. 108(b)(1)(d) and 108(b)(9), 20 CFR 679.560 (b) (8)]

Activities	Strengths	Weaknesses
• Tutoring, study skills and instruction • Alternative secondary school for dropouts • Paid and unpaid work experience which may include summer or year-round employment; pre-apprenticeship; internship and job shadowing; on-the-job training • Integrated (contextualized) education and training • Occupational skills training • Leadership development • Supportive services • Adult mentoring • Follow up services for at least 12 months • Comprehensive guidance and counseling which may include drug and alcohol abuse counseling • Financial literacy education • Entrepreneurial skills training • Labor market information • Preparation for and transition to postsecondary education and training • Job Corps Program	• Comprehensive case management as a best practice: using a single caring adult as a mentor and navigator to help youth connect with community resources i.e. each participant is assigned to a case manager • Integration of services from various programs to provide co-enrollment opportunities and blended funding • Use of social media to keep youth engaged i.e. Facebook and Instagram • Encourage youth to design program activities and utilize their input to improve services i.e. teambuilding, cultural enrichment and community service on rotation once a month • Established partnerships with organizations to offer community service projects that are meaningful to youth leadership development efforts • Services have integrated cultural enrichment components that are motivational and relevant to youth development • Flexibility in delivering instruction face to face and using web-based curriculum i.e. incorporated zoom platforms and educational learning platforms	• More pre-apprenticeship programs need to be established in addition to the current one with the Building Industry Association of Hawaii • Adult mentoring activities need to be expanded to recruit more mentors from industry, education and non-profit sectors • Entrepreneurial training needs to be strengthened to develop a standard curriculum to offer to the Youth • Support services do not include the resources to assist youth in obtaining eligibility documentation i.e. birth certificate, social security number, etc.,

Capacity to Provide Services:

- The City's Youth Services Center (YSC) implements a variety of youth programs using a joint case management approach and a tracking database to maximize opportunities for co- enrollment and leverage funding and resources. As an example, YouthBuild participants are co- enrolled in the WIOA Youth program to access services that are most effective in addressing the youth's education, leadership development and employment training needs
- Staff are experienced in serving youth with barriers to employment
- By administering the only diversion program on Oahu, the Juvenile Justice Center, services to first time minor offenders and formerly justice involved youth are enhanced
- The YSC also administers the Proud to Be Pono Campaign and the Alcohol and Drug Abuse Division (ADAD) Community-Based System of Prevention Project, both of which are community mobilizing efforts to prevent underage drinking and substance abuse among young people
- Wraparound services are provided to youth and their families using innovative intervention approaches
- The Disability Employment Initiative provides youth with disabilities at the Center access to educational, occupational and employment services
- The WIOA Youth program is co-located with the Adult and Dislocated Worker programs at the comprehensive AJCH to provide flexibility in serving young adults 18 and older and provide them with more options
- Access to more services for youth through the AJCH's partnership with Job Corps Hawaii

1.6 Identify successful models and best practices for youth workforce activities relevant to the local area. [WIOA Sec. 108(b)(9), 20 CFR 679.560 (b) (8)]

The AJCH has shown a tremendous commitment to workforce activities for youth. The following trends have proven to be successful models and best practices:

- Programs that prepare youth for work experiences through training and guidance in soft skills
- Programs that train youth in technical skills, or hard skills, needed for specific career pathways or work settings
- Staff devoting time to developing and maintaining supportive relationships with youth
- Programs that communicate what is expected of employers, youth, and families BEFORE the start of work-based activities
- Programs that carefully match youth to work experience opportunities based on individual interests and skills
- Programs that provide on-going support to youth and employers throughout work experience

The AJCH Youth Program opened a Facebook account in 2016 and has drawn 225 "friends" both current participants and alumni and over 500 "likes" in support of the Youth Program. In 2018, an Instagram account was created and the Youth Program now has over 350 "followers". These accounts are set-up to quickly communicate announcements, job openings, and recruitment and to engage participants through private messaging. Case Managers have been able to successfully follow-up with their participants and receive paystubs and other follow-up documents through the private message feature. Text messaging has also increased communication with the participants and provides an additional way for them to submit documents.

The YSC uses both text messaging and social media in order to reach the most youth. Not all youth have access to cell phones for text messaging, but they are able to access the internet and communicate through social media with a wi-fi connection, accessible in most public places.

Since 2008, the City has been a part of the YouthBuild USA Affiliated Network, learning best practices and further improving its YouthBuild Program. The AJCH continues to implement the YouthBuild service delivery model because it provides the best array of services for young people to develop into future leaders. YouthBuild Honolulu is designed to address the many needs of young people in an environment where young people are respected for their intelligence, different cultural backgrounds and values, and encouraged to focus and plan for a successful future. All occupational skills training partners are committed to treating and viewing the youth participants in the same manner. Consequently, the most important element of the YouthBuild program design is youth leadership development. Opportunities for young people to develop their leadership skills are integrated into the education, occupational training and community service-learning projects. The best illustration of how the community benefits from developing these leadership skills in our youth is their ability to assist with the building of affordable homes for low income families.

Since its initial implementation in August 2000, YouthBuild Honolulu has assisted in building 90+ affordable homes in Waianae and Ewa Villages. By building homes, many young people develop a commitment to serve their community that continues long after they complete the program. One excellent example of this is Cedric Gates. Mr. Gates, a 2011 YouthBuild Honolulu graduate, who at 24 years old, became Hawaii's youngest state legislator when he was elected to the House of Representatives (District 44 – Waianae) in 2016. Mr. Gates credits YouthBuild Honolulu for instilling in him the confidence to serve his community.

Section 2: Strategic Vision and Goals

Section 2 responses should be made in collaboration with the members of the local workforce development board and other community stakeholders.

2.1 Describe the LWDB's strategic vision to support the local area's economic growth and economic self-sufficiency. This must include goals for preparing an educated and skilled workforce in the local area, (including youth and individuals with barriers to employment), and goals relating to the performance accountability measures based on performance indicators described in 20 CFR 677.155(a)(1). [WIOA Sec. 108(b)(1)(E), 20 CFR 679.560 (a) (5)]

The OWDB's vision for workforce services on Oahu is: "All job-seekers will have the skills needed for sustainable employment and self-sufficiency now and in the future, and all employers who sustain, grow and diversify our local economy will have competitively-skilled employees."

To reach this vision, the OWDB will work to achieve the following goals:

1. To provide coordinated, aligned services.
2. To prioritize services to vulnerable populations with barriers to employment as described under WIOA, including veterans, unemployed and underemployed workers, youth with disabilities, persons experiencing homelessness and Native Hawaiians, which are currently of critical concern in the State.
3. To develop sector strategies and a career pathway system that will integrate education and training and

move skilled job seekers into high demand industries and growth industries that will diversify the economy.

4. To support sustainable employment and self-sufficiency.
5. To engage employers in the workforce development system.

2.2 Describe how the LWDB's vision and goals align with and/or supports the vision of the Hawaii Unified State Plan:

"All employers have competitively-skilled employees, and all residents seeking work or advancement have sustainable employment and self-sufficiency."

The OWDB and its stakeholders appreciate the modification made to the vision contained in the original Hawaii Unified State Plan. The OWDB had asked the State's Workforce Development Council (WDC) to consider changing "residents" to "jobseekers" in order to more specifically articulate the population that is within the purview of workforce services. By adding "seeking work or advancement", the OWDB feels that the WDC has more accurately described the population that can be served by the Board.

In addition, the OWDB's goals align with the State's goals listed in the Unified State Plan. The strategies that are being implemented to achieve these goals are specific to Oahu. See 2.3 for details.

2.3 Describe how the LWDB's vision and goals contribute to each of the Unified State Plan goals:

- a. To provide coordinated, aligned services to clients through the American Job Centers.
- b. To prioritize services to vulnerable populations with barriers to employment as described under WIOA.
- c. To develop sector strategies and a career pathway system for in-demand industries.
- d. To engage employers in the workforce development system.
- e. To increase access to employment services for clients in remote locations.

The Hawaii Unified State Plan includes a number of strategies under each goal. It is up to the discretion of the LWDB to determine what strategies best fit their local needs.

A. To provide coordinated, aligned services.

- The OWDB will implement and monitor for purposes of continuous improvement a seamless, coordinated and integrated service delivery model that will be supported through Memoranda of Understanding (MOU). The MOUs describe partner roles and responsibilities to achieve coordination of services
- Core partners and other partners/service providers will utilize the State's common intake/referral process (once implemented) which will support coordination of services, help to avoid duplication of services, reduce paperwork, and streamline administrative operations
- The OWDB will take advantage of any staff training the State provides on the centralized data system (once implemented), which the OWDB understands will populate from a common intake/referral process and aggregate data pertinent to common performance measures
- The OWDB will require core partners to conduct cross training of staff
- The OWDB will require core partners and other partners/service providers to report successes, challenges and outcomes in order to determine any necessary strategies for continuous improvement of coordinated services
- The OWDB will develop and implement a "no wrong door" policy in order to direct jobseekers into the services they need no matter where they access the system

B. To prioritize services to vulnerable populations with barriers to employment as described under WIOA, including unemployed workers, underemployed workers, veterans, youth with disabilities, persons

experiencing homelessness and Native Hawaiians which are currently of concern in the State, the OWDB will:

- Work with core partners, other partners/services providers to develop and implement policies and procedures that will ensure vulnerable populations with barriers to employment (those identified in the State's Unified State Plan) receive priority of service
 - Engage employers and the broader community to improve the labor market and employment outcomes for vulnerable populations
 - Utilize the efforts of T.E.A.M. WorkHawaii, which provides outreach services to the underemployed, unemployed, early-released detainees, and individuals at-risk of or currently experiencing homelessness, who are low to moderate income. The T.E.A.M aims to encourage, advocate, motivate and teach these individuals about resources that will end their prolonged unemployment and homelessness
 - Continue to identify and implement strategies to better serve persons experiencing homelessness and Native Hawaiians
 - Continue to work with core partners and other partners/service providers to define each agency's roles and responsibilities in providing effective, high-quality, intensive, wrap-around services to vulnerable populations
 - Continue to work with core partners and other service providers to coordinate resources in order to provide adequate professional development to workforce staff so that the highest-quality and most effective, evidence-based services are provided to vulnerable populations so they achieve success
- C. To develop sector strategies and a career pathway system that will integrate education and training, and move skilled job seekers into high demand and growth industries that will diversify the economy, the OWDB will:
- Through the use of Emsi quarterly labor market reports and real-time job postings data, improve integration and coordination of services to provide a robust and data-informed approach in determining the types of employment or training services that jobseekers need
 - Support sector initiatives that facilitate ongoing dialogue between service providers, employers and other key stakeholders to increase understanding of growth industry needs, foster learning between related businesses
 - 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 services to focus local 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 the current iCAN bridging program at the McKinley and Waipahu Community Schools for Adults (CSAs) as a route to proceed into a career pathway leading to a work-readiness certificate or degree.
 - Work closely with UH and its Community Colleges to create possible dual enrollment and pre-apprenticeship classes for adult learners
 - Align sector strategies and career pathways efforts with local economic development goals
 - Expand and develop the ETP list to include more programs and courses that meet WIOA standards for short-

term, nationally recognized, portable and stackable credentials and support increased access to educational pathways that lead to employment

D. To engage employers in the workforce development system the OWDB will:

- Support the State's effort to improve employer use of HireNet by promoting the benefits of using it locally; overcoming employer reluctance by ensuring they receive adequate training; and by forwarding suggested system improvements to the State so that HireNet will be as "user friendly" as possible
- Work to expand employer involvement throughout the workforce development system
- Develop strategies created with industry and community input that focus on short and long-term goals aligned with industry and community needs and are sustained through industry and community oversight and participation
- Provide layoff aversion and Rapid Response services to employers to address the increased need for assistance due to COVID19

E. To increase access to employment services for clients in remote locations:

Services in remote locations will be provided by partnership staff of the AJCH as well as community-based organizations throughout the island of Oahu. Based on information provided by these organizations, there is a high demand for services. With the AJCH as the lead entity, a coordinated effort will be made to provide services to those in remote areas who are unable to travel to the Dillingham site for such services. Any additional services needed, but not currently provided by the AJCH, will be identified and a plan developed to ensure services can be provided within reasonable timeframes.

Services will initially be provided using existing resources, with the goal of these services rolling out to remote communities via a mobile van or some other type of vehicle that can be outfitted with workstations to house computers, etc., providing clients the same services they would have accessed had they entered the AJCH in Dillingham. Individualized services will be determined based on each client's objective assessment and Individual Employment Plans and referral to training can be made if it is determined that the client would benefit from training if unable to find employment.

The OWDB is also expanding outreach to remote areas through a partnership with the Hawaii State Library System (HSLS). The ultimate goal is to utilize the 25 branches on Oahu as satellite or intake centers for the AJCH network. Librarians report receiving a lot of questions from patrons who use library computers to search for jobs or apply for unemployment and must register for HireNet. In July, staff from OWDB, the WDC, and the AJCH gave a presentation on HireNet and the services provided at the AJCH to approximately 65 library managers. The HSLS has agreed to add a direct link to HireNet on its website and place a graphic on the main landing page. The HSLS has also agreed to have AJCH brochures and informational materials available in library branches on Oahu. When AJCH Employment Specialists contact clients or answer calls from the general public requesting to set up appointments, the specialists will inform them of the option of visiting their local library to access internet/computer/wifi and AJCH materials as a more convenient option. By partnering with the libraries, the AJCH is able to expand its reach across the island. To support the partnership, the AJCH will assist its clients and the general public who use the computer resource center at the AJCH, to apply for a library card if they do not already have one.

2.4 Describe how the LWDB's goals relate to the achievement of federal performance accountability measures to support local economic growth and economic self-sufficiency. [WIOA Sec. 108(b)(1)(E)]

With a focus on the provision of services to priority populations which include youth and those with barriers to employment the OWDB's goals are to ensure that service delivery to jobseekers and employers support regional economic growth and economic self-sufficiency through diverse offerings of educational and training opportunities. This creates a workforce that will meet the economic needs on Oahu, as well as those of employers now and into the future. By doing so, the OWDB can continue to achieve and continuously improve upon the State's negotiated WIOA performance measures.

Section 3: Local Area Partnerships and Investment Strategies

Many of the responses below, such as targeted sector strategies, should be based on strategic discussions with the LWDB, partners, and stakeholders.

3.1 Taking into account the analysis in Section 1, describe the LWDB's strategy to work with the organizations that carry out core programs and required partners to align resources available to the local area to achieve the strategic vision and goals described in Question 2.1. [WIOA Sec. 108(b)(1)(F), 20 CFR 679.560 (a) (6)]

Memoranda of Understanding (MOUs) have been executed with all WIOA partners (Partner). The purpose of the MOU is to establish a viable framework in which OWDB and Partners will be able to provide workforce development services for employers, their employees, those seeking employment, and other interested parties on Oahu.

The purpose of the American Job Center is two-fold: (1) to create a seamless system of service delivery that will enhance access to the individual programs' services while improving long-term employment outcomes for both job seekers and employers; and 2) to ensure that workforce development activities are provided by co-located partners and are accessible at not less than one physical comprehensive center, thus giving access to a continuum of workforce activities.

The AJCH will use the basic guiding principles for Oahu's One Stop delivery system that services be:

- Integrated - offering as many employment, training, and education services as possible for employers and individuals seeking jobs or wishing to enhance their skills and affording universal access
- Comprehensive - offering a large array of useful information with wide and easy access to needed services
- Customer Focused - providing the means for customers to judge the quality of services and make informed choices; and
- Performance Based - or based on clear outcomes to be achieved; mutually negotiated outcomes and methods for measurements; and the means toward measuring and attaining customer satisfaction

The vision/mission of the AJCH is that all job-seekers will have the skills needed for sustainable employment and self-sufficiency now and in the future, and all employers who sustain, grow, and diversify our local economy will have competitively-skilled employees.

To reach this vision, the OWDB will work to achieve the following goals:

1. To provide coordinated, aligned services.
2. To prioritize services to vulnerable populations with barriers to employment as described under WIOA, including veterans, unemployed and underemployed workers, youth with disabilities, persons experiencing

homelessness and Native Hawaiians, which are currently of critical concern in the State.

3. To develop sector strategies and a career pathway system that will integrate education and training and move skilled job seekers into high demand industries and growth industries that will diversify the economy.
4. To decrease the unemployment rate by supporting sustainable employment and self-sufficiency.
5. To fully engage employers in the workforce development system.

In addition, for coordinated, integrated and seamless service delivery, the AJCH has co-located the core partners from WIOA Title I, Wagner- Peyser, Unemployment Insurance, Department of Education Adult Education Literacy, Division of Vocational Rehabilitation and additional WIOA partners into its AJCH location in Dillingham.

This partnership will continue to meet on a regular basis to ensure that this service delivery system is implemented and successful. It is important to ensure that all of those involved in service to the community play a role in the development of a fully integrated and seamless delivery system. Service integration is not a small undertaking, however it is needed to ensure a greater quality of service, elimination of duplication of effort and service (in some cases) and provide greater satisfaction to the client.

To this end the One Stop Operator (OSO), at a minimum will:

- Manage daily operations
- Manage and coordinate Partner responsibilities
- Coordinate daily work schedules and work flow based upon operational needs;
- Assist the OWDB in establishing and maintaining the AJCH network structure including but not limited to:
 - Ensuring the State requirements for center certification are met and maintained
 - Ensuring that career services outlined in WIOA sec. 134 (c)(2) are available and accessible
 - Ensuring that OWDB policies are implemented and adhered to
 - Adhering to the provisions outlined in the contract with the OWDB and the Local Area Plan
 - Ensuring staff are properly trained by their formal leadership organization and provided technical assistance, as needed
 - Integrate systems and coordinate services for the center and its Partners, placing priority on customer service
 - Oversee and coordinate partner, program, and AJCH network performance
 - Providing and/or contributing to reports of center activities, as requested by the OWDB
 - Identifying and facilitating the timely resolution of complaints, problems, and other issues
 - Collaborating with the OWDB on efforts designed to ensure the meeting of program performance measures, including data sharing procedures to ensure effective data matching, timely data entry into the case management system
 - Ensuring open communication with Partners in order to facilitate efficient and effective center operations
 - Evaluating customer satisfaction data and proposing service strategy changes to the OWDB based on findings
 - Managing fiscal responsibilities and records for the center

The OWDB through its OSO continues to develop and implement strategies to coordinate services with core programs: Title I – Adult, Dislocated Worker, and Youth programs, Title II – Adult Education and Family Literacy program, Title III – Employment Services, and Title IV – Division of Vocational Rehabilitation. The OSO coordinates services through the AJCH providing comprehensive, non-duplicative integrated education and training, career

preparation and placement, and critical support services to jobseekers, particularly vulnerable populations with barriers to employment, in order to ensure they acquire the knowledge, skills and credentials they need to secure sustainable employment and self-sufficiency.

Through access to up-to-date labor market information via a subscription to Emsi Developer, the OWDB strives to be a data-driven board and continues to support the AJCH in taking a data-driven approach in serving jobseekers and businesses. OWDB, through the OSO, ensures that the Title I programs are able to access up-to-date to workforce data and strives to achieve the following:

- An increase of data-informed Title I Adult Staff employer engagement and job development strategies to ensure clients have the opportunity to secure employment directly related to their career pathways, and informed by labor market growth and skills trends via real-time job postings
- An increase of data-informed Adult Work Based Learning activities, in addition to On-the-Job Training and pre apprenticeship or apprenticeship trainings, to ensure that work experience opportunities help participants develop high-demand skills for long-term employment
- An increase of data-informed work-readiness training for Youth participants that incorporates both hard and soft skills lessons using Emsi's quarterly labor market reports and real-time job postings analytics data, which identifies new in-demand skills required in a post-COVID workplace. Data-informed work readiness training for post-COVID employment may include, for instance, how to use technologies intended for remote or socially-distanced workspaces

The OWDB negotiated a cost-sharing formula in FY18 with each core and mandatory partner that supports a coordinated service delivery strategy to ensure effective and efficient services to jobseekers and employers. This is contained in the Infrastructure Funding Agreement (IFA).

The OSO implements a Coordinated Service Delivery Model strategy. This strategy includes the following elements:

- Signed partnership agreements between the OWDB, core programs and the American Job Center with articulated roles and responsibilities
- A common intake and assessment process
- Targeted outreach to vulnerable populations, including individuals with disabilities
- A robust referral network to ensure comprehensive wrap-around services
- Meaningful employer engagement
- Sector strategies and career pathways efforts that support in-demand industries
- Integrated education and training
- Comprehensive support services
- Education, career and life planning
- Transition services into employment

3.2 Identify the programs/partners that are included in the local workforce development system. Include, at a minimum, organizations that provide services for Adult Education and Literacy, Wagner-Peyser, Vocational Rehabilitation, Temporary Assistance for Needy Families, Supplemental Nutritional Assistance Program, and programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006. [WIOA Sec. 108(b)(2), 20 CFR 679.560 (b) (1) (i)]

Current program partners that provide the following services:

Adult Education and Literacy:

Co-located at the AJCH Dillingham, the McKinley and Waipahu CSAs administer and implement the State's Department of Education's (DOE) adult education programs at DOE campuses and community-based agencies. At the AJCH, Waipahu CSA staff implement the iCAN Academic and Transition Program designed to prepare individuals for college, gain workplace skills, improve their reading and math skills or assist with their job search. The WorkHawaii Youth Program co-located at the AJCH Dillingham and at the WorkHawaii Office at the Waianae Neighborhood Community Center implements the workforce development diploma program and the preparation courses for the High School Equivalency Test (HiSET). HiSET is an alternative to a high school diploma, the General Education Development Test (GED) and the Test Assessing Secondary Completion (TASC). WorkHawaii's Ho'ala Program implements the workforce development diploma program and offers the preparation courses for the HiSET to Temporary Assistance for Needy Families (TANF) – First To Work Program participants.

Wagner-Peyser:

Co-located at the AJCH Dillingham, the State Department of Labor and Industrial Relations (DLIR) Workforce Development Division is the lead agency that administers and implements Wagner-Peyser (WP) employment services. The AJCH Dillingham staff are also trained to implement WP services during peak times of operations to ensure customers do not experience long wait times to be served.

Vocational Rehabilitation:

Co-located at the AJCH Dillingham, the State Department of Human Services' (DHS) Division of Vocational Rehabilitation serves young people and adults with disabilities. The WorkHawaii Youth Disability Employment Initiative program co-located with the WorkHawaii Youth Program and serves young people with disabilities, ages 16 to 24.

Temporary Assistance for Needy Families:

The DHS Benefit Employment and Support Services Division (BESD) services households that income-qualify for TANF benefits. Co-located at the AJCH Dillingham, WorkHawaii's Ho'ala Program provides job readiness training and job search assistance for TANF – First To Work applicants and participants.

Supplemental Nutritional Assistance Program:

The DHS BESD services households that income-qualify for SNAP benefits. The Waianae Neighborhood Place, a non-profit agency, assists Waianae Coast residents with registering for SNAP benefits.

Career and Technical Education (CTE):

University of Hawaii (UH) Community Colleges (CC): Honolulu CC, Kapiolani CC, Leeward CC and Windward CC
UH – Manoa
UH – West Oahu

Offender Re-Entry Program:

The State Department of Public Safety's Re-entry Program works with the AJCH to assist individuals with making a smooth transition from incarceration back into the community.

Native Hawaiian Programs:

Alu Like, Inc.

Kamehameha Schools
Liliuokalani Trust

AJCH and the WorkHawaii Youth Program partner with these organizations to provide education, occupational training and employment services for Native Hawaiian youth and adults.

Title 1-C:

Hawaii Job Corps

Senior Community Service Employment Program:

Co-located at the AJCH Dillingham, DLIR Workforce Development Division is the lead agency that administers and implements this program.

Respite Companion Services Program:

The DHS Social Services Division implements the Senior Companion Program.

Department of Housing and Urban Development (HUD):

The AJCH Dillingham is working with HUD to become a recognized HUD EnVision Center based on the current service delivery model and partner/community collaboration efforts. By becoming an EnVision Center, HUD will provide technical guidance to bring more federal partners and programs to the AJCH to strengthen the Center's services for job seekers and businesses/employers. Through the EnVision Center, the AJCH can provide more services that help individuals develop leadership skills, financial self-sufficiency and improve their overall health and wellness.

Attendance Review Council (ARC):

The ARC includes Family Court, DOE, and non-profit agencies that address the growing epidemic of chronic absenteeism. The main focus of the ARC is to provide intervention starting at the elementary school level in order to set the right foundation for future success at the middle and high school level. The ARC will help families avoid court if they voluntarily agree to participate in the process. The ARC will provide practical resources and support for families by removing barriers that might hinder students from attending school regularly and consistently. In 2019, the AJCH became a participating agency to help partners of these children with job search and job training assistance. Schools on Oahu currently served by the ARC include the Waianae and Kapolei Complexes.

3.3 Describe how the LWDB will support the strategy and goals identified in the Unified State Plan and work with the entities carrying out core programs and other workforce development programs (partner identified in 3.2), including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) to support service alignment. [WIOA Sec. 108(b)(2), 20 CFR 679.560 (b) (1) (ii)]

Services integration will occur through coordinated efforts that utilize a robust referral network established by the partners and administered through the AJCH delivery system. All partners will target services to vulnerable populations with barriers to employment identified in this Plan. These services will include:

- Common intake and assessment among partners
- Outreach to targeted populations with barriers to employment
- Education, career and life planning
- Career awareness and exploration
- Movement of jobseekers along career pathways using sector strategies promoting in-demand industries
- Comprehensive support services to promote retention and persistence
- Transition into postsecondary education and employment

- Meaningful employer engagement in the workforce system, particularly in growth industries

In addition, there will be an identification of employment service needs in remote locations and an increased access to them throughout the island.

3.4 Describe the LWDB's plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner-Peyser services and other services provided through the one-stop delivery system. [WIOA Sec. 108(b)(12), 20 CFR 679.560 (b) (11)]

The OWDB through its OSO has developed a Service Integration Plan with timelines to successfully implement service integration amongst the partners within the AJCH to ensure the coordinated effort of all partners meets the service needs of each customer in a streamlined manner with an understanding of each partner's performance goals and outcomes. The Plan will also address the avoidance of duplication of services and include a continuous quality improvement component. The OWDB has defined the roles and responsibilities of each partner agency in order to maximize coordination of services. These roles and responsibilities are articulated in the MOUs signed with partner agencies. In addition, the AJCH's Coordinated Service Delivery Model works to ensure efficient coordination of services and avoid duplication of services, and to establish partner roles and responsibilities.

3.5 Describe how the LWDB will coordinate WIOA Title I workforce investment activities with Adult Education and Literacy activities (under Title II) and describe how the LWDB will carry out the review of local applications submitted under Title II consistent with WIOA sections 107(d)(11)(A) and (B)(i) and WIOA section 232. [WIOA Sec. 108(b)(13), 20 CFR 679.560 (b) (12)]

The OWDB through its AJCH partners with local Adult Education & Family Literacy Act (AEFLA) programs will provide adult education services to jobseekers when appropriate. AEFLA provides an important opportunity to improve the quality of life for individuals with low skills. Literacy and numeracy are fundamental skills necessary for workforce success, as well as for personal and social well-being.

Services provided under AEFLA lead to further education, training opportunities, and work, and will be based on best practices. The diversity of individuals who possess low skills requires a broad approach to skills development. As one of the core programs under WIOA, the AEFLA program plays an integral role in Oahu's workforce development system by providing access to educational services for adult learners through the AJCH delivery system. AEFLA increases opportunities in the educational and workforce development of adults as workers, parents, and citizens. While playing a critical role in adult attainment of a secondary school diploma, the program also assists in the transition to postsecondary education and training through the use of career pathways.

The AEFLA program provides the following critical services and activities to support adult learners with the goal of improving access to education and training opportunities, as well as to employment:

- Assists adults to become literate and obtain the knowledge and skills for employment and economic self-sufficiency
- Supports the educational and skill achievement of parents and family members to participate in the educational development of their children and improve economic opportunities for families
- Assists immigrants and English learners in improving their English and math proficiency and understanding of the rights and responsibilities of citizenship; and
- Assists incarcerated individuals in strengthening their knowledge and skills to promote successful re-entry into society

The OWDB has participated in the review of AEFLA applications consistent with WIOA requirements as outlined in the Hawaii Unified State Plan as deemed appropriate by the DOE.

On the planning and policy level: WorkHawaii (WH) Youth Services Manager serves on the Adult Education Advisory Council. Staff participated in the State's planning process, establishing goals under WIOA to use AEFLA funds to expand the implementation of workforce preparation activities and integrated education and training. On the operational level: AJCH partner programs will collaborate on common intake, assessment of academic and employability skills, and referrals among AJCH Network programs that best meet the needs of the participant.

Title I, Title II and Carl Perkins programs may braid funding for integrated education and training programs such as iCAN in which Waipahu CSA may conduct academic instruction in the context of a specific occupation or occupation cluster, as well as the National Work Readiness Certificate curriculum, while the AJCH may provide work-based learning opportunities for participants to experience the workplace environment in the occupation cluster of their interest and obtain training on the job or apply classroom learning to the job. The AJCH will work closely with the CSA Transition Coordinators to identify students whose career plan is to pursue post-secondary education and if they are eligible, they can receive an Individual Training Account (ITA) to enroll with the CCs or other ETPs.

3.6 Describe how the LWDB will coordinate local workforce investment activities with regional economic development activities carried out in the local area, and how the LWDB will promote entrepreneurial skills training and microenterprise services. [WIOA Sec. 108(b)(5), 20 CFR 679.560 (b) (4)]

The OWDB's Sector Strategies and Career Pathways Committee has identified activities to support economic development in coordination with workforce activities through the implementation of the statewide career pathways model (described in the State's Unified State Plan), including entrepreneurial and microenterprise services. The OWDB will continue to carry out the following activities to support economic development:

- Offer a skilled workforce
- Supporting small and medium-sized enterprises, including entrepreneurship
- Encouraging the formation of new enterprises, including entrepreneurship
- Supporting the soft infrastructure of economic development (educational and workforce development, institutional support systems, and regulatory issues)
- Supporting the growth of particular clusters of businesses, particularly in-demand and high-need industries, and cultural and place-based business
- Targeting particular parts of Oahu for regeneration or growth (area-based initiatives)
- Supporting informal and newly emerging businesses
- Targeting and assisting vulnerable populations with barriers to employment into the workforce
- Developing and securing partnerships with existing agencies/councils whose focus is on economic development

Presently, the Chamber of Commerce of Hawaii is conducting Healthcare and Engineering sector partnerships on Oahu. The OWDB has been involved in the process from the start and will continue to work closely with the Chamber to participate in their industry led sector events. OWDB continues to align services around sector needs that have emerged from these efforts.

3.7 Describe how the LWDB will coordinate relevant secondary and postsecondary education programs and activities with education and workforce investment activities to coordinate strategies, enhance services, and avoid duplication of services. [WIOA Sec. 108(b)(10), 20 CFR 679.560 (b) (9)]

The OWDB partners with the following education agencies to support integrated education and training at the secondary and postsecondary levels in order to ensure jobseekers have the necessary knowledge, skills and credentials to secure meaningful employment in high-demand industries and self-sufficiency.

- **Hawaii Department of Education**
 - Adult Education and Family Literacy Program: McKinley and Waipahu CSAs
 - Career and Technical Education
- **University of Hawaii System of Community Colleges:**
 - Kapiolani Community College
 - Leeward Community College
 - Windward Community College
 - Honolulu Community College

The OWDB through its Sector Strategies and Career Pathways Committee is developing strategies and an action plan to coordinate services with secondary and postsecondary education agencies. The OWDB will implement the State's comprehensive Hawaii Career Pathway System as described in the State's Unified State Plan. This model supports pathways and sector strategies in high demand industries. Through ongoing collaboration, the Board will ensure a well-integrated career pathways system with minimal duplication of services.

Postsecondary education providers play a key role of providing occupational skills training, job-related instruction for apprenticeships, skill upgrading for incumbent workers, or customized training to meet a business or a group of businesses' specific needs. Clients select training programs from providers that are on the ETP List after conducting labor market research. Our Service Provider partners with training providers such as the CCs or private providers to develop new training programs that meet industry needs: e.g. a Patient Service Representative program was developed with input from healthcare employers; discussions have been ongoing about training for new jobs in rail operations and maintenance; new curricula have been developed for Software Developer and Web Developer for the Information Technology (IT) Apprenticeship program. With the launch of Sector Partnerships back in 2017, closer collaboration between economic development, workforce and education partners is supporting the agenda driven by private industry.

Career and technical education programs of study, including those that lead to industry recognized credentials, are a critical component of career pathway systems, along with pathways serving lower- skilled adults, high school students, disconnected or "opportunity" youth, veterans, incumbent workers, individuals with a disability, public assistance recipients, new immigrants, English language learners, and other targeted populations.

- Hawaii's Career Pathway System supports pathways and sector strategies in high-demand industries and will:
 - 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.

- Hawaii's system will provide participants with multiple entry points to accommodate academic readiness and multiple exit points. The intent for career pathways is to lead to industry-recognized credentials with occupational advancement opportunities.
- As part of Hawaii's Career Pathway System model, we will continue working in partnership with education, workforce development and economic development stakeholders to utilize this sector strategy approach as a vehicle for strengthening the economy and aligning education programs to meet the everchanging needs of the business and industry sectors.

3.8 Describe how the LWDB will coordinate WIOA Title I workforce investment activities with the provision of transportation, including public transportation and other appropriate supportive services in the local area.

[WIOA Sec. 108(b)(11), 20 CFR 679.560 (b) (10)]

Transportation to support clients includes bus passes through WIOA Title I Youth and YouthBuild programs based on demonstrated need to support employment activities. Bus passes, Handi-Van coupons, and mileage allowance are provided by Department Vocational Rehabilitation (DVR) for DVR eligible clients. The other support services listed below are those that are currently offered upon eligibility, which are only pursued for clients based on self-disclosure.

WIOA Youth and YouthBuild programs provide bus passes to participants with demonstrated need to support their activities for training and employment purposes. Other support services offered to job seekers through the AJCH based on eligibility include:

- Housing
- Public Assistance
- Substance Abuse Treatment
- Mental Health Counseling
- Financial and Family Planning
- Veteran eligible services
- Youth and other age appropriate services
- Work Incentive Benefits Planning
- Child care
- Volunteer Income Tax Assistance

Supportive services may be provided to customers receiving individualized or training services, only when the client is unable to fund the service through other resources and the service is necessary to enable the client to participate in WIOA Title I Adult activities. The amounts may be exceeded or items not on the approved list may be provided on an individual basis, if justified in writing by the WIOA Adult staff.

Adult Supportive Services include the following:

- Work clothes or required uniforms including safety and nurse's shoes. (Any everyday use apparel including shoes that the approving staff deem necessary and appropriate)
- Testing, licensing, certification fees, (consistent with client's Individual Employment Plan)
- Medical Services: Physical check-ups required prior to start date for training, i.e. Commercial Driver License.

- **Hawaii Birth Certificate:** Payment for a replacement birth certificate. This is a one-time only service during the WIOA enrollment. Required documentation includes, but is not limited to, a copy of the State application for a replacement birth certificate and a quote from the State agency
- **Hawaii Driver's License/Hawaii State Identification**
- **Civil Legal Services:** The following are ways Adult customers can be assisted to support WIOA goals. Documentation includes progress tracking in client's Individual Employment Plan or Individual Service Strategy
 1. Expunging or sealing old criminal records
 2. Obtaining, reinstating revoked or suspended driver's licenses
 3. Assisting with securing occupational licenses when a criminal record is a discretionary obstacle
 4. Untangling outstanding court debt issues
 5. Negotiating wage garnishments, such as for child support orders
 6. Securing certificates of rehabilitation for the formerly incarcerated;
 7. Stabilizing lives by preventing illegal evictions, resolving credit report problems, or filing for domestic violence restraining orders
 8. Assisting veterans with accessing healthcare, education grants, and housing services

3.9 Based on the analysis described in Section 1.1-1.3, identify the populations that the local area plans to focus its efforts and resources on, also known as targeted populations.

T.E.A.M. WorkHawaii provides outreach services to the underemployed, unemployed, early released detainees, at-risk and/or homelessness persons who are low to moderate income. The T.E.A.M aims to teach, encourage, advocate and motivate these individuals by providing resources to end their prolonged unemployment and homelessness.

The AJCH tailors its services to be culturally and age appropriate, and will target and provide priority of service to the following populations:

- Veterans
- Seniors
- Persons experiencing homelessness
- Native Hawaiians
- Individuals with disabilities
- Unemployed adults and youth
- Underemployed adults and youth
- Dislocated workers
- Ex-offenders within a two-year reentry status
- Individuals with limited English proficiency
- Low-skilled adults, including those who lack a high school credential
- Individual who receive public assistance

For persons or families experiencing homelessness, outreach is conducted at emergency and transitional shelters, community health centers, social service agencies and direct outreach on the streets, beaches or parks. The City's Department of Community Services is a member of Partners in Care, the Continuum of Care funded under HUD, and administers Housing First and other programs serving people experiencing homelessness. Outreach for Native Hawaiians is conducted through the partner network of Native Hawaiian organizations such as Queen Liliuokalani

Trust, Office of Hawaiian Affairs, Kamehameha Schools, Alu Like, and with community-based organizations on the Windward and Leeward areas of Oahu. Youth with disabilities are located on high school and college campuses, and individuals with disabilities at any age are outreached through partnerships with DVR, the State Rehab Council, the Developmental Disability Council, the University of Hawaii's Center on Disability Studies, and through community-based organizations serving people with disabilities such as Abilities Unlimited, the Center on Independent Living, other Ticket To Work vendors, and efforts undertaken through the Disability Employment Initiative (DEI) grant.

3.10 Based on the analysis described in Section 1, identify one to three industries where a sector partnership(s) is currently being convened in the local area or there will be an attempt to convene a sector partnership and the timeframe.

The Chamber of Commerce of Hawaii, in partnership with the University of Hawaii System, the Strada Education Network, and the OWDB, established and convened the following Industry Sector Partnerships on Oahu: Banking, Technology (CIO Council), Food Manufacturing, Healthcare, Construction/Design Engineering, Hospitality & Tourism.

The Board's role in this effort is to develop and align workforce and economic priorities that will be reflected in the implementation of the career pathways model. After sector priorities are determined by LMI and economic development priorities, sector partnerships are established based on the determined sector priorities to drive the career pathway efforts to be implemented throughout the workforce development system.

Each sector partnership includes industry leaders as well as education, workforce development, economic development, and community organizations, and is intended to identify a set of key priority issues for each respective industry. Having identified these key priority issues, career pathways services are now being developed among workforce partners to support movement of jobseekers into employment in these industries.

Currently, Healthcare and Engineering are the two industry-led, education and public sector-supported partnerships on Oahu.

3.11 Based on the analysis described in Section 1, describe the local investment strategy toward targeted sectors strategies identified in 3.10 and targeted populations identified in 3.9.

As previously stated, the two industry-led, education and public sector-supported, partnerships on Oahu are Healthcare and Engineering. In the analysis in Section 1, Healthcare is prominently shown as a top existing and emerging sector in the following Emsi visuals:

- Largest industries
- Emerging industries
- Largest occupations
- Top posted occupations
- Emerging occupations
- Fastest growing occupations

Engineering jobs can span multiple top Oahu industries (government, construction, professional services, transportation) as well as these top emerging occupations: transportation and material moving, management, and construction-only as seen in the following Emsi visuals in Section 1:

- Emerging industries

- Largest occupations
- Fastest growing occupations

The OWDB will continue to support current sector partnerships and ensure that future sector partnerships will include industry leaders along with education, workforce development, economic development and community organizations. Each sector partnership will have a set of key priority issues identified by the target industry. Once key priority issues are identified, career pathway services will be developed among workforce partners, including the OWDB, to support movement of jobseekers into employment in these industries. Populations identified in 3.9 will receive priority of service for sector strategy efforts in order to move these individuals into sustainable employment and self-sufficiency. Outreach efforts of the entire workforce system will target these populations.

The work of the WDC's committees are interdependent and a necessary part of the overall Career Pathway System. The career pathway system will integrate with the sector strategy approach and the OWDB will continue to actively engage with all of the committees, but in particular, the Employer Engagement committee and Career Pathways and Sector Strategies committee whose goal is to establish training and educational strategies to develop and improve the skills and knowledge of employees and job seekers based on employer requirements.

3.12 Identify and describe the strategies and services that will be used to:

- Facilitate engagement of employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations;
- Support a local workforce development system described in 3.2 that meets the needs of businesses in the local area;
- Better coordinate workforce development programs and economic development;
- Strengthen linkages between the one-stop delivery system and unemployment insurance programs;

That may include the implementation of initiatives such as incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, career pathways initiatives, utilization of effective business intermediaries, and other business services and strategies designed to meet the needs of local employers. These initiatives must support the strategy described in 3.1. [WIOA Sec.

108(b)(4)(A&B), 20 CFR 679.560 (b) (3) (i-v)]

The OWDB recognizes that in order to ensure meaningful work opportunities for jobseekers, organizations must engage effectively with employers by building a bridge between employers and jobseekers. A purpose of the career pathways system is to create a range of activities employers can provide to support the workforce development system to prepare jobseekers for employment.

The OWDB Employer Engagement Model will embed a core set of professional and life skills that will forge strong partnerships and incorporate high-touch mentoring support, wraparound services, and work-based experiential learning, such as on-the-job, customized and incumbent worker training.

Strategies to Support Employer Engagement:

- **Developing a Shared Language** - Learning the language of employers is a key in order to identify their needs and determine how workforce development can be an effective partner.
- **Using Business Principles to Drive Partnerships** - Businesses are interested in partnerships with workforce development systems that understand market-driven principles and respond to clear needs.
- **Influencing Employer Culture** - Employer engagement can change the way employers see jobseekers and thus expand opportunity to many others.

AJCH staff continue to develop relationships with the business community in order to determine their business needs during the various phases of the business cycle. For example, if the business is growing, AJCH staff will offer recruitment assistance, candidate referrals and job fairs. If a business is in a down cycle, AJCH staff will offer outplacement services. Businesses are educated on the menu of services available from the various partner programs such as on-the-job training, apprenticeship, tax credit, incumbent worker training etc. Assistance is also provided to businesses to navigate community resources and social services to help them with retention of employees.

The AJCH includes Unemployment Insurance (UI) in their coordination of services, incorporating the Reemployment Services and Eligibility Assessment program (RESEA) which assists UI claimants in returning to work quickly by providing group sessions on labor market information and job search requirements, individualized career counseling and assessment of career goals, and assists with job search, referral and placement.

The AJCH business engagement team is comprised of staff from WIOA adult programs, the WorkHawaii Youth Program, the Disability Employment Initiative, the Jobs for Veterans State Grant, Wagner-Peyser, and other AJCH partners. To encourage the participation of small businesses, the team has been trained on the HUD Section 3 Program which is part of the Housing and Urban Development Act. HUD's investments in the community represent one of the largest sources of federal funding on Oahu. The expenditures of these funds usually result in new contracts with small businesses which generate jobs for low-income or very low-income residents.

3.13 Does the LWDB currently leverage or have oversight of funding outside of WIOA Title I funding or county general funds to support the local workforce development system? Briefly describe the funding and how it will impact the local system. If the LWDB does not currently have oversight of additional funding, does it have future plans to pursue them?

The OWDB does not have oversight of non-WIOA funds, however the Board has leveraged General Funds as in-kind donations for the salaries of the OSO and Fiscal Staff supporting the Board. In addition, board members have coordinated substantial donations to the AJCH of furniture that provided a modern update and created a more open customer flow concept. Through these donations and the hard work of the AJCH staff and its partners, the Center has been transformed both physically and functionally to maximize the customer experience and make the staff more effective in serving our clients.

Section 4: Program Design and Evaluation

Many of the responses below, such as career pathways and individual training accounts, should be based on strategic discussions with the LWDB, partners and stakeholders.

4.1 Describe how the LWDB, working with the entities carrying out core programs, will coordinate activities and resources to provide high quality, customer-centered services and expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment. [WIOA Sec. 108(b)(3), 20 CFR 679.560 (b) (2) (i)]

Individuals with Barriers to Employment	
Native Hawaiian	The AJCH along with core programs in partnership with Alu Like will target workforce services to Native Hawaiians through our Coordinated Service Delivery Model. • The AJCH along with core programs in partnership with the Department of Public Safety, Alu Like, Kamehameha Schools and Liliuokalani Trust will target education and workforce activities and services to ex- offenders within a two-year reentry status through our Coordinated Service Delivery Model • McKinley and Waipahu Community School for Adults will provide adult education services to this population through career pathways into employment
Ex-Offenders	The AJCH along with core programs in partnership with the Department of Public Safety will target workforce services to ex-offenders within a two-year reentry status through our Coordinated Service Delivery Model. • McKinley and Waipahu Community School for Adults, Community Assistance (Section 8) and the Community Based Development Divisions will provide adult education services to this population through career pathways into employment.
Youth	The AJCH along with core programs will target workforce services to out-of- school youth through our Coordinated Service Delivery Model.
Individuals with Disabilities	The AJCH along with core programs will target workforce services to individuals with disabilities through our Coordinated Service Delivery Model.
Veterans	The AJCH along with core programs in partnership with the Department of Veterans Affairs will target workforce services to veterans through our Coordinated Service Delivery Model.
Homeless	The AJCH along with core programs in partnership with the City's Department of Community Services, Community Assistance Division (Section 8) will target workforce services to persons experiencing homelessness through our Coordinated Service Delivery Model.

Others:

Low-Skilled Adults:

The AJCH along with core programs will target workforce services to low skilled adults through our Coordinated Service Delivery Model.

- At McKinley and Waipahu CSAs, transition coordinators reach vulnerable populations by assuming responsibility for planning, organizing, monitoring and providing support for the transition program and centers located on Oahu. The coordinator facilitates and provides opportunities for students to enter employment, post-secondary training as well as re-entry programs for inmates released into the

community. Other related duties include planning and program implementation with partners

- Transition coordinators provide outreach and relationship building to engage students in need. They work on building referral pathways through informal and referral pathways by identifying and partnering with other agencies and organization. They also provide students with an Individual Plan (IP) that is focused on appropriate career pathways
- Support services for students to ease transition from community school to work or post-secondary education provide regular contact necessary to encourage students to remain engaged and focused on their end goal
- Satellite sites and venues within the community that accommodate a variety of basic education, adult secondary, workplace literacy classes and ELA & IELCE programs that are integrated with Civics within the English Language Acquisition curriculum
- Community schools advertise program offerings and services through the Honolulu Star Advertiser, school website, Facebook, Twitter, school apps, and flyers
- Provide distance learning and use of technology to meet needs of student population through online learning options. Extends reach of programs through public access computers, smart phones, and other mobile devices
- Online instruction allows for extended reach of programs and provides a convenience that allows students to more effectively manage their education and other responsibilities.
- A blended or hybrid approach to teaching that includes both face to face and online learning strategies is offered at McKinley and Waipahu CSAs
- Networking and partnership with Department of Labor and Vocational Rehabilitation to identify student needs, finding and reaching clients, building capacity and ensuring continuity

4.1(a) Describe the local area's outreach strategies to increase enrollment of individuals with barriers to employment. Address each of the categories listed in 4.1.

A. Persons experiencing homelessness – T.E.A.M. WorkHawaii provides outreach at emergency and transitional shelters, community health centers, social service agencies and direct outreach on the streets, beaches and/or parks. The City's Department of Community Services (DCS) is a member of Partners in Care, the Continuum of Care funded under HUD, and administers Housing First and other programs serving people who are homeless. The AJCH along with the core partner programs in partnership with DCS will target workforce services to individuals experiencing homelessness through its Coordinated Service Delivery Model.

B. High School Dropouts and Other Out-of-School Youth – Outreach to this population is done through the Community Schools for Adults on Oahu located at McKinley, Farrington, Moanalua, Kaimuki, Waipahu, Kapolei, Waianae, Wahiawa, and Windward Campuses as well as through our community partners Liliuokalani Trust and the Kamehameha Schools who are committed to ensuring the wellbeing of Native Hawaiian children and their families. Representatives from the McKinley and Waipahu CSAs are also co-located at the AJCH. The AJCH-WorkHawaii Youth staff ride along with the staff of the Mobile Education Center (MEC) that outreaches to truant/chronically absent youth to reconnect them to school or other educational and occupational training programs offered through the ACJH-WorkHawaii Youth Program. The MEC is a program of Adult Friends for Youth, a non-profit agency that promotes education and community safety.

C. Former Offenders in the Juvenile or Adult Justice System – The AJCH along with core programs in partnership with the State of Hawaii's Department of Public Safety and Family and Adult Courts will target workforce services to ex-offenders within a two-year reentry status through our Coordinated Service Delivery Model. McKinley and Waipahu CSAs will provide adult education services to this population through career pathways into employment.

D. English Language Learners – Outreach to English Language Learners (ELL) is conducted through our community college partners. The AJCH is working to create new partnerships with agencies in the community who work with immigrant and refugee populations on Oahu, such as The Pacific Gateway Center, who can refer ELL clients to the AJCH.

E. Individuals Receiving Public Assistance – The AJCH has partnerships with DLIR Unemployment Division; TANF; SNAP; and DVR; as well as the Section 8 Housing and Ho’ala Programs in the City’s DCS. The staff from all of these programs work together to cross refer clients to the AJCH.

F. Individuals with Disabilities – Outreach to Youth with disabilities is conducted on high school and college campuses. Individuals with disabilities at any age are referred through partnerships with DVR, Ho’oponopono Services for the Blinds, The State Rehab Council, The Developmental Disabilities Council, the University of Hawaii’s Center on Disability Studies, community based organizations serving people with disabilities such as Abilities Unlimited, Center on Independent Living, other Ticket to Work vendors, and efforts undertaken by the Disability Employment Initiative grant and Disabilities:IN. The AJCH along with core programs will target workforce services to individuals with disabilities through our Coordinated Service Delivery Model. Outreach to youth with disabilities is conducted at high schools, college campuses and youth-service agencies.

G. Individuals who have aged out of Foster Care – Individuals who are aging out of Foster Care are referred to the AJCH through its network of partner agencies in the community:

- Hale Kipa
- Family Programs Hawaii
- Epic Ohana/HI HOPES
- Kids Hurt Too Hawaii/Hawaii Foster Youth Coalition
- Catholic Charities: Nā ‘Ohana Pulāma (NOP) program
- Partners in Development Foundation-Department of Human Services
- Child & Family Services

H. Pregnant or Parenting Teenagers, and Other Low-Income Single Parents – Through its partnership with DHS, the AJCH disseminates information on services to the six First To Work (FTW) unit supervisors, case managers, and the State’s Workforce Development Division’s (WDD) job developers housed at the FTW units that serve low-income single parents participating in the TANF Program. Also, the AJCH disseminates information to Goodwill Hawaii’s manager and case managers that serve low-income single parents participating in SNAP. In addition, the AJCH has begun working on building partnerships with the DHS Processing Centers that handle applications for TANF, SNAP, and other DHS services to disseminate program information.

4.2 Describe how the LWDB will facilitate the development of career pathways, consistent with the Career Pathways Definition. [WIOA Sec. 108(b)(3), 20 CFR 679.560 (b) (2) (ii)]

The OWDB will support and utilize the State’s Career Pathway System. The State’s Career Pathway System is a framework of career pathways which can be applied to all levels of education allowing educators and students to view education as a continuum. This system encompasses Career Guidance, Curriculum Development, Educational Planning, and Articulation.

Hawaii will collaborate with education (K-12), postsecondary, adult education, employers, and other core partner stakeholders to establish career pathways systems that make it easier for students, adult learners, job seekers, etc. to attain the skills and credentials needed for jobs. The workforce, human services, and educational systems must be in alignment through cross-agency planning, shared common performance measures that inform data-driven decision making, and develop strategies for sector partnerships and career pathway systems and programs at the local level.

Hawaii will use a Career Pathway Delivery Model which connects progressive levels of education, training, support services, and credentials for specific occupations in a way that streamlines the progress and success of individuals with varying levels of abilities and needs. This approach helps individuals earn marketable credentials, engage in further education and employment, and actively engages employers to help meet their workforce needs and strengthen our state's economies. This model will benefit a wide variety of participants including high school, postsecondary, and adult learners – both traditional and nontraditional. Career and Technical Education (CTE) programs of study, including those that lead to industry recognized credentials, are a critical component of career pathway systems, along with pathways serving lower- skilled adults, high school students, disconnected or “opportunity” youth, veterans, incumbent workers, individuals with a disability, public assistance recipients, new immigrants, English language learners, and other targeted populations.

Education Component of Hawaii's Career Pathway System

The education component of Hawaii's Career Pathway System spans the state's secondary and postsecondary career and technical education systems and begins with a framework made up of nine pathways. All occupations fit into one of these nine pathways:

- 1) Agriculture, Food Innovation, and Natural Resources
- 2) Arts, Creative Media, and Communications
- 3) Business, Marketing, and Finance
- 4) Culinary, Hospitality and Tourism
- 5) Education,
- 6) Health Sciences and Services
- 7) Industrial and Engineering Technology
- 8) Information Technology
- 9) Law, Government, and Public Safety

The occupations within the pathways are the subject of Hawaii's Programs of Study (POS). POS have been developed through collaboration among the DOE, the CCs and business and industry. Each POS incorporates secondary and postsecondary elements required to meet academic and CTE content areas that result in an industry-recognized credential, certificate, or an associate or baccalaureate degree.

The POS are a nonduplicative sequence of courses taught by appropriately trained instructors that encompasses rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

Secondary Level

The DOE continues to implement its strategic plan to graduate all students “College, Career, and Community

Ready.” They work with employers, advisory committees, workforce and economic development partners to ensure educational policies, curricular content, instructional approaches, etc. are in alignment with federal guidelines and initiatives. The DOE requires that individual high school CTE improvement plans address the State’s economic development initiatives, comprehensive counseling and guidance, integration of State academic standards and with industry standards, and transitions and partnerships with postsecondary and business and industry.

The POS have been aligned to the DOE graduation requirements, and students who receive a DOE diploma may enter the UHCCs and/or the UH 4-year campuses and continue in their POS to the level of certificate and/or degree. The POS also include opportunities for secondary students to earn dual, concurrent, and articulated postsecondary credits prior to graduation, thereby reducing their time after high school to the completion of a postsecondary certificate or degree.

Postsecondary Level

The UHCC’s provide high-skills, career-focused curriculum accessible to all students which directly supports Hawaii’s economic development plans and addresses the mission and Strategic Plan goals of the UHCCs. Ultimately the POS leads to a recognized postsecondary degree, certificate, and/or a credential. The postsecondary components of the POS are developed by college faculty in accordance with national accrediting organizations and in consultation with local business and industry, and aligned to national standards where appropriate. They are reviewed by college-level administration, and when required, are approved by the University of Hawaii’s Board of Regents.

The POS are driven by the economic needs of our State. The UHCCs are required to use data to identify gaps and student needs when developing campus plans. 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 CTE needs of the State and each community that the colleges serve. With this input, programs are developed or revised/updated to meet those needs.

Through the community-based program advisory committees there are continuous, on-going discussions of the colleges’ program curricula and the number and quality of graduates produced by the programs. The UHCCs 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. They also work with Advisory Boards including employers, workforce agencies, educational institutions, human services agencies, and community-based organizations related to career pathways. The collective input of all stakeholder agencies plays an important role in the development of statewide strategies for building career pathways that align the education and workforce systems with the in-demand needs of employers. This partnership will also leverage resources in order to expand upon the services available to all learners, including braided funding.

As a key partner in the Hawaii Career Pathway System, McKinley CSA provides access to and opportunities for education, training and support services for individuals with greatest barriers to employment. As the educational component of the “system” McKinley has aligned itself with workforce, vocational rehabilitation, apprenticeship programs, business, and the post-secondary institutions to deliver services to our clientele. This alignment with Hawaii’s core partner’s education, employers, and the public workforce system makes for an efficient and effective use of resources. Also included are CTE programs under the Carl Perkins Career and Technical Education Act and programs under TANF. McKinley CSA’s program offerings include Adult Basic Education, Adult Secondary Education, English Language Acquisition, and Workplace Readiness. These programs prepare students through curriculum offerings by aligning skills needed by industries; preparing individuals to succeed in a range of educational options; concurrent education training opportunities that include the CCs and apprenticeship training programs for specific

occupations; and enable individuals to attain a high school equivalency credential, and at least one postsecondary credential.

4.3 Describe how the LWDB will utilize co-enrollment, as appropriate, in core programs and improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable) to maximize efficiencies and use of resources. [WIOA Sec. 108(b)(3), 20 CFR 679.560 (b) (2) (iii)]

Co-enrollment is part of the career pathway model that is described by the state and will be implemented locally. This will allow for participants of the workforce development system to receive education, job training and support services simultaneously. Specifically, it will allow participants to be enrolled in adult education concurrently with postsecondary program. In addition, Integrated Education and Training (IET) models, which will be a requirement of AEFLA, will further allow for co-enrollment strategies. It is a requirement that IET models include the attainment of an industry-recognized credential, and illustrate to the participant the notion of stackable certificates (i.e., how they advance along a career path as they obtain credentials).

The Board will continue to work with core partners as described earlier in the Plan to improve coordination of services, expand access to services, and facilitate the implementation of career pathways. As the Board and core partners convene to review progress, necessary improvements to the system will be articulated in the partner MOUs, which will be reviewed annually.

4.4 Describe the actions or activities the LWDB will take toward becoming or remain a high-performing board that is strategic and has a high impact on the local economy and communities.
[WIOA Sec. 108(b)(18), 20 CFR 679.560 (b) (17)]

The OWDB will strive to become a high-performing board through the following actions:

- Meeting or exceeding negotiated performance goals for all measures in each of the three federal WIOA customer groups, which consist of adults, dislocated workers, and youth
- Developing and implementing local policies and local strategic plans which meet the criteria outlined by both WIOA and California's Unified Strategic Workforce Development Plan
- Demonstrating a Local Board's local strategic plan involves the following: Key stakeholders, including major employers and industry groups in the relevant regional economy, and organized labor
- Demonstrating investment in workforce initiatives, including training programs which promote skills development and career ladders relevant to the needs of each Local Area's regional labor market and high-wage industry sectors
- Establishing a youth strategy aligned with the needs of each workforce development area's regional labor market and high-wage industry sectors
- Establishing a business service plan which integrates local business involvement with workforce initiatives

4.5 Describe one-stop delivery system in the local area, consistent with the One-Stop Center Definitions including:

- a. How the LWDB will ensure the continuous improvement of eligible providers of services through the system and ensure that such providers will meet the employment needs of local employers, workers and jobseekers. [WIOA Sec. 108(b)(6)(A), 20 CFR 679.560 (b) (5) (i)]

The OWDB recognizes that the AJCH Network is pivotal to the success of WIOA. On Oahu, the AJCH operates as a comprehensive center in Dillingham and provides a wide array of services to assist individuals in meeting their

employment and training needs, while also assisting local employers in search of qualified workers. Jobseekers and employers are welcome to use the Resource Center computers to access HireNet and other labor market tools. Staff provide job seekers with assistance when needed. Job fairs and specialized recruitment fairs are also held at the AJCH.

On January 9, 2020, the AJCH became the first WIOA certified comprehensive American Job Center in the state of Hawaii. All core partners are co-located at the center: Wagner Peyser, Jobs for Veteran's State Grant, the Community Adult Schools, and the Division of Vocational Rehabilitation. In addition to these required partners, a staff member from the State's Unemployment Division is also co-located at the center full time. While this is not required by WIOA, both the OWDB and the AJCH saw the importance of having this partner co-located at the center to make it a true one-stop, comprehensive center. A list of partners co-located at the AJCH on a full or part-time basis is included at 3.2.

The City and County of Honolulu's ETP List is utilized frequently as an educational and training resource for job seekers at the AJCH. The OWDB continues to work closely with WDC to develop and expand the local area ETP LIST and has adopted the updated application process defined in WIOA Bulletin No. 10-16 Change 1.

As a result of the COVID 19 pandemic, many of our ETPs suspended in-person classes and quickly pivoted to move their classes online. In order to ensure that the quality of the virtual classes matched their in-person training, OWDB issued Policy #2-20 "Approval and Assessment of Eligible Training Provider and Career Services Provider Online Courses and Programs." This policy also acts as a guide for other providers who are considering creating an online curriculum in the future.

The ETP list must accurately reflect training programs that meet the needs of in-demand industries and occupations for the local area. The OWDB recognizes that in order to appropriately expand the ETP list for consumer choice and training variety, ETP applicants need accurate labor market data to defend their programs' relevance under the purview of WIOA.

Given WIOA's emphasis that job seekers must be provided with access to short-term credentials for quick employability, OWDB aims to enhance the AJCH's abilities to streamline clients' use of and access to the ETP list for upskilling and career changes.

The AJCH will provide:

- Career services to adults or dislocated workers e.g. labor exchange services; workforce and labor market employment statistics information; provision of ETP performance information; information and referral to support services etc. in formats understandable to customers
- Individualized career services e.g. comprehensive skill assessments; development of individual employment plan; career planning; internship/work experience; integrated education and training programs and follow up services
- Training services when adults and dislocated workers are determined to be in need of training services to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment

Priority of use of adult funds will be given to veterans, recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient.

The AJCH has intake and registration systems designed so that individuals can easily access the best combination of partner services, in a way which is seamless and user-friendly, and meets their individual needs. An individual will experience intake and orientation so that, in addition to being made aware of the universally accessible core services which all individuals can utilize, the AJCH will be able to quickly determine the full array of additional services from various partners that the customer may be eligible for; the AJCH then works in collaboration with the customer to determine which partner's services will best meet his or her individual needs. From the customer's perspective it will be a true one-stop experience. There will not be the need to apply for every partner's services separately, or the customer to engage in extensive negotiation and advocacy to receive the services of each partner.

The OWDB will ensure continuous improvement of the AJCH through annual monitoring and holding the Center accountable for meeting negotiated performance targets which correlate to meeting the needs of employers and jobseekers.

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| b. Describe how the LWDB will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology, and through other means. [WIOA Sec. 108(b)(6)(B), 20 CFR 679.560 (b) (5) (ii)] |
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At the comprehensive AJCH, Title I funded staff from the Adult, Dislocated Worker and Youth programs are co-located full-time with the State's Title III Wagner-Peyser staff, UI staff and Veteran staff. Staff from the State's Division of Vocational Rehab (DVR) are also co-located at the AJCH on a part-time basis. Basic career services, individualized career services, and training services are provided under Adult and Dislocated Worker programs. Youth program elements are provided in the YSC on the second floor. Limited services provided at locations such as the Waianae Neighborhood Community Center or a partner program's office such as a CC campus or electronic access points will be evaluated.

HireNet Hawaii is an online statewide database that is available for self-service for job seekers and employers. The AJCH staff conduct outreach through partnerships with schools, churches, parks and recreation centers, community service centers, community health centers, public libraries or other organizations that have facilities in rural areas.

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| c. Describe how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with WIOA section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities. [WIOA Sec. 108(b)(6)(C), 20 CFR 679.560 (b) (5) (iii)] |
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Vocational Rehabilitation Services (VR) are available at the AJCH to provide job readiness, life skills training and employment services.

Several options are available for people with disabilities to receive workforce development services on Oahu. These options include:

- Directly accessing core, and non-disability intensive and training services: people with disabilities will be able to come into the AJCH and access core services. Additionally, they could be determined eligible for intensive or training services not targeted specifically for people with disabilities. Individuals with disabilities will be given full consideration for such non-disability services
- Accessing VR services: If eligible, an individual will access and receive services from the state Vocational

Rehabilitation (VR) agency via the AJCH; however, not all individuals with disabilities are eligible for VR services, and there is no requirement that eligible individuals must use VR services. If an individual chooses not to use VR services, they will still be entitled to use the full range of other AJCH services which they are eligible for

- Accessing other disability services: via the AJCH, an individual may be able to access special programs for people with disabilities, such as intensive services delivered by the AJCH, or referral to a disability agency (such as an approved community rehabilitation provider) for intensive or training services
- Using the AJCH in collaboration with a community agency: If an individual is already being served by a community rehabilitation provider or other community agency, the agency staff will assist the individual to use the core services of the AJCH as part of their overall efforts to help the individual obtain employment. This option is available for any individual served by any community agency

The AJCH along with facilities and services provided at core program agencies and other formal partners must comply with the Americans with Disabilities Act (ADA) per the ADA Checklist for Existing Facilities located at www.adachecklist.org.

The OWDB and the OSO work closely with the City's ADA Program Manager in the Equal Employment Opportunity (EEO) Office, to ensure ADA compliance of the AJCH with WIOA, Section 188 and applicable provisions of the ADA of 1990.

- d. Describe the roles and resource contributions of the one-stop partners and if memoranda of understanding or resource sharing agreements are used, provide a summary of those agreements. [WIOA Sec. 108(b)(6)(D), 20 CFR 679.560 (b) (5) (iv)]

The OWDB has established an Infrastructure Funding Agreement (IFA) with the core partners co-located at the AJCH. Adherence to the IFA is included in the executed Memorandum of Understanding between each partner and the OWDB. Cash contributions are made based on the formula established by the OWDB and the OSO ensures that partner payments are received and provided to the City for deposit to offset the WIOA Title I Adult, Dislocated Worker and Youth grant funds. The OSO responsibilities also include notification to the OWDB when partner contributions require adjustments. OWDB staff revise the contribution calculations and provide the OSO with the new contribution amounts that are provided to the partners.

Existing MOUs are included at Attachment I. Signatures for current MOUs have been delayed due to the pandemic.

- e. Describe how one-stop centers are implementing and transitioning to an integrated technology-enabled intake and case management information system for core programs and programs carried out under WIOA and by one-stop partners. [WIOA Sec. 108(b)(21), 20 CFR 679.560 (b) (20)]

The State plans to develop a common intake and assessment process for the workforce development system as described in the Unified State Plan. Once this process is developed, the Board will require this process be used by core partners and the American Job Centers in an effort to coordinate services and manage/share data among providers.

The Board requires participation in this common intake and assessment system (when developed) in the MOUs signed by the core and required partners and the AJCH.

- 4.6** Describe the process and criteria for issuing individual training accounts. [WIOA Sec. 108(b)(19), 20 CFR 679.560 (b) (18)]

With limited exceptions, training services under WIOA on Oahu will be provided through Individual Training Accounts (ITAs). If a person is determined eligible for training services, the individual receives an ITA, which they use to obtain training services from any approved provider of training services. The specifics of how ITAs operate vary, but could include vouchers, draw-down accounts, etc.

The OWDB established its ITA Policy effective January 1, 2018. Eligible clients may use up to \$4000 within two years before returning to apply for another \$4000. See Attachment 4.6 Individual Training Account (ITA) Policy.

Online courses and programs approved for Oahu's ETP list must meet the requirements of OWDB Policy #2-20, "Approval and Assessment of Eligible Training Provider (ETP) and Career Services Provider (CSP) Online Courses and Programs."

4.7 If training contracts are used, how will the use of such contracts be coordinated with individual training accounts; and how will the LWDB ensure informed customer choice in the selection of training programs, regardless of how the training services are to be provided. [WIOA Sec. 108(b)(19), 20 CFR 679.560 (b) (18)]

The OWDB, through its OSO, requires the AJCH to coordinate all resources to provide the individual with all possible funding and opportunities to make sure that their career goals and training have been met. Using their access to Emsi Developer, AJCH staff will assist participants in researching the labor market and using the ETP list to make data-driven and customer-focused career and training choices.

If an individual's training needs exceed the ITA cap, assistance will be provided to seek other resources and/or other service providers to further assist them with their training needs. If other agencies' services fit the individual's training plan better than what is provided through the AJCH, then assistance will be provided to connect the individual to that provider to better assist them with their training needs.

In addition, to help guide individuals in choosing a training provider, the OSO will ensure the AJCH make information and data available on each provider's performance to ensure customer choice.

4.8 Describe the process utilized by the LWDB to ensure that training provided is linked to in-demand industry sectors or occupations in the local area, or in another area to which a participant is willing to relocate. [WIOA Sec. 134(c)(3)(G)(iii)]

The OWDB strives for new and innovative ways to meet the standards of WIOA as a data-driven board. In July 2018, OWDB obtained a subscription to the Emsi Developer platform, a labor market application designed specifically for economic and workforce development professionals to research and monitor workforce change and upcoming need across industries and occupations, education pipelines in the local area, as well as skills via Oahu job postings. OWDB has encouraged the AJCH to use Emsi data to further refine the quality of its services to jobseekers and businesses to attend more closely to changes in in-demand sectors and occupations.

In addition to supporting the AJCH's increased access to up-to-date workforce data, OWDB, through its Sector Strategies and Career Pathways Committee will continue to work with the AJCH, core partner agencies and other key service providers to support sector partnerships and in-demand industries identified through state and local Labor Market Information. The OWDB will develop an action plan to establish these sector partnerships. Utilizing the statewide career pathway model, the State develops (as described in the Unified State Plan) career pathways which will include integrated education, job training and support services will be established on Oahu that align to these sector partnerships and in-demand industries. The action plan the Board develops will include rigorous employer engagement and will include a strategy for employers in in-demand industries to become part of the local

ETP list (if they are not already). The Board will include strategies in this action plan that encourage training providers, particularly those in in-demand industries, who would like to be included within the ETP list to establish an account with the State.

In addition, the Board will identify strategies as part of this action plan that will encourage/incentivize jobseekers to choose career pathways that will move them into in-demand, sustainable-wage occupations, including those willing to relocate.

4.9 Describe how the LWDB will coordinate workforce investment activities in the local area with rapid response activities carried out in the local area (as described in section 134(a)(2) A). [WIOA Sec. 108(b)(8)]
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On August 25, 2020, the WDC issued Bulletin 39-20 to all Local Workforce Development Boards and WIOA Partners. The bulletin announced their Rapid Response Standard Operating Procedure (SOP) Manual for use by the Local Workforce Development Boards, the American Job Centers (AJCs), and WIOA partners.

Use of the SOP Manual provides assurance that rapid response transition assistance activities are carried out in a timely and consistent manner. When an employer has announced a closure and/or a mass layoff, the workforce development system is designed to respond to such a business event to assist the employer and the employees who are affected by the closure or reduction-in-force.

When Rapid Response is necessary on Oahu, local workforce staff will work with State staff as a team to assist employers and employee representatives to maximize public and private resources in order to minimize disruptions associated with job loss. The AJCH's Rapid Response Team will provide customized services on-site at an affected business, accommodate work schedules, and assist employers and employees through employment transition. Rapid Response will be carried out by state and local workforce development agencies in partnership with the AJCH where many services are offered, from resume and interview workshops, career counseling, and job search, skills and job training.

The AJCH will provide immediate assistance to employers, employee organizations, and unions before a major layoff occurs. The following services will be offered:

- Job placement services registration
- Explanation of unemployment benefits
- Assistance with job loss stress
- Job related counseling and access to occupational skills training
- Resume writing
- Assistance in the completion job applications
- Career exploration and assessment
- Preparing for job interviews

For eligible clients, the AJCH will provide tuition and books for those in short-term training in a new occupation. In addition, basic skills and English language education programs will be offered to those who need it, as well as subsidized on-the-job training where an employer can be reimbursed for extraordinary training costs.

Based on the needs of the individual, the AJCH's Rapid Response Team will also assist in locating other services and resources for the affected employees, such as:

- Legal aid
- Health insurance
- Mental health
- Financial assistance
- Food stamp assistance
- On Site Services

Organized Job Fairs & Workshops

Before the layoff, employers may invite other employers to hire their employees. The AJCH will provide workshops and events that bring together helpful resources to meet the needs of workers and to explain what may arise from losing a job.

Continued Assistance

When a layoff occurs, the AJCH will continue to assist affected workers. Some workers may continue with employment counseling, job skill retraining, or job placement assistance.

4.10 Describe the direction given by the LWDB to the one-stop operator to ensure priority for adult career and training services will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient consistent with WIOA sec. 134(c)(3)(E) and 20 CFR 680.600. [20 CFR 679.560 (b) (21)]

The OWDB has issued WIOA Notice #18-18 Priority of Services to provide the OSO and AJCH with guidance on those who are to receive priority of service.

The AJCH understands priority for adult career and training services will be given to recipients of public assistance, other low-income individuals and individuals who are basic skills deficient. Priority of service status is established at the time of eligibility determination as follows:

- 1st – Veterans and eligible spouses who are low income or recipients of public assistance or who are basic skills deficient.
- 2nd – Individuals who are low income, recipients of public assistance or who are basic skills deficient.
- 3rd – Veterans and eligible spouses who are not low income, not recipients of public assistance and not basic skills deficient.

Section 5: Compliance

5.1 Attach as *Attachment A*, the document signed by the Chief Local Elected Official (Mayor) designating the local workforce development board as the local (county) WIOA administrative entity.

5.2 Describe the competitive process and criteria (such as targeted services, leverage of funds, etc.) to be used to award subgrants and contracts for WIOA Title I Adult, Dislocated Worker, and Youth activities; provide the names of contracted organizations, and the duration of each contract. [WIOA Sec. 108(b)(16), 20 CFR 679.560 (b) (15)]

The OWDB is bound by the procurement rules of the State of Hawaii and the City and County of Honolulu. Purchases of services follow these laws, rules and guidance. The City, as the grant recipient, has opted to exercise its option

to directly provide youth services through its YSC and its WIOA Adult and Dislocated Worker services through its AJCH.

OWDB issues a Request for Proposals (RFP) when sub-grants and contracts are to be offered. The Board's Finance Committee is responsible for managing the RFP process and bringing decision recommendations forward to OWDB for all decisions related to disbursement of funds. Key funding consideration will be consistent with WIOA requirements: past effectiveness, targeting vulnerable populations, use of sector strategies and career pathways and meeting negotiated performance targets.

OWDB released an RFP on April 28, 2017 seeking proposals from qualified organizations with the expertise and capacity to manage day-to-day operations of the AJCH Network on the island of Oahu as the OSO. WorkHawaii Division of the City's Department of Community Services was selected as the OSO for the period July 1, 2017 through June 30, 2020. A no-cost extension was granted through December 31, 2020.

OWDB will again release an RFP in Fall 2020 to award a new contract which will be effective January 2021.

5.3 Provide a current organization chart as *Attachment B* that depicts a clear separation of duties between the board and service provision.

5.4 Provide a current roster of the LWDB as *Attachment C*, including the name, title, organization, of each board member; and the category that each member represents. [WIOA Bulletin No.04-15]

5.5 Provide the policy and process for nomination and appointment of board members demonstrating compliance with WDC Policy/WIOA Bulletin No.04-15.

5.6 Provide the completed Local Workforce Development Board Membership Certification Request included in WIOA Bulletin No. 04-15 (SN 04), as *Attachment D*. See <http://labor.hawaii.gov/wdc/files/2013/01/SN-04-WIOA-04-15-Attmt-2-Cert.-Request.pdf>

5.7 Provide the name, organization, and contact information of the designated equal opportunity officer for WIOA within the local area.

Denise L. Tsukayama, Equal Opportunity Administrator/ADA Coordinator
City and County of Honolulu, Kapalama Hale
925 Dillingham Blvd., Suite 180, Honolulu, Hawaii 96817
Ph: (808) 768-8505
For Voice to TTY Relay Service, dial: 711 then ask for TTY: (808) 768-8505
Email: dtsukayama@honolulu.gov

5.8 Identify the entity responsible for the disbursement of grant funds described in WIOA section 107(d)(12)(B)(i)(III). [WIOA Sec. 108(b)(15), 20 CFR 679.560 (b) (14)]

The funds are disbursed through the City Department of Budget and Fiscal Services (BFS).

5.9 Provide the negotiated local levels of performance to be used to measure the performance of the local area by the LWDB. [WIOA Sec. 108(b)(17), 20 CFR 679.560 (b) (16)]

PY 2020 and PY 2021 State-level Negotiated Performance Levels²⁴

Performance Indicator	PY 2020	PY 2021
Adult Program		
Employment Rate 2 nd Quarter After Exit	55.0%	55.0%
Employment Rate 4 th Quarter After Exit	64.0%	64.0%
Median Earnings 2 nd Quarter After Exit	\$5,450	\$5,450
Credential Attainment Rate	65.0%	65.0%
Measurable Skill Gains	50.0%	50.0%
Dislocated Worker Program		
Employment Rate 2 nd Quarter After Exit	58.0%	58.0%
Employment Rate 4 th Quarter After Exit	68.0%	68.0%
Median Earnings 2 nd Quarter After Exit	\$7,400	\$7,400
Credential Attainment Rate	68.0%	68.0%
Measurable Skill Gains	50.0%	50.0%
Youth Program		
Employment, Education, or Training Rate 2 nd Quarter After Exit	55.5%	55.5%
Employment, Education, or Training Rate 4 th Quarter After Exit	54.0%	54.0%
Median Earnings 2 nd Quarter After Exit	\$3,700	\$3,700
Credential Attainment Rate	63.1%	63.1%
Measurable Skill Gains	50.0%	50.0%

5.10 Describe indicators used by the LWDB to measure performance and effectiveness of the local fiscal agent (where appropriate), eligible providers under WIOA Title I, and the one-stop delivery system in the local area. [WIOA Sec. 108(b)(17), 20 CFR 679.560 (b) (16)]

The OWDB Performance Measures and Accountability Committee will continue to conduct performance evaluations of the OSO. The evaluation will include a review of areas of effectiveness, programmatic and physical accessibility, continuous quality improvement, integration of services. In addition, the OSO will be evaluated on the areas identified in Section 3.1 above. OWDB staff will also conduct annual fiscal and program monitoring reviews during of its Service Provider and Fiscal Agent in accordance with OWDB Policy NO. 1-18.

Any deficiencies noted in either the performance evaluation or monitoring review will be documented and shared with the OSO, Service Provider, and Fiscal Agent respectively. OWDB will ensure that all areas of non-compliance are resolved in an expeditious manner.

²⁴ U.S. Department of Labor, Employment and Training Administration, 26 May 2020.

5.11 Provide copies of executed cooperative agreements which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local one-stop delivery system. This includes cooperative agreements as defined by WIOA 107(d)(11) between the LWDB and the Department of Human Services' Division of Vocational Rehabilitation Services with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination. Include these copies as *Attachment I*. [WIOA Sec. 108(b)(14), 20 CFR 679.560 (b) (13)]

The AJCH Partner MOUs are included as Attachment I.

5.12 Describe the process for getting input into the development of the local plan in compliance with WIOA section 108(d) and providing public comment opportunity prior to submission. Be sure to address how members of the public, including representatives of business, labor organizations, and education were given an opportunity to provide comments on the local plan. If any comments received that represent disagreement with the plan were received, please include those comments as *Attachment E*. [WIOA Sec. 108(b)(20), 20 CFR 679.560 (b) (19)]

Due to COVID and the shortened Plan submission timeframe provided by the WDC, community meetings could not be held to obtain input from stakeholders and partners. The plan was developed by OWDB staff and a hired consultant and input was obtained by the OSO and AJCH program managers. The Plan was presented to and approved by OWDB and released for a 14-day public comment period. Comments received were reviewed and taken into consideration prior to submission of the Plan to the WDC.

Community and stakeholder meetings will occur during the Plan update if and when restrictions of public gatherings are lifted.

5.13

(a) Attach the following to the Local Board Plan:

(1) The LWDB's Bylaws as *Attachment F*

(2) The LWDB's Conflict of Interest Policy as *Attachment G*

(b) State any concerns the LWDB has with ensuring the compliance components listed below are in place prior to November 16, 2020. Copies of documents are not required at this time but may be requested during monitoring.

- Administration of funds
- Agreement between all counties and other local governments, if applicable, establishing the consortium of local elected officials
- Agreement between the Local Elected Officials and the Workforce Development Board
- Code of Conduct
- Approved Budget
- Memorandum of Understanding and/or Resource Sharing Agreements, as applicable
- Required policies on the following topics
 - Financial Management including cost allocation plan, internal controls, cash management, receipts of goods, cost reimbursement, inventory and equipment, program income, travel reimbursement, audit requirements and resolution, annual report, property management, debt collection, procurement, allowable costs

- Program Management including equal opportunity for customers, supportive services, needs related payments, file management, eligibility, self-sufficiency criteria, individual training accounts, layoff assistance, priority of services, grievance for eligible training providers list, transitional jobs, stipends, training verification/refunds
- Risk Management including records retention and public access, public records requests, monitoring, grievance, incident, disaster recovery plan
- Board Policies including board appointment, board resolutions

5.14 Describe how the LWDB complies with the requirements of Hawaii's Sunshine Law on open meetings and meeting records (HRS §92) and WIOA Sec. 107(e):

- (a) Who is notified of meetings and how are they notified?
- (b) Where are meeting notices (agenda) posted?
- (c) Where are the meeting minutes posted? How does the public access meeting minutes?
- (d) Attach as *Attachment H* the LWDB agenda and minutes for the last two fiscal years (2018 & 2019).
- (e) How will information regarding the designation and certification of one-stop operators, and the award of grants or contracts to eligible providers of youth workforce investment activities be available to the public?

- a. All members of the Oahu Workforce Development Board are notified of meetings via email. The email addresses of guests and members of the public, who have indicated that they would like to be notified of future board meetings, are also included in the email notifications.
- b. As of July 1, 2018, OWDB posts all meeting agendas and minutes directly within the six (6) calendar day timeframe by email to the City Clerk's Office.
- c. As of January 1, 2016, approved minutes of board meetings are posted on the Oahu Workforce Development Board's website www.oahuwdb.org. The public may access Board approved minutes for meetings held before 2016 by submitting a request to the board.
- d. Attachment H is included.
- e. Information regarding the designation and certification of one-stop operators, and the award of grants or contracts to eligible providers of youth workforce investment activities is disseminated by the Purchasing Division of the City's Department of Budget and Fiscal Services.