HAWAII PYS 2022-2023 (MOD)

CONDITIONALLY APPROVED

As of Jun 10, 2022, some content in the plan is under revision.

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CONDITIONAL APPROVAL

The following areas of this plan are still being revised.

III. b. 5. B. i. Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness

VI. Program-Specific Requirements for Vocational Rehabilitation (Combined or General). j. 1. A. With the most significant disabilities, including their need for supported employment services;

VI. Program-Specific Requirements for Vocational Rehabilitation (Combined or General). j. 1. B. Who are minorities;

VI. Program-Specific Requirements for Vocational Rehabilitation (Combined or General). j. 1. C. Who have been unserved or underserved by the VR program;

VI. Program-Specific Requirements for Vocational Rehabilitation (Combined or General). j. 1. D. Who have been served through other components of the statewide workforce development system; and

VI. Program-Specific Requirements for Vocational Rehabilitation (Combined or General). j. 1. E. Who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

VI. Program-Specific Requirements for Vocational Rehabilitation (Combined or General). l. 3. A. The most recent comprehensive statewide assessment, including any updates;

VI. Program-Specific Requirements for Vocational Rehabilitation (Combined or General). o. 8. A. Achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

I. WIOA STATE PLAN TYPE AND EXECUTIVE SUMMARY

A. WIOA STATE PLAN TYPE

This is a unified plan

II. STRATEGIC ELEMENTS

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

1. ECONOMIC AND WORKFORCE ANALYSIS

Industry Employment

The four largest industries – government; health care and social assistance; retail trade; and food services and drinking places account for approximately 53 percent of the state's total job count. Government, with over one-fifth of the workforce, dominates all industries in terms of size. Within this industry, the state education sector, which includes the Department of Education and the University of Hawaii system employs a large portion of the workforce. Health care and social assistance, stimulated by the aging population and advances in medical care, provides another major source of jobs. Employment in ambulatory health care services, hospitals, and the social assistance subsectors represent a significant share of those jobs. The high concentration of jobs in the retail trade and the food services and drinking places industries reflect the importance of tourism to the state's economy.

Since Honolulu accounts for over 73 percent of the total statewide job count, it's no surprise that the four largest industries in Honolulu County follow are the same as the state, and account for 53 percent of the county's workforce. Government represents the largest industry, followed by health care and social assistance; food services and drinking places; and retail trade.

Table 1.1. Job count by Industry - State of Hawaii, 2021		
Industry	2021 Employment	Industry Distribution
Total Nonfarm Jobs	568,200	-----
Government	117,700	20.7%
Health Care & Social Assistance	69,700	12.3%
Retail Trade	59,600	10.5%
Food Services & Drinking Places	53,200	9.4%
Nat. Resources & Mining & Construction	37,100	6.5%
Administrative & Support & Waste Management & Remediation Services	37,000	6.5%
Accommodation	28,700	5.1%
Transportation & Warehousing	24,000	4.2%
Professional, Scientific & Tech. Svcs.	24,000	4.2%
Other Services	22,500	4.0%
Wholesale Trade	17,300	3.0%
Finance & Insurance	17,100	3.0%
Educational Services	12,200	2.1%
Manufacturing	11,400	2.0%
Real Estate & Rental & Leasing	10,200	1.8%
Management of Companies & Enterprises	8,400	1.5%
Arts, Entertainment, & Recreation	8,100	1.4%
Information	6,600	1.2%
Utilities	3,600	0.6%

Source: Hawaii DBEDT, Research and Economic Analysis Division, Labor Research Branch.

Table 1.10. Ratio of Candidates per Job Opening by Occupational Group, Kauai County, Feb 2022

Occupation Group	Job Openings	Potential Candidates	Number of Potential Candidates per Job Opening
Healthcare Practitioners and Technical	160	150	0.94
Food Preparation and Serving Related	86	512	5.95
Transportation and Material Moving	84	241	2.87
Management	83	633	7.63
Sales and Related	75	412	5.49
Office and Administrative Support	71	645	9.08
Personal Care and Service	67	187	2.79
Building & Grounds Cleaning & Maintenance	42	158	3.76
Architecture and Engineering	33	78	2.36
Installation, Maintenance, and Repair	31	155	5.00
Protective Service	30	71	2.37
Community and Social Services	26	67	2.58
Arts, Design, Entertainment, Sports, Media	23	205	8.91
Production	20	107	5.35
Healthcare Support	19	116	6.11
Business and Financial Operations	14	200	14.29
Construction and Extraction	13	346	26.62
Life, Physical, and Social Science	10	75	7.50
Education, Training, and Library	5	166	33.20
Legal	3	32	10.67

Occupation Group	Job Openings	Potential Candidates	Number of Potential Candidates per Job Opening
Computer and Mathematical	1	118	118.00
Farming, Fishing, and Forestry	1	57	57.00

Job Source: Online advertised jobs data, Candidate Source: Individuals with active resumes in the Workforce System, Downloaded 11/19/19

Table 1.11. Advertised Job Openings - State of Hawaii, Feb 2022

Occupation	Job Openings	Potential Candidates	Candidate Per Job Opening
Registered Nurses	1,666	130	0.08
Retail Salespersons	464	531	1.14
Customer Service Representatives	463	813	1.76
Security Guards	255	213	0.84
First-Line Supervisors of Retail Sales Workers	215	208	0.97
Executive Secretaries and Executive Administrative Assistants	214	214	1.00
General and Operations Managers	195	312	1.60
Managers, All Other	192	305	1.59
Cashiers	184	381	2.07
Cooks, Restaurant	170	194	1.14

Job Source: HIWI Area Profile, 2/4/2022

Industry	**2021 Employment**	**Industry Distribution**
Total Nonfarm Jobs	419,100	-----
Government	89,800	21.4%
Health Care & Social Assistance	52,100	12.4%
Food Services & Drinking Places	39,900	9.5%
Retail Trade	39,000	9.3%

Industry	2021 Employment	Industry Distribution
Administrative & Support & Waste Management & Remediation Services	27,500	6.6%
Nat. Resources & Mining & Construction	27,300	6.5%
Transportation, Warehousing & Utilities	20,900	5.0%
Professional, Scientific & Tech. Svcs.	20,300	4.8%
Other Services	16,800	4.0%
Finance & Insurance	14,600	3.5%
Wholesale Trade	14,000	3.3%
Accommodation	13,500	3.2%
Educational Services	9,800	2.3%
Manufacturing	8,800	2.1%
Management of Companies & Enterprises	7,800	1.9%
Real Estate & Rental & Leasing	7,500	1.8%
Information	5,500	1.3%
Arts, Entertainment, & Recreation	4,400	1.0%

Table 1.3. Job Count by Industry, Hawaii County, 2021

Industry	2021 Employment	Industry Distribution
Total Nonfarm Jobs	61,100	-----
Government	14,200	23.2%
Leisure and Hospitality	10,100	16.5%
Retail Trade	9,100	14.9%
Health Care & Social Assistance	7,200	11.8%
Administrative & Support & Waste Management & Remediation Services	3,800	6.2%
Nat. Resources & Mining & Construction	3,600	5.9%
Transportation, Warehousing & Utilities	2,400	3.9%

Industry	2021 Employment	Industry Distribution
Financial Activities	2,200	3.6%
Other Services	2,000	3.3%
Wholesale Trade	1,600	2.6%
Professional, Scientific & Tech. Svcs.	1,500	2.5%
Manufacturing	1,400	2.3%
Educational Services	1,200	2.0%
Information	600	1.0%
Management of Companies & Enterprises	300	0.5%

Table 1.4. Job Count by Industry, Maui County, 2021

Industry	2021 Employment	Industry Distribution
Total Nonfarm Jobs	62,800	-----
Leisure and Hospitality	16,900	26.9%
Government	8,600	13.7%
Retail Trade	8,200	13.1%
Health Care & Social Assistance	7,800	12.4%
Nat. Resources & Mining & Construction	4,300	6.8%
Administrative & Support & Waste Management & Remediation Services	3,800	6.1%
Transportation, Warehousing & Utilities	3,300	5.3%
Other Services	2,600	4.1%
Financial Activities	2,100	3.3%
Professional, Scientific & Tech. Svcs.	1,400	2.2%
Wholesale Trade	1,300	2.1%
Educational Services	1,000	1.6%
Manufacturing	900	1.4%
Information	400	0.6%
Management of Companies & Enterprises	200	0.3%

Table 1.5. Job Count by Industry, Kauai County, 2021

Industry	2021 Employment	Industry Distribution
TOTAL NONFARM JOBS	25,300	-----
Leisure and Hospitality	5,200	20.6%
Government	5,000	19.8%
Retail Trade	3,400	13.4%
Health Care & Social Assistance	2,700	10.7%
Nat. Resources & Mining & Construction	2,000	7.9%
Administrative & Support & Waste Management & Remediation Services	1,900	7.5%
Transportation, Warehousing & Utilities	1,000	4.0%
Other Services	1,000	4.0%
Financial Activities	900	3.6%
Professional, Scientific & Tech. Svcs.	800	3.2%
Manufacturing	400	1.6%
Wholesale Trade	400	1.6%
Educational Services	300	1.2%
Information	200	0.8%
Management of Companies & Enterprises	100	0.4%

Ratio of Candidates per Job Opening

According to February 2022 Statewide online job advertisements, healthcare practitioners and technical occupations posted the most openings (3,132), followed by office and administrative support (1,663), management (1,504), and sales and related (1,251). In terms of potential candidates, occupational groups with more than 1,000 applicants include: office and administrative support (3,383), management (2,428), food preparation and serving related (2,041), sales and related (1,877), and construction and extraction (1,244).

For 18 out of the 22 occupational groups, the number of applicants or potential candidates exceeded the number of advertised openings. However, for four groups (healthcare practitioners and technical; architecture and engineering; protective service; and the community and social services occupational groups), the opposite occurred, resulting in the ratio of candidates per job openings totaling less than one. The ratios for most of the groups ranged from a little over one candidate per job opening to almost four candidates per job. Only two occupational groups posted rates well above this range – farming, fishing, and forestry occupations averaged 22.50 applicants per opening, while construction and extraction had a ratio of 10.03 candidates per advertised job.

Table 1.6. Ratio of Candidates per Job Opening by Occupational Group, State of Hawaii, Feb 2022

Occupation Group	Job Openings	Potential Candidates	Number of Potential Candidates per Job Opening
Healthcare Practitioners and Technical	3,132	490	0.16
Office and Administrative Support	1,663	3,383	2.03
Management	1,504	2,428	1.61
Sales and Related	1,251	1,877	1.50
Food Preparation and Serving Related	883	2,041	2.31
Transportation and Material Moving	680	979	1.44
Business and Financial Operations	466	824	1.77
Building & Grounds Cleaning & Maintenance	420	575	1.37
Personal Care and Service	420	664	1.58
Installation, Maintenance, and Repair	410	571	1.39
Architecture and Engineering	406	251	0.62
Protective Service	390	343	0.88
Community and Social Services	351	346	0.99
Education, Training, and Library	284	693	2.44
Healthcare Support	262	525	2.00
Arts, Design, Entertainment, Sports, Media	243	737	3.03
Production	222	423	1.91
Construction and Extraction	124	1,244	10.03
Life, Physical, and Social Science	111	242	2.18
Computer and	109	424	3.89

Occupation Group	Job Openings	Potential Candidates	Number of Potential Candidates per Job Opening
Mathematical			
Legal	41	106	2.59
Farming, Fishing, and Forestry	8	180	22.50

Online job advertisements in Honolulu were led by healthcare practitioners and technical occupations (1,723), second most was office and administrative support (1,298), followed by management (1,085), and sales and related (722). On the supply side, occupational groups with more than 1,000 potential candidates include: office and administrative support (2,212), management (1,747), sales and related (1,222), and food preparation and serving related occupations (1,166).

In Honolulu County, four groups had more job openings versus candidates. Healthcare practitioners and technical occupations led the way with a ratio of 0.20, followed by architecture and engineering (0.68), protective service (0.86), and community and social services (0.88) The two groups with the highest ratios were farming, fishing, and forestry (20.33) and construction and extraction (8.86). All other groups averaged less than four candidates per opening.

Table 1.7. Ratio of Candidates per Job Opening by Occupational Group, Honolulu County, Feb 2022

Occupation Group	Job Openings	Potential Candidates	Number of Potential Candidates per Job Opening
Healthcare Practitioners and Technical	1,723	342	0.20
Office and Administrative Support	1,298	2,212	1.70
Management	1,085	1,747	1.61
Sales and Related	722	1,222	1.69
Food Preparation and Serving Related	508	1,166	2.30
Transportation and Material Moving	456	651	1.43
Business and Financial Operations	393	604	1.54
Architecture and Engineering	291	199	0.68
Installation, Maintenance, and Repair	285	355	1.25
Protective Service	242	207	0.86

Occupation Group	Job Openings	Potential Candidates	Number of Potential Candidates per Job Opening
Education, Training, and Library	241	420	1.74
Community and Social Services	227	200	0.88
Building & Grounds Cleaning & Maintenance	221	325	1.47
Personal Care and Service	213	388	1.82
Healthcare Support	202	336	1.66
Arts, Design, Entertainment, Sports, Media	159	546	3.43
Production	138	310	2.25
Computer and Mathematical	102	365	3.58
Life, Physical, and Social Science	83	170	2.05
Construction and Extraction	81	718	8.86
Legal	33	86	2.61
Farming, Fishing, and Forestry	3	61	20.33

In Hawaii County, online job advertisements were led by health-care practitioners and technical occupations (812), followed by sales and related (144), office and administrative support (130), management (118), and food preparation and serving related (113). Among the potential candidates, office and administrative support occupations had the most (937). Other occupational groups with at least 500 candidates include: management (760), food preparation and serving (585), sales and related (576), and construction and extraction (518).

Table 1.8. Ratio of Candidates per Job Opening by Occupational Group, Hawaii County, Feb 2022

Occupation Group	Job Openings	Potential Candidates	Number of Potential Candidates per Job Opening
Healthcare Practitioners and Technical	812	213	0.26
Sales and Related	144	576	4.00
Office and Administrative	130	937	7.21

Occupation Group	Job Openings	Potential Candidates	Number of Potential Candidates per Job Opening
Support			
Management	118	760	6.44
Food Preparation and Serving Related	113	585	5.18
Transportation and Material Moving	67	326	4.87
Building & Grounds Cleaning & Maintenance	66	216	3.27
Community and Social Services	53	133	2.51
Protective Service	46	121	2.63
Personal Care and Service	37	216	5.84
Production	35	130	3.71
Installation, Maintenance, and Repair	33	183	5.55
Architecture and Engineering	30	90	3.00
Arts, Design, Entertainment, Sports, Media	25	246	9.84
Business and Financial Operations	25	263	10.52
Healthcare Support	22	202	9.18
Education, Training, and Library	16	280	17.50
Construction and Extraction	12	518	43.17
Life, Physical, and Social Science	11	103	9.36
Computer and Mathematical	3	138	46.00
Farming, Fishing, and Forestry	3	55	18.33
Legal	2	44	22.00

In Maui County, the volume of online job advertisements for health-care practitioners and technical occupations topped all occupational groups (437), next highest was sales and related (310), followed by management (218), food preparation and serving related (176), and office and administrative support (164). In terms of potential candidates, occupational groups with more than 500 candidates include: office and administrative support (786); management (779); food preparation and serving related (626); and sales and related (510).

For both Hawaii County and Maui County, the ratio for health-care practitioners and technical occupations totaled less than one candidate per opening. The highest proportion of candidates per opening in Hawaii County was computer and mathematical with a ratio of 46.00, construction and extraction occupations was second highest with 43.17, followed by legal (22.00); farming, fishing and forestry (18.33); education, training, and library (17.50); and business and financial operations (10.52). All other groups ranged from two to 10 candidates per job. In Maui County, the ratio for most groups ranged from one to nine applicants per opening. Five groups were well above this range – farming, fishing, and forestry (63.00); computer and mathematical (46.67), construction and extraction (25.33); life, physical, and social science occupations (12.71); and legal (11.33).

Table 1.9. Ratio of Candidates per Job Opening by Occupational Group, Maui County, Feb 2022

Occupation Group	Job Openings	Potential Candidates	Number of Potential Candidates per Job Opening
Healthcare Practitioners and Technical	437	179	0.41
Sales and Related	310	510	1.65
Management	218	779	3.57
Food Preparation and Serving Related	176	626	3.56
Office and Administrative Support	164	786	4.79
Personal Care and Service	103	257	2.50
Building & Grounds Cleaning & Maintenance	91	161	1.77
Transportation and Material Moving	73	300	4.11
Protective Service	72	95	1.32
Installation, Maintenance, and Repair	61	192	3.15
Architecture and Engineering	52	86	1.65
Community and Social Services	45	89	1.98
Arts, Design, Entertainment, Sports,	36	261	7.25

Occupation Group	Job Openings	Potential Candidates	Number of Potential Candidates per Job Opening
Media			
Business and Financial Operations	34	231	6.79
Production	29	117	4.03
Education, Training, and Library	22	184	8.36
Healthcare Support	19	144	7.58
Construction and Extraction	18	456	25.33
Life, Physical, and Social Science	7	89	12.71
Legal	3	34	11.33
Computer and Mathematical	3	140	46.67
Farming, Fishing, and Forestry	1	63	63.00

Within Kauai County, advertised jobs in the healthcare practitioners and technical (160) led the volume of online job advertisements. The next highest was food preparation and serving (86), transportation and material moving (84), and management (83). In terms of potential candidates, occupational groups with at least 400 possible applicants include: office and administrative support (645); management (633); food preparation and serving related (512); and sales and related (412).

Similar to the other counties, health-care practitioners and technical occupations also had the lowest ratio in Kauai County. Computer and mathematical occupations, with a ratio of 118.00 candidates per job significantly exceeded the other occupational groups, which ranged from two to 57 candidates per opening.

Table 1.10. Ratio of Candidates per Job Opening by Occupational Group, Kauai County, Feb 2022

Occupation Group	Job Openings	Potential Candidates	Number of Potential Candidates per Job Opening
Healthcare Practitioners and Technical	160	150	0.94
Food Preparation and Serving Related	86	512	5.95
Transportation and Material Moving	84	241	2.87
Management	83	633	7.63

Occupation Group	Job Openings	Potential Candidates	Number of Potential Candidates per Job Opening
Sales and Related	75	412	5.49
Office and Administrative Support	71	645	9.08
Personal Care and Service	67	187	2.79
Building & Grounds Cleaning & Maintenance	42	158	3.76
Architecture and Engineering	33	78	2.36
Installation, Maintenance, and Repair	31	155	5.00
Protective Service	30	71	2.37
Community and Social Services	26	67	2.58
Arts, Design, Entertainment, Sports, Media	23	205	8.91
Production	20	107	5.35
Healthcare Support	19	116	6.11
Business and Financial Operations	14	200	14.29
Construction and Extraction	13	346	26.62
Life, Physical, and Social Science	10	75	7.50
Education, Training, and Library	5	166	33.20
Legal	3	32	10.67
Computer and Mathematical	1	118	118.00
Farming, Fishing, and Forestry	1	57	57.00

Online Advertised Jobs

In February 2022, the top advertised jobs within each county offered a mixture of opportunities for job seekers. The following tables list the ten occupations with the most openings in the State as well as for each county.

Table 1.11. Advertised Job Openings, State of Hawaii, Feb 2022

Occupation	Job Openings	Potential Candidates	Candidate Per Job Opening
Registered Nurses	1,666	130	0.08
Retail Salespersons	464	531	1.14
Customer Service Representatives	463	813	1.76
Security Guards	255	213	0.84
First-Line Supervisors of Retail Sales Workers	215	208	0.97
Executive Secretaries and Executive Administrative Assistants	214	214	1.00
General and Operations Managers	195	312	1.60
Managers, All Other	192	305	1.59
Cashiers	184	381	2.07
Cooks, Restaurant	170	194	1.14

Table 1.12. Advertised Job Openings, Honolulu County, Nov 2019

Occupation	Job Openings	Potential Candidates	Candidate Per Job Opening
Registered Nurses	857	86	0.10
Customer Service Representatives	362	534	1.48
Retail Salespersons	261	346	1.33
Executive Secretaries and Executive Administrative Assistants	186	128	0.69
Security Guards	148	118	0.80
Managers, All Other	136	195	1.43
Cashiers	125	214	1.71
General and Operations Managers	116	215	1.85
First-Line Supervisors of Food Preparation and Serving Workers	115	47	0.41
Medical and Clinical Laboratory Technicians	101	14	0.14

Table 1.13. Advertised Job Openings, Hawaii County, Feb 2022

Occupation	Job Openings	Potential Candidates	Candidate Per Job Opening
Registered Nurses	460	62	0.13
Retail Salespersons	61	156	2.56
Physical Therapists	46	4	0.09
Customer Service Representatives	37	231	6.24
Radiologic Technologists	33	0	N/A
Security Guards	32	70	2.19
Surgical Technologists	32	0	N/A
Licensed Practical and Licensed Vocational Nurses	30	11	0.37
Respiratory Therapists	29	0	N/A
First-Line Supervisors of Retail Sales Workers	28	55	1.96

Table 1.14. Advertised Job Openings, Maui County, Feb 2022

Occupation	Job Openings	Potential Candidates	Candidate Per Job Opening
Registered Nurses	281	56	0.20
Retail Salespersons	122	139	1.14
First-Line Supervisors of Retail Sales Workers	91	56	0.62
Security Guards	56	64	1.14
Customer Service Representatives	51	175	3.43
Waiters and Waitresses	45	149	3.31
General and Operations Managers	41	95	2.32
Maids and Housekeeping Cleaners	41	55	1.34
Cooks, Restaurant	40	60	1.50
Managers, All Other	28	101	3.61

Table 1.15. Advertised Job Openings, Kauai County, Feb 2022

Occupation	Job Openings	Potential Candidates	Candidate Per Job Opening

Occupation	Job Openings	Potential Candidates	Candidate Per Job Opening
Registered Nurses	68	44	0.65
Maids and Housekeeping Cleaners	25	62	2.48
Cooks, Restaurant	23	45	1.96
Occupational Therapists	23	0	N/A
Waiters and Waitresses	21	105	5.00
Retail Salespersons	20	108	5.40
Security Guards	19	42	2.21
Merchandise Displayers and Window Trimmers	18	4	0.22
Baggage Porters and Bellhops	17	10	0.59
General and Operations Managers	17	59	3.47

Three occupations common to all areas include: registered nurses, retail salespersons, and security guards. Customer service representatives and general and operations managers were in demand in three of the four counties. While many of the jobs in each county can be obtained with only a high school diploma or less, others require some college education. These include registered nurses and general operations managers.

(ii) *Emerging Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which demand is emerging.*

Hawaii's economy is in the midst of a recovery from the COVID pandemic of 2020. Population declined for the fourth straight year, due to out-migration, the high cost of living, and better career opportunities on the mainland. Shrinking population, coupled with the pandemic-induced retirement of baby boomers may explain the overall drop in the state's civilian non-institutional population. The labor force participation rate is also declining, more so due to the health and safety risks during the pandemic. Unemployment is high given the business restrictions that occurred in Hawaii. While visitor counts are approaching pre-COVID it is predominantly coming from the domestic market. Construction may offer a bright spot because it was not negatively affected by the pandemic. Health care industry jobs will also be in high demand.

The state's employment is projected to experience minimal growth of 0.3 percent annually from 2018 to 2028. Of the 2,406 new jobs projected to be created, one half will be created by health care and social assistance (1,199). Four other industries will provide significant numbers of jobs: food services and drinking places (461); construction (286); transportation and warehousing (194); and educational services (193).

Health care and social assistance will also post the fastest annual growth rate of 1.5 percent. The second fastest growth of 0.8 percent belongs to mining; agriculture, forestry, fishing and hunting; and construction. During this period, five industries will incur job losses:

administrative and support and waste management and remediation services; information, retail trade; manufacturing; and utilities.

Table 1.16. Projected Average Annual Job Growth by Industry for Long-Term Projections, State of Hawaii, 2018-2028

Industry	Long Term 2018-2028 Annual Net Change	Long Term Annual Average Percent Change
Total, All Industries	2,406	0.3%
Health Care and Social Assistance	1,199	1.5%
Food Services and Drinking Places	461	0.7%
Construction	286	0.8%
Transportation and Warehousing	194	0.6%
Educational Services	193	0.3%
Other Services	106	0.4%
Self Employed Workers	96	0.2%
Arts, Entertainment, and Recreation	95	0.7%
Professional, Scientific, Technical Services	94	0.4%
Finance and Insurance	92	0.6%
Agriculture, Forestry, Fishing and Hunting	73	0.8%
Wholesale Trade	70	0.4%
Real Estate and Rental and Leasing	58	0.4%
Management of Companies & Enterprises	48	0.5%
Government	47	0.1%
Mining	2	0.8%
Accommodation	0	0.0%
Utilities	-4	-0.1%
Manufacturing	-11	-0.1%
Retail Trade	-22	0.0%
Information	-41	-0.5%
Administrative & Support & Waste Mgmt & Remediation Svcs	-693	-1.5%

Health care and social assistance will dominate job gains and growth for all counties except in Hawaii and Kauai County where it ranks second in terms of percent growth. Food services and drinking places will create the second most jobs in all counties, except Kauai. The third best job creating industry in Honolulu and Maui County is construction, while education is third for Hawaii County and administrative and support and waste management and remediation services is third for Kauai County. In terms of growth rates, construction will provide the fastest growth for Maui County while in Hawaii County, agriculture, forestry, fishing, and hunting will grow at the fastest rate.

Table 1.17. Projected Average Annual Job Growth by Industry for Long-term Projections, Honolulu County, 2018-2028

Industry	Long Term 2018-2028 Annual Net Change	Long Term Annual Average Percent Change
Total, All Industries	1,214	0.2%
Health Care and Social Assistance	871	1.5%
Food Services and Drinking Places	291	0.6%
Construction	194	0.7%
Transportation and Warehousing	112	0.5%
Educational Services	82	0.2%
Finance and Insurance	78	0.6%
Other Services	73	0.4%
Arts, Entertainment, and Recreation	67	0.8%
Professional, Scientific, Technical Services	61	0.3%
Self Employed Workers	60	0.2%
Management of Companies and Enterprises	49	0.6%
Real Estate and Rental and Leasing	43	0.5%
Wholesale Trade	38	0.3%
Government	30	0.0%
Accommodation	6	0.0%
Agriculture, Forestry, Fishing and Hunting	2	0.1%
Utilities	-8	-0.3%
Manufacturing	-26	-0.2%
Information	-34	-0.5%
Retail Trade	-61	-0.1%

Industry	Long Term 2018-2028 Annual Net Change	Long Term Annual Average Percent Change
Admin, Support, Waste Mgmt, Remediation Svcs	-714	-2.2%

Table 1.18. Projected Average Annual Job Growth by Industry for Long-term Projections, Hawaii County, 2018-2028

Industry	Long Term 2018-2028 Annual Net Change	Long Term Annual Average Percent Change
Total, All Industries	594	0.7%
Health Care and Social Assistance	160	1.6%
Food Services and Drinking Places	71	1.0%
Agriculture, Forestry, Fishing and Hunting	67	1.6%
Educational Services	67	0.8%
Self Employed Workers	63	0.6%
Administrative, Support, Waste Mgmt, Remediation Services	25	0.5%
Retail Trade	22	0.2%
Transportation and Warehousing	21	0.7%
Arts, Entertainment, and Recreation	21	1.3%
Construction	19	0.5%
Wholesale Trade	12	0.6%
Professional, Scientific, Technical Services	12	0.8%
Real Estate and Rental and Leasing	10	0.7%
Other Services	10	0.4%
Finance and Insurance	7	0.6%
Government	6	0.1%
Manufacturing	5	0.4%
Utilities	1	0.2%
Management of Companies and Enterprises	1	0.5%
Information	-2	-0.3%
Accommodation	-4	-0.1%

Table 1.19. Projected Average Annual Job Growth by Industry for Long-term Projections, Maui County, 2018-2028

Industry	Long-term 2018-2028 Annual Net Change	Long-term Annual Average Percent Change
Total, All Industries	408	0.5%
Health Care and Social Assistance	124	1.5%
Food Services and Drinking Places	92	0.9%
Construction	65	1.5%
Transportation and Warehousing	52	1.3%
Educational Services	21	0.4%
Wholesale Trade	16	1.0%
Other Services	16	0.5%
Professional, Scientific, Technical Services	13	0.9%
Self Employed Workers	10	0.1%
Retail Trade	10	0.1%
Finance and Insurance	6	0.7%
Government	5	0.1%
Manufacturing	4	0.4%
Real Estate and Rental and Leasing	2	0.1%
Accommodation	2	0.0%
Utilities	1	0.1%
Management of Companies & Enterprises	-2	-0.9%
Information	-3	-0.6%
Arts, Entertainment, and Recreation	-4	-0.2%
Agriculture, Forestry, Fishing and Hunting	-5	-0.4%
Admin, Support, Waste Mgmt, Remediation Services	-16	-0.3%

Table 1.20. Projected Average Annual Job Growth by Industry for Long-term projections, Kauai County, 2018-2028

Industry	**Long-term 2018-2028 Annual Net Change**	**Long-term Annual Average Percent Change**
Total, All Industries	190	0.5%
Health Care and Social Assistance	44	1.3%
Self Employed	27	0.8%
Educational Services	22	1.0%
Admin, Support, Waste Mgmt, Remediation Services	11	0.5%
Arts, Entertainment, and Recreation	11	0.9%
Agriculture, Forestry, Fishing and Hunting	9	0.7%
Construction	9	0.4%
Transportation and Warehousing	9	0.6%
Professional, Scientific, Technical Services	8	1.1%
Retail Trade	7	0.2%
Food Services and Drinking Places	7	0.1%
Other Services	7	0.7%
Government	7	0.3%
Manufacturing	6	1.1%
Wholesale Trade	5	0.9%
Real Estate and Rental and Leasing	3	0.4%
Utilities	2	0.9%
Finance and Insurance	2	0.4%
Management of Companies and Enterprises	1	0.5%
Information	-1	-0.6%
Accommodation	-4	-0.1%

Occupational Groups

Over 97 percent of all openings will be caused by the need to replace workers who transfer out of occupations or exit the workforce. Services alone will generate over a third of the total openings. Over three-quarters of the total openings will be distributed among five of the 12

occupational groups – service; office and administrative support; sales and related; management business and financial; and education, legal, community service, arts and media.

Table 1.21. Occupational Employment and Growth, State of Hawaii, 2018-2028

Occupation Group	2018 Emp	2028 Emp	# Change	% Change	Ann. Avg. Openings - Change	Ann. Avg Openings - Transfers	Ann. Avg. Openings - Exits	Ann. Avg Openings - Total
Total, All Occupations	721,080	745,140	24,060	3.3%	2,410	52,740	33,880	89,030
Service	201,120	212,060	10,940	5.4%	1,100	17,790	12,930	31,810
Office and Administrative Support	93,030	89,280	-3,750	-4.0%	-380	6,320	4,440	10,390
Management, Business, and Financial	85,960	90,000	4,040	4.7%	400	5,140	2,700	8,250
Education, Legal, Community Service, Arts, and Media	76,660	79,950	3,290	4.3%	330	4,400	3,200	7,920
Sales and Related	68,770	67,680	-1,090	-1.6%	-110	5,840	3,800	9,530
Transportation and Material Moving	44,790	47,020	2,230	5.0%	220	3,480	2,170	5,870
Construction and Extraction	39,440	42,050	2,610	6.6%	260	3,150	1,300	4,710
Healthcare Practitioners & Technical	33,110	36,640	3,530	10.7%	350	1,020	900	2,270
Computer, Engineering, and Science	28,640	30,040	1,400	4.9%	140	1,820	590	2,550
Installation, Maintenance, and Repair	27,290	28,040	750	2.7%	80	1,830	880	2,780
Production	16,240	16,040	-210	-1.2%	-20	1,220	730	1,930
Farming, Fishing, and Forestry	6,040	6,340	290	5.0%	30	760	240	1,030

From 2018 to 2028, the group creating the most jobs in the four counties will service occupations. Being the largest group, it employs between 26 to 35 percent of each county's

workforce. While Honolulu County was very similar to the State, the smaller counties varied widely. Some of the occupational groups expected to provide the most job creation include: management, business, and financial; healthcare practitioners and technical; education, legal, community service, arts, and media; transportation and material moving; and construction and extraction. The fastest growing group is healthcare practitioners and technical occupations with growth rates ranging from 9.6 to 15.5 percent among the counties. The projected job openings for the four counties will be concentrated in service occupations. Other occupational groups with significant job openings include: office and administrative support; sales and related; and management, business, and financial.

Table 1.22. Occupational Employment and Growth, Honolulu County, 2018-2028

Occupation Group	2018 Emp	2028 Emp	# Change	% Change	Ann. Avg. Openings - Change	Ann. Avg Openings - Transfers	Ann. Avg. Openings - Exits	Ann. Avg Openings -Total
Total, All Occupations	**512,390**	**524,520**	**12,140**	**2.4%**	**1,210**	**36,790**	**23,280**	**61,280**
Service	133,430	139,480	6,050	4.5%	600	11,640	8,540	20,790
Office & Administrative Support	67,820	64,300	-3,520	-5.2%	-350	4,550	3,200	7,400
Management, Business, and Financial	62,310	65,170	2,860	4.6%	290	3,880	1,730	5,890
Education, Legal, Community Service, Arts, and Media	57,680	59,600	1,920	3.3%	200	3,280	2,370	5,830
Sales & Related	47,220	45,960	-1,260	-2.7%	-130	3,980	2,570	6,420
Transportation & Material Moving	32,290	33,390	1,100	3.4%	110	2,500	1,550	4,160
Construction & Extraction	28,540	30,080	1,540	5.4%	150	2,260	940	3,350
Healthcare Practitioners & Technical	25,700	28,160	2,460	9.6%	250	780	690	1,720
Computer, Engineering, and Science	24,320	25,320	1,400	5.8%	100	1,510	500	2,130
Installation, Maintenance, Repair	19,820	20,190	380	1.9%	40	1,330	630	2,000

Occupation Group	2018 Emp	2028 Emp	# Change	% Change	Ann. Avg. Openings - Change	Ann. Avg Openings - Transfers	Ann. Avg. Openings - Exits	Ann. Avg Openings -Total
Personal Care & Service	19,630	21,750	2,120	10.8%	210	1,730	1,420	3,360
Production	11,610	11,230	-380	-3.3%	-40	870	500	1,340
Farming, Fishing, Forestry	1,690	1,650	-30	-1.8%	> -10	200	70	270

Table 1.23. Occupational Employment and Growth, Hawaii County, 2018-2028

Occupation Group	2018 Emp	2028 Emp	# Change	% Change	Ann. Avg. Openings - Change	Ann. Avg Openings - Transfers	Ann. Avg. Openings - Exits	Ann. Avg Openings - Total
Total, All Occupations	**84,780**	**90,710**	**5,940**	**7.0%**	**590**	**6,330**	**4,290**	**11,220**
Service	25,200	27,610	2,410	9.6%	240	2,230	1,640	4,130
Management, Business, and Financial	11,760	12,390	630	5.4%	60	590	540	1,190
Office & Administrative Support	10,870	10,850	-30	-0.3%	> -10	760	540	1,300
Education, Legal, Community Service, Arts, and Media	8,570	9,390	820	9.6%	90	490	370	950
Sales & Related	6,920	7,100	180	2.6%	20	610	400	1,030
Transportation & Material Moving	4,740	5,140	400	8.4%	40	370	230	640
Construction & Extraction	4,290	4,650	360	8.4%	40	350	140	530
Healthcare Practitioners & Technical	3,040	3,460	410	13.5%	40	100	90	230
Installation, Maintenance, Repair	2,950	3,120	170	5.8%	20	200	100	310

Occupation Group	2018 Emp	2028 Emp	# Change	% Change	Ann. Avg. Openings - Change	Ann. Avg Openings - Transfers	Ann. Avg. Openings - Exits	Ann. Avg Openings - Total
Farming, Fishing, Forestry	2,600	2,910	310	11.9%	30	340	110	480
Computer, Engineering, and Science	1,980	2,140	160	8.1%	20	130	40	200
Production	1,870	1,950	80	4.3%	10	140	90	240

Table 1.24. Occupational Employment and Growth, Maui County, 2018-2028

Occupation Group	2018 Emp	2028 Emp	# Change	% Change	Ann. Avg. Openings - Change	Ann. Avg Openings - Transfers	Ann. Avg. Openings - Exits	Ann. Avg Openings - Total
Total, All Occupations	**86,870**	**90,950**	**4,080**	**4.7%**	**410**	**6,760**	**4,470**	**11,640**
Service	30,650	32,480	1,830	6.0%	180	2,820	2,010	5,010
Sales and Related	10,620	10,510	-110	-1.0%	-10	900	600	1,500
Office and Administrative Support	9,870	9,750	-120	-1.2%	-10	690	490	1,170
Management, Business, and Financial	7,890	8,170	280	3.5%	30	450	280	760
Education, Legal, Community Service, Arts, and Media	7,480	7,770	290	3.9%	30	450	310	790
Transportation and Material Moving	5,400	5,970	570	10.6%	60	420	280	760
Construction and Extraction	4,320	4,890	570	13.2%	60	360	150	560
Installation, Maintenance, and Repair	3,270	3,420	150	4.6%	20	220	110	340
Healthcare Practitioners & Tech	3,070	3,530	460	15.0%	50	100	90	230

Occupation Group	2018 Emp	2028 Emp	# Change	% Change	Ann. Avg. Openings - Change	Ann. Avg Openings - Transfers	Ann. Avg. Openings - Exits	Ann. Avg Openings - Total
Production	1,920	1,970	60	3.1%	10	150	100	250
Computer, Engineering, and Science	1,440	1,580	140	9.7%	10	90	30	140
Farming, Fishing, and Forestry	990	950	-30	-3.0%	> -10	120	40	160

Table 1.25. Occupational Employment and Growth, Kauai County, 2018-2028

Occupation Group	2018 Emp	2028 Emp	# Change	% Change	Ann. Avg. Openings - Change	Ann. Avg Openings - Transfers	Ann. Avg. Openings - Exits	Ann. Avg Openings - Total
Total, All Occupations	**37,050**	**38,950**	**1900**	**5.1%**	**190**	**2,860**	**1,840**	**4,890**
Service	11,880	12,510	630	5.3%	60	1080	770	1890
Office and Administrative Support	4,470	4,380	-80	-1.8%	-10	310	220	520
Management, Business, and Financial	4,020	4,280	260	6.5%	30	230	150	410
Sales and Related	4,000	4,110	110	2.8%	10	350	230	590
Education, Legal, Community Service, Arts, Media	2,940	3,190	250	8.5%	30	180	130	330
Transportation and Material Moving	2,370	2,530	160	6.8%	20	180	120	310
Construction and Extraction	2,300	2,440	140	6.1%	10	190	80	280
Healthcare Practitioners and Technical	1,290	1,500	200	15.5%	20	40	40	100
Installation, Maintenance, and Repair	1,250	1,310	50	4.0%	10	80	40	130

Occupation Group	2018 Emp	2028 Emp	# Change	% Change	Ann. Avg. Openings - Change	Ann. Avg Openings - Transfers	Ann. Avg. Openings - Exits	Ann. Avg Openings - Total
Computer, Engineering, and Science	920	1,000	80	8.7%	0	70	30	100
Production	850	880	40	4.7%	< 10	60	40	110
Farming, Fishing, and Forestry	770	820	40	5.2%	< 10	100	30	130

Best Job Opportunities

Good job opportunities exist for jobseekers at every education level. The following tables provide a list of jobs, sorted by education level, that offer the best job opportunities for the state and counties. These jobs have the most projected openings, above average growth, and provide wages that exceed the median average. Also included is an automation index which estimates the risk of automation to the occupation, with a lower index indicating less risk of automation.

Table 1.26. Best Job Opportunities by Education Level, State of Hawaii, 2018-2028

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Less than High School Education	---	---	---	---	---
Construction Laborers	850	0.6%	7,510	$64,140	131.9
Bartenders	640	0.4%	3,630	$59,410	121.3
Painters, Construction & Maintenance	330	0.4%	3,180	$57,410	136.3
Roofers	120	0.7%	1,160	$59,650	130.8
Cement Masons & Concrete Finishers	100	0.8%	960	$90,100	126.6
High School or equivalent	---	---	---	---	---
Maintenance & Repair Workrs, Gen	760	0.5%	7,660	$48,450	109.6
Electricians	510	0.9%	4,290	$76,850	110.3
Sales Reps, Wholesale & Mfg	430	0.4%	3,970	$51,000	91.5

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Property, Real Estate, & Comm Assn Mgrs	390	0.6%	4,820	$60,810	83.8
Supervisors-Construction & Extraction Workers	370	0.8%	3,470	$90,080	106.2
Bus Drivers, Transit & Intercity	330	0.6%	2,590	$50,590	N/A
Plumbers, Pipefitters, & Steamfitters	280	1.0%	2,470	$65,600	116.3
Food Service Managers	270	0.7%	2,330	$70,810	104.4
Operating Engineers & Other Const Equip Oper	260	0.8%	2,180	$87,360	120.3
Supervisors-Transp & Material Moving Workers	260	0.7%	2,320	$56,900	N/A
Police & Sheriff's Patrol Officers	200	0.4%	2,820	$79,630	94.5
Supervisors of Personal Service Workers	190	0.8%	1,870	$47,110	N/A
Chefs & Head Cooks	160	0.6%	1,210	$66,550	93.2
Supervisors-Landscaping, Lawn, Ground Wrkrs	140	0.4%	1,300	$57,650	101.3
Insurance Sales Agents	120	0.8%	1,150	$50,030	96.0
Construction & Building Inspectors	110	0.5%	920	$72,300	92.7
Sheet Metal Workers	100	0.8%	920	$79,870	117.7
Production, Planning, & Expediting Clerks	100	0.5%	910	$53,540	94.0
Associate's degree, Postsecondary or	---	---	---	---	---

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
some college					
Heavy & Tractor-Trailer Truck Drivers	470	0.6%	4,020	$50,320	110.1
Massage Therapists	290	1.6%	2,330	$55,700	86.5
Heating, A/C, & Refrig Mechanics & Installers	130	0.9%	1,300	$63,160	113.0
Paralegals & Legal Assistants	130	0.6%	1,220	$52,310	89.4
Firefighters	130	0.4%	1,850	$66,100	100.6
Licensed Practical & Vocational Nurses	120	1.4%	1,400	$52,950	84.8
Computer User Support Specialists	110	0.7%	1,300	$49,820	N/A
Bachelor's degree and higher	---	---	---	---	---
General & Operations Managers	930	0.5%	10,320	$101,240	82.2
Registered Nurses	780	1.1%	12,830	$110,410	85.3
Accountants & Auditors	530	0.4%	5,570	$61,640	93.1
Management Analysts	320	1.5%	3,200	$79,110	91.1
Financial Managers	270	1.6%	3,120	$108,900	85.8
Construction Managers	250	0.6%	3,340	$108,810	88.6
Market Research Analysts & Marketing Spec	210	1.7%	1,960	$54,060	88.6
Child, Family, & School Social Workers	200	0.4%	2,000	$55,660	83.7
Educational, Guidance, School, Voc Counselors	190	0.7%	1,840	$62,740	80.0

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Medical & Health Services Managers	180	1.7%	2,090	$124,850	75.2
Compliance Officers	170	0.5%	1,840	$67,350	86.1
Training & Development Specialists	150	1.0%	1,330	$57,520	88.0
Public Relations Specialists	150	0.4%	1,420	$61,280	90.0
Administrative Services Managers	130	0.5%	1,440	$94,050	81.0
Loan Officers	120	1.3%	1,330	$70,600	91.7
Healthcare Social Workers	110	1.9%	1,010	$74,700	83.5
Clinical Laboratory Technologists & Techs	110	1.5%	1,610	$60,050	N/A
Meeting, Convention, & Event Planners	110	0.6%	910	$56,560	90.5
Airline Pilots, Copilots, & Flight Engineers	110	0.5%	1,100	N/A	91.5
Cost Estimators	100	0.7%	1,020	$79,770	96.5
Instructional Coordinators	100	0.5%	1,040	$76,190	88.5

Table 1.27. Best Job Opportunities by Education Level, Honolulu County, 2018-2028

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Less than High School Education	---	---	---	---	---
Construction Laborers	600	0.5%	5,310	$66,670	131.9
Bartenders	350	0.3%	1,990	$60,310	121.3
Painters, Construction and Maintenance	250	0.3%	2,430	$57,410	136.3

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Roofers	100	0.8%	940	$61,430	130.8
High School or equivalent	---	---	---	---	---
Electricians	380	0.8%	3,190	$76,850	110.3
Sales Representatives, Wholesale and Manufacturing	340	0.3%	3,170	$50,550	91.5
Property, Real Estate, Community Association Managers	290	0.5%	3,560	$59,210	83.8
Bus Drivers, Transit and Intercity	280	0.5%	2,220	$52,620	98.0
Supervisors of Construction Trades & Extraction Workers	260	0.7%	2,460	$92,740	106.2
Plumbers, Pipefitters, and Steamfitters	210	0.9%	1,870	$65,620	116.3
Supervisors of Mechanics, Installers, and Repairers	210	0.3%	2,230	$86,390	94.0
Supervisors of Transp & Material Moving Workers	190	0.5%	1,710	$57,560	93.8
Food Service Managers	180	0.6%	1,500	$72,050	104.4
Operating Engineers & Other Const Equip Operators	140	0.7%	1,150	$91,290	120.3
Police and Sheriff's Patrol Officers	140	0.3%	1,960	$80,940	94.5
Sheet Metal Workers	100	0.8%	860	$86,030	117.7
Associate's degree, Postsecondary or some college	---	---	---	---	---

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Heavy and Tractor-Trailer Truck Drivers	320	0.5%	2,810	$50,310	110.1
Massage Therapists	190	1.7%	1,530	$55,950	86.5
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	120	0.9%	1,220	$61,070	113.0
Paralegals and Legal Assistants	100	0.4%	970	$52,800	89.4
Aircraft Mechanics and Service Technicians	100	0.2%	1,240	$70,990	101.2
Bachelor's degree and Higher	---	---	---	---	---
General and Operations Managers	660	0.4%	7,360	$106,130	82.2
Registered Nurses	590	1.0%	9,830	$112,330	85.3
Accountants and Auditors	440	0.3%	4,620	$61,950	93.1
Management Analysts	300	1.5%	2,960	$79,200	91.1
Financial Managers	210	1.5%	2,410	$111,540	85.8
Construction Managers	200	0.5%	2,670	$109,300	88.6
Market Research Analysts & Marketing Specialists	160	1.7%	1,490	$55,740	88.6
Medical and Health Services Managers	150	1.5%	1,700	$126,780	75.2
Training and Development Specialists	140	1.1%	1,200	$57,960	88.0
Educational, Guidance, School, and Vocational	140	0.5%	1,330	$64,080	80.0

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Counselors					
Compliance Officers	140	0.5%	1,530	$68,650	86.1
Public Relations Specialists	110	0.5%	1,060	$62,190	90.0
Computer Systems Analysts	110	0.3%	1,530	$77,340	81.7
Clinical Laboratory Technologists and Technicians	100	1.4%	1,350	$61,180	97.9
Loan Officers	100	1.3%	1,060	$73,690	91.7
Administrative Services Managers	100	0.6%	1,210	$97,590	81.0

Table 1.28. Best Job Opportunities by Education Level, Hawaii County, 2018-2028

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Less than High School Education	---	---	---	---	---
Construction Laborers	120	0.7%	1,040	$47,032	131.9
Painters, Construction and Maintenance	40	0.8%	370	$57,410	136.3
Cooks, Institution and Cafeteria	20	0.8%	160	$50,026	108.3
High School or equivalent	---	---	---	---	---
Supervisors of Food Preparation & Serving Workers	110	0.9%	710	$42,013	107.7
Fitness Trainers and Aerobics Instructors	50	1.5%	270	$44,179	84.4
Electricians	50	1.0%	450	$86,015	110.3
Food Service Managers	40	1.2%	330	$66,049	104.4

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Property, Real Estate, Community Assn Managers	40	1.1%	530	$68,025	83.8
Sales Representatives, Wholesale and Manufacturing	40	1.0%	370	$55,621	91.5
First-Line Supervisors of Housekeeping and Janitorial Workers	40	0.7%	380	$47,135	101.1
Pharmacy Technicians	30	1.6%	300	$42,341	109.9
Plumbers, Pipefitters, and Steamfitters	30	1.1%	230	$62,188	116.3
Supervisors of Landscaping, Lawn Service, Groundskeeping Workers	30	1.1%	290	$54,674	101.3
Bus Drivers, School or Special Client	30	0.9%	230	$48,970t	N/A
Pest Control Workers	30	0.8%	180	$45,795	107.2
Supervisors of Transportation and Material Moving Workers	30	0.7%	240	$56,900	93.8
Billing and Posting Clerks	20	1.4%	160	$46,475	98.5
Supervisors of Farming, Fishing, and Forestry Workers	20	1.1%	150	$53,704	96.0
Supervisors of Personal Service Workers	20	0.8%	170	$44,168	91.4
Automotive Body and Related Repairers	20	0.8%	150	$47,363	119.3

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Associate's degree, Postsecondary or some college	---	---	---	---	---
Medical Assistants	70	2.3%	580	$43,071	97.3
Heavy and Tractor-Trailer Truck Drivers	60	0.7%	490	$49,486	110.1
Licensed Practical and Licensed Vocational Nurses	20	1.8%	250	$51,535	84.8
Massage Therapists	20	1.1%	150	$54,261	86.5
Bachelor's degree and Higher	---	---	---	---	---
General and Operations Managers	110	0.9%	1,200	$83,996	82.2
Registered Nurses	80	1.6%	1,260	$99,065	85.3
Substitute Teachers	70	0.8%	550	$45,925	83.3
Elementary School Teachers, Except Special Education	70	0.7%	870	$63,236	82.3
Secondary School Teachers, ex. Special & Career/Tech Ed	40	0.8%	570	$62,595	84.9
Accountants and Auditors	40	0.8%	410	$62,135	93.1
Financial Managers	30	2.1%	290	$99,302	85.8
Middle School Teachers, ex. Special and Career/Tech Ed	30	0.8%	350	$63,873	84.5
Child, Family, and School Social Workers	30	0.8%	290	$55,670	83.7
Educational, Guidance, School, and Vocational Counselors	30	1.4%	270	$56,491	80.0
Substance Abuse, Behavioral Disorder,	20	3.0%	130	$43,671	84.9

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Mental Health Counselors					
Medical and Health Services Managers	20	2.4%	190	$100,318	75.2
Clinical, Counseling, and School Psychologists	20	1.9%	220	$81,980	85.4
Sales Managers	20	0.9%	170	$87,067	85.7
Construction Managers	20	0.9%	300	$107,048	88.6
Public Relations Specialists	20	0.7%	160	$56,886	90.0
Instructional Coordinators	20	0.9%	230	$71,294	88.5

Table 1.29. Best Job Opportunities by Education Level, Maui County, 2018-2028

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Less than High School Education	---	---	---	---	---
Bartenders	160	0.7%	900	$59,780	121.3
Construction Laborers	90	1.3%	790	$63,460	131.9
Lifeguards, Ski Patrol, Other Recreational Protective Workers	40	0.6%	170	$52,880	93.3
Painters, Construction and Maintenance	30	0.7%	280	$53,890	136.3
Refuse and Recyclable Material Collectors	20	0.9%	120	$53,600	119.7
Industrial Truck and Tractor Operators	20	0.9%	140	$44,410	119.5
High School or equivalent	---	---	---	---	---
First-Line	160	0.9%	1,060	$59,240	107.7

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Supervisors of Food Preparation and Serving Workers					
Maintenance and Repair Workers, General	150	0.5%	1,560	$50,980	109.6
Carpenters	120	0.9%	1,110	$67,130	125.9
Electricians	60	1.5%	460	$72,140	110.3
Operating Engineers and Other Construction Equipment Operators	60	1.3%	460	$68,300	120.3
Property, Real Estate, and Community Association Managers	50	0.5%	590	$62,590	83.8
Plumbers, Pipefitters, and Steamfitters	40	1.6%	300	$51,080	116.3
First-Line Supervisors of Construction Trades and Extraction Workers	40	1.5%	400	$81,530	106.2
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	40	0.9%	350	$47,740	91.5
Chefs and Head Cooks	40	0.8%	310	$92,650	93.2
Food Service Managers	40	0.8%	320	$84,430	104.4
First-Line Supervisors of Transportation and Material Moving Workers, Except	30	1.3%	300	$60,600	93.8

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Aircraft Cargo Handling					
First-Line Supervisors of Mechanics, Installers, and Repairers	30	0.6%	300	$70,480	94.0
First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	30	0.5%	260	$56,860	101.3
First-Line Supervisors of Personal Service Workers	20	0.9%	240	$51,950	91.4
First-Line Supervisors of Production and Operating Workers	20	0.6%	180	$64,360	88.6
Police and Sheriff's Patrol Officers	20	0.5%	310	$75,250	94.5
Associate's degree, Postsecondary or some college	---	---	---	---	---
Massage Therapists	60	1.5%	520	$68,350	86.5
Heavy and Tractor-Trailer Truck Drivers	50	1.0%	390	$53,100	110.1
Licensed Practical and Licensed Vocational Nurses	20	1.5%	240	$50,740	84.8
Bachelor's degree and Higher	---	---	---	---	---
General and Operations Managers	100	0.9%	1,100	$87,930	82.2
Registered Nurses	80	1.5%	1,200	$108,330	85.3
Accountants and	40	0.5%	370	$57,470	93.1

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Auditors					
Child, Family, and School Social Workers	30	0.6%	300	$50,490	83.7
Healthcare Social Workers	20	3.5%	150	$69,500	83.5
Market Research Analysts and Marketing Specialists	20	2.0%	210	$52,780	88.6
Financial Managers	20	1.8%	280	$85,820	85.8
Construction Managers	20	1.1%	250	$99,690	88.6
Educational, Guidance, School, and Vocational Counselors	20	0.7%	190	$62,890	80.0

Table 1.30. Best Job Opportunities by Education Level, Kauai County, 2018-2028

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Less than High School Education	---	---	---	---	---
Construction Laborers	40	0.6%	370	$79,896	131.9
Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	20	0.6%	70	N/A	93.3
Floor Layers, Except Carpet, Wood, and Hard Tiles	10	1.2%	70	N/A	139.1
High School or equivalent	---	---	---	---	---
Solar Photovoltaic Installers	20	5.7%	140	N/A	119.7
First-Line Supervisors of Landscaping, Lawn	20	0.9%	160	$59,906	101.3

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Service, and Groundskeeping Workers					
Electricians	20	0.7%	190	$78,781	110.3
Food Service Managers	20	0.7%	180	$45,749	104.4
First-Line Supervisors of Housekeeping and Janitorial Workers	20	0.6%	200	$53,093	101.1
First-Line Supervisors of Construction Trades and Extraction Workers	20	0.6%	230	$85,876	106.2
Commercial Pilots	10	1.2%	80	N/A	89.6
First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling	10	1.2%	80	$51,454	93.8
First-Line Supervisors of Personal Service Workers	10	1.1%	120	$49,277	91.4
Transportation Security Screeners	10	1.1%	110	$53,027	96.7
Construction and Building Inspectors	10	1.0%	40	$58,822	92.7
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	10	1.0%	80	$95,976	91.5
Billing and Posting Clerks	10	0.8%	70	$50,538	98.5
First-Line Supervisors of Production and	10	0.8%	100	$66,925	88.6

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Operating Workers					
Property, Real Estate, and Community Association Managers	10	0.7%	130	$67,611	83.8
Plumbers, Pipefitters, and Steamfitters	10	0.6%	70	$90,592	116.3
Police and Sheriff's Patrol Officers	10	0.6%	140	$106,536	94.5
Associate's degree, Postsecondary or some college	---	---	---	---	---
Licensed Practical and Licensed Vocational Nurses	10	1.1%	90	$49,118	84.8
Aircraft Mechanics and Service Technicians	10	0.7%	60	$91,440	101.2
Firefighters	10	0.6%	150	$78,352	100.6
Bachelor's degree and Higher	---	---	---	---	---
General and Operations Managers	60	0.8%	650	$97,954	82.2
Registered Nurses	30	1.4%	540	$108,487	85.3
Secondary School Teachers, Except Special and Career/Technical Education	20	1.0%	190	N/A	84.9
Elementary School Teachers, Except Special Education	20	1.0%	270	N/A	82.3
Accountants and Auditors	20	0.6%	170	$63,966	93.1
Physical Therapists	10	2.7%	170	$102,283	85.5
Computer Network Architects	10	2.6%	60	$94,611	87.1

Occupation	Total Annual Openings	Annual Growth Rate	2028 Projected Emp	2020 Median Wage	Automation Index
Medical and Health Services Managers	10	2.3%	70	$142,777	75.2
Management Analysts	10	2.2%	100	$74,876	91.1
Network and Computer Systems Administrators	10	2.0%	50	$107,396	87.2
Financial Managers	10	1.7%	140	$111,011	85.8
Healthcare Social Workers	10	1.5%	50	$66,179	83.5
Loan Officers	10	1.2%	70	$73,683	91.7
Social and Community Service Managers	10	1.0%	60	$57,252	85.7
Middle School Teachers, Except Special and Career/Technical Education	10	0.9%	100	N/A	84.5
Construction Managers	10	0.9%	120	$120,040	88.6
Educational, Guidance, School, and Vocational Counselors	10	0.8%	50	$60,072	80.0
Child, Family, and School Social Workers	10	0.6%	130	$59,700	83.7

(iii) Employers' Employment Needs. With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses

Wide Range of Skills and Education Needed

To identify the kinds of skills and knowledge that individuals need to find current and future employment, and that employers' desire in their employees, the following table summarizes the skills, abilities, and knowledge requirements of the twenty occupations with the most annual openings.

Table 1.31. Skill Requirements of Jobs with the Most Job Openings, 2018-2028

Occupation	Skills	Abilities	Knowledge	Education / Work Experience / Training	2020 Median Wages
Waiters & Waitresses	Active listening, service orientation, speaking, social perceptiveness	Oral comprehension & expression, speech clarity & recognition, near vision, arm-hand steadiness	Customer & personal service, English language, sales & marketing, food production	No educ/No exper/Short OJT	$59,140
Retail Salespersons	Persuasion, active listening, service orientation, speaking	Oral comprehension & expression, speech clarity and recognition, problem sensitivity	Customer & personal service, sales & marketing, English language, mathematics	No educ/No exper/Short OJT	$30,780
Combined Food Preparation & Serving Workers	Active listening, service orientation, speaking, coordination, monitoring	Oral comprehension & expression, speech recognition & clarity, information ordering	Customer & personal service, food production, public safety & security, English language, sales & marketing	No educ/No exper/Short OJT	N/A
Cashiers	Service orientation, active listening, speaking, mathematics, social perceptiveness	Oral comprehension & expression, near vision, speech recognition, information ordering	Customer & personal service, administration & management, mathematics, clerical	No educ/No exper/Short OJT	$27,690
Maids & Housekeeping Cleaners	Service orientation, coordination, time management	Extent flexibility, trunk strength, stamina, information ordering, near vision	Customer & personal service, English language	No educ/No exper/Short OJT	$40,190
Restaurant Cooks	Monitoring, active listening, coordination, critical thinking, speaking	Near vision, information ordering, manual dexterity, problem sensitivity, speech recognition	Food production, customer & personal service, English language, production & processing	No educ/< 5 yrs/Moderate OJT	$34,710

Occupation	Skills	Abilities	Knowledge	Education / Work Experience / Training	2020 Median Wages
Janitors & Cleaners	Active listening	Near vision, oral comprehension, static & trunk strength, extent flexibility	Customer & personal service, English language	No educ/No exper/Short OJT	$34,240
Food Preparation Workers	Active listening, coordination, service orientation, social perceptiveness, speaking	Near vision, arm-hand steadiness, manual dexterity, oral expression, finger dexterity	Customer & personal service, administration & management, public safety & security	No educ/No exper/Short OJT	$30,180
Landscaping & Groundskeeping Workers	Operation and control	Multilimb coordination, manual dexterity, trunk strength, arm-hand steadiness, control precision	English language, customer & personal service, chemistry	No educ/No exper/Short OJT	$38,080
General Office Clerks	Active listening, reading comprehension, speaking, writing, coordination	Oral comprehension and expression, written comprehension & expression, near vision	Clerical, English language, customer & personal service, administration & management	HS educ/No exper/Short OJT	$35,800
Stock Clerks & Order Fillers	Speaking, active listening, service orientation, coordination, time management, reading comprehension	Oral expression & comprehension, speech clarity & recognition, category & extent flexibility, information ordering, finger & manual dexterity, near vision, static strength, arm-hand steadiness	Customer & personal service, mathematics, production & processing, English language	HS educ/No exper/Short OJT	N/A
Farmers, Ranchers, & Other Agricultural Managers	Critical Thinking, Speaking, Monitoring, Judgment & Decision Making,	Oral Comprehension & Expression, Problem Sensitivity,	Administration & Management, Production & Processing, Biology,	HS educ/5+ yrs/No trng	$133,060

Occupation	Skills	Abilities	Knowledge	Education / Work Experience / Training	2020 Median Wages
	Time Management	Deductive & Inductive Reasoning	Mathematics, English Language		
Security Guards	Active listening, monitoring, speaking, coordination, critical thinking	Problem sensitivity, far vision, oral comprehension & expression, selective attention	Public safety & security, English language, customer and personal service	HS educ/No exper/Short OJT	$34,280
Hand Laborers & Freight, Stock, & Material Movers	n/a	Static strength, multi-limb coordination, trunk strength, control precision, manual dexterity	n/a	No educ/No exp/Short OJT	$36,810
Personal Care Aides	Service Orientation, Social Perceptiveness, Active Listening, Speaking, Monitoring	Oral Comprehension & Expression, Problem Sensitivity, Deductive Reasoning, Near Vision	Customer & Personal Service, English Language, Psychology	HS educ/No exp/Short OJT	N/A
Supervisors of Retail Sales Workers	Active listening, service orientation, speaking coordination, critical thinking	Oral comprehension & expression, speech clarity & recognition, problem sensitivity	Customer & personal service, administration & management, sales & marketing, English language, education & training	HS educ/< 5 yrs/No trng	$45,600
Secretaries & Administrative Assistants	Active Listening, Speaking, Reading Comprehension, Writing, Service Orientation	Oral Comprehension & Expression, Written Comprehension & Expression, Near Vision	Administrative, English Language, Computers & Electronics, Customer & Personal Service, Administration	HS educ/No exp/Short OJT	$44,090

Occupation	Skills	Abilities	Knowledge	Education / Work Experience / Training	2020 Median Wages
			& Management		
Customer Service Representatives	Active listening, speaking, service orientation, reading comprehension, critical thinking	Oral comprehension & expression, speech clarity & recognition, near vision	Customer & personal service, English language, clerical, computers & electronics	HS educ/No exp/Short OJT	$37,880
Counter Attendants, Cafeteria, Food Concession, Coffee Shop	Active listening, service orientation, social perceptiveness, speaking, time management	Oral comprehension & expression, near vision, arm-hand steadiness, information ordering	Customer & personal service, food production, sales & marketing, English language	No educ/No exp/Short OJT	N/A
Supervisors of Food Preparation & Serving Workers	Coordination, Monitoring, Speaking, Active Listening, Service Orientation	Oral Comprehension & Expression, Deductive Reasoning, Problem Sensitivity, Speech Clarity	Customer & Personal Service, Food Production, Production & Processing, Administration & Management, English Language	HS educ/< 5 yrs/No trng	$44,120

Of the twenty occupations with the most annual openings, 19 were entry level positions requiring only high school or no education, no related work experience, and either no training or short-term on-the-job training. Six of the twenty occupations involved food services jobs either as waiters and waitresses, food preparation workers and their supervisors, restaurant cooks, hosts and hostesses, and counter attendants. Four were office and administrative support occupations such as general office clerks, stock clerks and order fillers, secretaries and administrative assistants, and customer service representatives.

Retail sales jobs and cashiers were also plentiful. The skills for most of these jobs required were active listening, speaking, and service orientation. About half require coordination. As for knowledge, customer and personal service was critical and English played a strong role for those seeking employment in most of these positions. For occupations dealing with food, food production was important. At least a high school diploma was only necessary for nine of the occupations listed.

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

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

One occupation, general and operations managers required more advanced education, meaning a bachelor's degree or higher. Therefore, not surprisingly, in addition to basic skills, administration and management knowledge relating to the management of personnel and human resources were deemed necessary skills for this position. Along with these skills, knowledge specific to the job, knowledge of law and government were also desirable attributes for general and operations managers.

Mismatch Between Education and Work Experience of Advertised Jobs vs Potential Candidates

According to data of online job advertisements in February 2022, over eighty-three percent of the advertised jobs in Hawaii did not have an education requirement, though this may not be surprising since many of the jobs with the most advertised listings were entry-level type positions. As a result, the actual number of potential candidates overwhelmingly exceeded the number of job listings posted for all education levels. Of the jobs that specified a minimum education level, a high school diploma was most frequently required which totaled about 7.68 percent of the advertised positions, while a bachelor's degree was next highest with 4.37percent of all job listings.

Employers seemed to focus more on the work experience of the potential candidates. While most employers were looking for candidates with some experience, nearly 97 percent of the jobs could be performed with two years or less of experience. On the other hand, many potential candidates possessed higher levels of work experience, with seventy-five percent with over 10 years of experience. There were far fewer job openings for those with at least five years of experience compared to the jobs with less experience requirements which presents problems for those with greater work experience seeking employment.

Table 1.32. Education and Work Experience Requirements, State of Hawaii, Feb 2022

Category	Advertised Job Openings	Percent Distribution	Potential Candidates	Percent Distribution
Education Level	--	--	--	--
No Minimum Education Requirement	733	3.14%	0	N/A
Less than High School	0	N/A	379	2.05%
High School Diploma or Equivalent	1,790	7.68%	6,109	33.07%
1 Year of College, Technical, or Vocational School	9	0.04%	0	N/A
2 Years of College, Technical, or Vocational School	11	0.05%	0	N/A
3 Years of College, Technical, or	2	0.01%	0	N/A

Category	Advertised Job Openings	Percent Distribution	Potential Candidates	Percent Distribution
Vocational School				
Vocational School Certificate	34	0.15%	1,208	6.54%
Associate's Degree	146	0.63%	1,856	10.05%
Bachelor's Degree	1,018	4.37%	4,044	21.89%
Master's Degree	73	0.31%	1,222	6.61%
Doctorate Degree	14	0.06%	189	1.02%
Specialized Degree (e.g. MD, DDS)	6	0.03%	143	0.77%
Not Specified	19,473	83.54%	0	N/A
Work Experience	**--**	--	--	--
Entry Level	999	4.29%	0	N/A
Less than 1 year	193	0.83%	1,261	6.83%
1 Year to 2 Years	21,290	91.34%	875	4.74%
2 Years to 5 Years	641	2.75%	2,517	13.62%
5 Years to 10 Years	160	0.69%	3,241	17.54%
More than 10 Years	26	0.11%	10,582	57.27%

Civilian Labor Force

After trending upward over the past five years, Hawaii's labor force fell by 0.7 percent to 678,750 in 2018. While the number of unemployed remained the same from 2017 to 2018, the employment count shrank, possibly due to the overall drop in Hawaii's population. The unemployment rate remained unchanged at 2.4 percent for 2018. In 2019, the rate was a close 2.5 percent. In 2020, we saw the first effects of the COVID-19 pandemic on the economy, with a 11.6% unemployment rate. The civilian labor shrunk during this time from 669,200 to 648,200 likely attributed to those who migrated, retired, or dropped out of the labor force at the time. It rebounded slightly in 2021, with 1404 joining the labor force. A recovery has since begun with the unemployment rate moving to 7.2 percent in 2021.

Table 1.33. Civilian Labor Force (not seasonally adjusted), State of Hawaii, 2011-2021

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
2011	660,650	615,450	45,150	6.8%
2012	650,400	612,000	38,450	5.9%
2013	651,000	620,000	30,950	4.8%
2014	664,000	635,900	28,100	4.2%

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
2015	670,600	647,600	23,000	3.4%
2016	679,100	659,550	19,550	2.9%
2017	679,800	664,750	15,050	2.2%
2018	675,200	659,250	15,950	2.4%
2019	669,200	652,750	16,400	2.5%
2020	648,200	572,800	75,400	11.6%
2021	649,604	602,788	46,821	7.2%

Table 1.34. Civilian Labor Force (not seasonally adjusted), Honolulu County, 2011-2021

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
2011	454,250	427,300	26,950	5.9%
2012	448,000	424,100	23,900	5.3%
2013	448,700	429,200	19,500	4.3%
2014	457,050	438,900	18,200	4.0%
2015	460,600	445,700	14,950	3.2%
2016	463,350	450,750	12,650	2.7%
2017	462,050	452,250	9,800	2.1%
2018	458,100	447,700	10,400	2.3%
2019	453,400	442,800	10,600	2.3%
2020	440,900	396,150	44,800	10.2%
2021	446,908	417,725	29,183	6.5%

Table 1.35. Civilian Labor Force (not seasonally adjusted), Hawaii County, 2011-2021

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
2011	89,500	80,750	8,750	9.8%
2012	87,300	80,250	7,050	8.1%
2013	86,850	81,300	5,550	6.4%
2014	88,400	83,700	4,700	5.3%
2015	89,400	85,700	3,750	4.2%
2016	92,450	89,250	3,250	3.5%

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
2017	93,000	90,600	2,400	2.6%
2018	92,450	89,800	2,650	2.8%
2019	91,500	88,600	2,850	3.1%
2020	89,100	79,000	10,150	11.4%
2021	88,833	82,525	6,317	7.1%

Table 1.36. Civilian Labor Force (not seasonally adjusted), Maui County, 2011-2021

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
2011	81,300	74,900	6,400	7.9%
2012	80,400	75,350	5,050	6.3%
2013	80,750	76,700	4,050	5.0%
2014	83,200	79,600	3,600	4.3%
2015	84,750	81,750	2,950	3.5%
2016	86,700	84,100	2,550	3.0%
2017	87,750	85,700	2,050	2.3%
2018	88,100	86,050	2,050	2.3%
2019	87,500	85,400	2,100	2.4%
2020	82,800	68,050	14,750	17.8%
2021	80,479	72,600	7,879	9.8%

Table 1.37. Civilian Labor Force (not seasonally adjusted), Kauai County, 2011-2021

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
2011	35,600	32,550	3,050	8.6%
2012	34,750	32,300	2,450	7.1%
2013	34,700	32,800	1,850	5.4%
2014	35,350	33,700	1,650	4.6%
2015	35,850	34,500	1,350	3.8%
2016	36,600	35,450	1,100	3.1%
2017	37,000	36,200	800	2.2%

Year	Civilian Labor Force	Employed	Unemployed	Unemployment Rate
2018	36,600	35,750	850	2.4%
2019	36,850	35,950	900	2.4%
2020	35,350	29,600	5,700	16.2%
2021	33,396	29,938	3,463	10.4%

Labor force participation rate

The labor force participation rate equals the civilian labor force divided by the civilian non-institutionalized population. The changing demographics in Hawaii have contributed to the general decline in labor force participation. Over the past decade, labor force participation has gone from 64.3percent in 2009 up to 64.9 percent in 2019.

Comparable data from the U.S. Bureau of Labor Statistics are not available for the Counties. However, the U.S. Census Bureau has County data which is provided below. Because the data source is different, we will not make direct comparisons between the counties and the state. Maui County has the highest participation rate of 66.4 percent in 2019, while Hawaii County had the lowest with 59.2 percent.

Table 1.38. Labor Force Participation Rates, State & County, 2009-2019

Year	State of Hawaii	Honolulu County	Hawaii County	Maui County	Kauai County
2009	64.3%	67.1%	65.2%	72.8%	n/a
2010	66.6%	67.2%	62.0%	69.7%	63.7%
2011	65.2%	65.9%	58.4%	68.6%	65.0%
2012	65.5%	66.2%	59.8%	68.6%	63.7%
2013	64.8%	64.9%	60.0%	69.6%	63.8%
2014	64.8%	66.1%	56.6%	67.1%	64.7%
2015	65.5%	66.7%	57.5%	66.6%	67.2%
2016	65.7%	67.0%	57.2%	67.3%	67.2%
2017	65.3%	66.3%	58.8%	66.6%	66.5%
2018	65.6%	67.0%	59.0%	66.0%	64.5%
2019	64.9%	66.0%	59.2%	66.4%	63.9%

Labor underutilization

The unemployment rate only includes jobless persons who are available to and have actively sought work in the past four weeks. To incorporate a broader group of individuals who are not technically "unemployed" but supplement the available labor pool, the U.S. Bureau of Labor Statistics (BLS) defines alternative measures of labor underutilization for states on a four-

quarter moving average basis which removes seasonality. The following are definitions of the six measures:

- **U-1:** *Unemployed 15 weeks or longer*
- **U-2:** *Job losers and people who completed temporary jobs*
- **U-3:** *Total unemployed* (the official unemployment rate)
- **U-4:** *Discouraged workers*, plus total unemployed.

They are not in the labor force, but want and are available for work, and did look for work sometime in the prior year. They are not counted as unemployed because they didn't look for work in the prior four weeks due to reasons such as: the belief that there were no jobs available for them in their line of work; the lack of necessary education, experience, or training; or they experienced age discrimination from employers.

- **U-5:** *Marginally attached workers*, plus discouraged workers, and total unemployed.

Marginally attached workers are similar to discouraged workers except that any reason can be cited for the lack of job search in the prior four weeks. Various reasons include: lack of childcare or transportation; family obligations; or other temporary problems.

- **U-6:** *Involuntary part-time workers*, plus marginally attached workers, discouraged workers, and total unemployed.

Involuntary part-time workers are available to and want to work full-time but are working part-time due to economic reasons such as their hours were cut back or they couldn't find a full-time job.

The U-4 rate which includes discouraged workers was 2.8 percent in 2018. This was two-tenths of a percentage point above the U-3 rate of 2.6 percent which is the published unemployment rate. The number of discouraged workers was 1,300, compared to the 17,700 officially unemployed count. In 2021, the U-4 rate was 11.9 percent during the midst of the COVID-19 pandemic. In 2022, at the beginning of recovery, this went to 6.7 percent.

Hawaii's U-5 rate of 3.5 percent adds in all marginally attached workers which includes the discouraged workers. There were 6,100 marginally attached workers, compared to the 17,700 officially unemployed.

The U-6 rate was 6.1 percent, and this adds involuntary part-time workers to the group of all marginally attached workers. The count of these people was 18,200 in 2018, a pretty sizeable amount of people who have not been able to find full-time jobs and are forced to take part-time work. This skyrocketed in 2020 to 19.4 percent, with it falling to 11.9 percent during 2021.

Table 1.39. Alternative Measures of Labor Underutilization Rates, State of Hawaii, 2011-2021

Year	U-1	U-2	U-3	U-4	U-5	U-6
2011	4.5%	4.2%	7.3%	7.8%	9.0%	15.1%
2012	3.3%	3.2%	6.0%	6.4%	7.5%	12.8%
2013	2.4%	2.1%	4.8%	5.5%	6.6%	11.5%
2014	1.9%	1.8%	4.4%	4.7%	5.6%	10.2%
2015	1.5%	1.6%	3.7%	4.1%	5.3%	9.7%

Year	U-1	U-2	U-3	U-4	U-5	U-6
2016	1.1%	1.4%	3.0%	3.4%	4.2%	7.5%
2017	0.7%	1.2%	2.4%	2.7%	3.4%	6.0%
2018	0.9%	1.3%	2.6%	2.8%	3.5%	6.1%
2019	0.9%	1.2%	2.8%	3.0%	3.8%	6.8%
2020	5.3%	10.1%	11.7%	11.9%	12.9%	19.4%
2021	3.9%	4.4%	6.1%	6.7%	7.4%	11.9%

Table 1.40. Alternative Measures of Labor Underutilization Levels, State of Hawaii, 2011-2021

Year	Unemployed 15+ weeks	Job Losers	Unemployed	Discouraged Workers	All Marginally Attached	Involuntary Part-Time Employed
2011	28,300	26,300	46,200	3,600	11,600	39,200
2012	21,000	20,400	38,600	2,900	10,600	34,000
2013	15,600	13,600	31,500	4,400	12,000	32,800
2014	12,400	12,200	29,300	2,500	8,400	31,200
2015	10,200	10,900	25,400	2,700	10,900	30,400
2016	7,800	9,500	21,000	2,400	8,100	23,600
2017	5,000	8,200	16,500	2,100	7,100	17,600
2018	6,100	8,800	17,700	1,300	6,100	18,200
2019	6,100	8,100	18,700	1,500	7,000	19,700
2020	34,700	65,800	76,000	1,600	9,000	42,700
2021	25,400	28,200	39,600	3,700	8,700	29,300

(ii) Labor Market Trends. Provide an analysis of key labor market trends, including across existing industries and occupations.

Jobs by Industry

The state's non-farm job count rose to a new low of 543,400 in 2021 from 656,600 in 2018. While total job growth shrunk by 8.6% with the loss of 2,100 jobs from 2011 to 2021, examining job data by industry over this period reveals different movement among the industries.

The loss of 113,200 jobs between 2018 to 2021 shows a climb in industries to a decline most likely attributed to the COVID-19 pandemic. Gains in healthcare and social assistance (7500 jobs) and natural resources and mining and construction (7,100 jobs). The shut-downs and closures due to the pandemic showed the vulnerabilities in the food and drinking places and accommodation industries which lost 11,000 and 16,000 jobs respectively.

Table 1.41. Nonagricultural Jobs by Industry, State of Hawaii, 2011 and 2021

Industry	2011	2021	Percent of Total 2021 Employment	2011-2021 # Change	2011-2021 % Change
Total Nonfarm Wage & Salary Jobs	594,700	543,400	-----	-51,300	-8.6%
Government	124,600	116,700	21.5%	-7,900	-6.3%
Health Care and Social Assistance	62,600	70,100	12.9%	7,500	12.0%
Professional and Business Services	69,200	66,700	12.3%	-2,500	-3.6%
Retail Trade	67,300	59,000	10.9%	-8,300	-12.3%
Food & Drinking Places	58,500	47,500	8.7%	-11,000	-18.8%
Natural Res.& Mining & Construction	29,500	36,600	6.7%	7,100	24.1%
Financial Activities	27,200	26,500	4.9%	-700	-2.6%
Transportation, Warehousing & Utilities	27,300	25,600	4.7%	-1,700	-6.2%
Other Services	26,400	21,500	4.0%	-4,900	-18.6%
Accommodation	36,500	20,400	3.8%	-16,100	-44.1%
Wholesale Trade	17,800	16,400	3.0%	-1,400	-7.9%
Educational Services	14,800	11,600	2.1%	-3,200	-21.6%
Manufacturing	13,500	11,100	2.0%	-2,400	-17.8%
Information	8,600	6,500	1.2%	-2,100	-24.4%

Jobs by Industry

The state's non-farm job count rose to a new high of 656,600 in 2018. While total job growth rose by 6.0 percent with the addition of 37,400 jobs from 2008 to 2018, examining job data by industry over this period reveals different movement among the industries.

Of the state's 19 major industries, 12 displayed positive job gains. Two of the smallest industries, utilities and the management of companies and enterprises, expanded by the largest percentage. The job tally in the utilities industry climbed by 22.6 percent, boosting the job count by 700. Increased hiring within the management of companies and enterprises sector resulted in a gain of 21.6 percent, equivalent to 1,600 positions. Although the percentage increase for both industries was well above the statewide average, the number of positions totaled only 2,300 between the two industries, or six percent of the 37,400 jobs added in the last decade. Among the larger industries, healthcare and social assistance experienced a hike of 20.3 percent and added the most jobs, advancing by 12,050 to 71,500. Food services and drinking places,

which increased by 19.8 percent, followed with the second largest numerical gain of 11,400 as consumers continued to dine out. Growth from these two industries accounted for over 62 percent of the overall job expansion.

In terms of job losses, the employment levels for six of the seven industries that posted a decline from 2008 to 2018, have remained below the 2008 employment level every year from 2009 through 2018. These industries include: natural resources and mining (-1,750); information (-950); wholesale trade (-900); finance and insurance (-700); manufacturing (-650); and professional and scientific technical services (-500). Only employment within education services bypassed the pre-recession employment of 14,700, climbing to 15,000 in 2015. However, the 2018 job count remained lower than the 2008 figure by 300 positions.

In 2019 from January to October, the average job count statewide was 658,000, a half percent higher than it was the same time a year ago. This is good news because there is a sense that Hawaii's economy is starting to slow down. In 2018, the state experienced the same 0.5 percent job growth over 2017. How long can Hawaii continue to generate positive job growth when our labor pool is shrinking?

At the County level, Maui County posted the fastest job growth since 2008 with 9.0 percent to reach 77,400 in 2018. Between 2017 and 2018, there was an increase of 0.8 percent in the job count. In 2019 so far, Maui is averaging 0.9 percent more jobs over the same 10-month period in 2018. In terms of industry size on Maui, it is accommodations, followed by food services, retail trade, and government. However, dominating all industries in sheer growth is the health care and social assistance industry with 56.7 percent growth over the past decade, equaling 2,750 jobs.

Kauai County had the second fastest rate of growth with 6.2 percent from 2008 to 2018. It is the smallest job market among the counties with 31,700 jobs. In 2018, Kauai had a very healthy growth rate of 1.3 percent over the previous year, however, for the first 10 months in 2019 it has stagnated at zero growth over the same period a year ago. The largest industries in Kauai are the same as Maui but in a different order: government, accommodation, food services, and retail trade. The leading growth industry over the past decade was food services and drinking places with 31.3 percent and 1,050 jobs created.

Underperforming the state, Hawaii County managed just 5.6 percent job growth over the last decade ending in 2018. While increasing by 1.2 percent from 2017 to 2018 was good progress, the year to date average in 2019 fell 1.7 percent below the previous year. The largest industries on the Big Island were government, retail trade, healthcare/social assistance and professional/business services. Professional and business services proved to have the best growth over 10 years with 40.8 percent and 2,000 jobs.

The slowest job growth was in Honolulu County with 5.5 percent from 2008 to 2018. The annual growth rate from 2017 to 2018 was only 0.3 percent, but surprisingly, in the first 10 months of 2019, it is ahead of last year by 0.9 percent thus far. Like the state, the industries with the biggest foothold on Oahu are government, healthcare/social assistance, retail trade, and food services. Over the last decade, health care and social assistance led job creation with 7,450, but management of companies/enterprises had rapid growth of 25.2 percent.

Table 1.42. Nonagricultural Jobs by Industry, Honolulu County, 2011 and 2021

Industry	2011	2021	Percent of Total 2021 Employment	2011-2021 # Change	2011-2021 % Change
Total Nonfarm Wage & Salary Jobs	437,500	401,800	-----	-35,700	-8.2%

Industry	2011	2021	Percent of Total 2021 Employment	2011-2021 # Change	2011-2021 % Change
Government	98,100	89,100	22.2%	-9,000	-9.2%
Professional and Business Services	54,300	53,200	13.2%	-1,100	-2.0%
Health Care and Social Assistance	48,200	52,200	13.0%	4,000	8.3%
Retail Trade	45,900	38,500	9.6%	-7,400	-16.1%
Food & Drinking Places	40,800	35,800	8.9%	-5,000	-12.3%
Natural Res.& Mining & Construction	22,200	26,900	6.7%	4,700	21.2%
Financial Activities	20,900	21,400	5.3%	500	2.4%
Transportation, Warehousing & Utilities	19,800	19,200	4.8%	-600	-3.0%
Other Services	20,600	16,200	4.0%	-4,400	-21.4%
Wholesale Trade	14,400	13,200	3.3%	-1,200	-8.3%
Educational Services	12,200	9,300	2.3%	-2,900	-23.8%
Accommodation	15,700	9,200	2.3%	-6,500	-41.4%
Manufacturing	10,900	8,600	2.1%	-2,300	-21.1%
Information	7,100	5,500	1.4%	-1,600	-22.5%

Table 1.43. Nonagricultural Jobs by Industry, Hawaii County, 2011 and 2021

Industry	2011	2021	Percent of Total 2021 Employment	2011-2021 # Change	2011-2021 % Change
Total Nonfarm Wage & Salary Jobs	61,200	61,100	-----	-100	-0.2%
Government	12,500	14,200	23.2%	1,700	13.6%
Retail Trade	8,800	9,100	14.9%	300	3.4%
Health Care and Social Assistance	6,700	7,200	11.8%	500	7.5%
Professional and Business Services	5,300	5,700	9.3%	400	7.5%
Food & Drinking	5,900	5,400	8.8%	-500	-8.5%

Industry	2011	2021	Percent of Total 2021 Employment	2011-2021 # Change	2011-2021 % Change
Places					
Accommodation	5,400	4,300	7.0%	-1,100	-20.4%
Natural Res.& Mining & Construction	3,100	3,600	5.9%	500	16.1%
Transportation, Warehousing & Utilities	2,000	2,400	3.9%	400	20.0%
Financial Activities	2,700	2,200	3.6%	-500	-18.5%
Other Services	2,000	2,000	3.3%	0	0.0%
Wholesale Trade	1,500	1,600	2.6%	100	6.7%
Manufacturing	1,200	1,400	2.3%	200	16.7%
Educational Services	1,400	1,200	2.0%	-200	-14.3%
Information	600	600	1.0%	0	0.0%

Table 1.44. Nonagricultural Jobs by Industry, Maui County, 2011 and 2021

Industry	2011	2021	Percent of Total 2021 Employment	2011-2021 # Change	2011-2021 % Change
Total Nonfarm Wage & Salary Jobs	67,000	59,300	-----	-7,700	-11.5%
Government	9,500	8,700	14.7%	-800	-8.4%
Retail Trade	8,900	8,100	13.7%	-800	-9.0%
Health Care and Social Assistance	5,100	7,900	13.3%	2,800	54.9%
Accommodation	11,100	6,600	11.1%	-4,500	-40.5%
Professional and Business Services	6,700	5,200	8.8%	-1,500	-22.4%
Food & Drinking Places	8,100	4,600	7.8%	-3,500	-43.2%
Natural Res.& Mining & Construction	2,900	4,200	7.1%	1,300	44.8%
Transportation, Warehousing & Utilities	3,500	3,100	5.2%	-400	-11.4%

Industry	2011	2021	Percent of Total 2021 Employment	2011-2021 # Change	2011-2021 % Change
Other Services	2,700	2,500	4.2%	-200	-7.4%
Financial Activities	2,400	2,100	3.5%	-300	-12.5%
Wholesale Trade	1,400	1,300	2.2%	-100	-7.1%
Educational Services	1,000	1,000	1.7%	0	0.0%
Manufacturing	1,000	900	1.5%	-100	-10.0%
Information	600	400	0.7%	-200	-33.3%

Table 1.45. Nonagricultural Jobs by Industry, Kauai County, 2011 and 2021

Industry	2011	2021	Percent of Total 2021 Employment	2011-2021 # Change	2011-2021 % Change
Total Nonfarm Wage & Salary Jobs	28,700	25,300	----	-3,400	-11.8%
Government	4,400	5,000	19.8%	600	13.6%
Retail Trade	3,800	3,400	13.4%	-400	-10.5%
Professional and Business Services	2,900	2,800	11.1%	-100	-3.4%
Health Care and Social Assistance	2,600	2,700	10.7%	100	3.8%
Food & Drinking Places	3,600	2,700	10.7%	-900	-25.0%
Accommodation	4,300	2,300	9.1%	-2,000	-46.5%
Natural Res.& Mining & Construction	1,400	2,000	7.9%	600	42.9%
Transportation, Warehousing & Utilities	1,300	1,000	4.0%	-300	-23.1%
Other Services	1,000	1,000	4.0%	0	0.0%
Financial Activities	1,200	900	3.6%	-300	-25.0%
Manufacturing	300	400	1.6%	100	33.3%
Wholesale Trade	500	400	1.6%	-100	-20.0%
Educational Services	200	300	1.2%	100	50.0%
Information	200	200	0.8%	0	0.0%

Ratio of Unemployed to Job Openings

The ratio of unemployed to advertised online job openings is lowest when a state's economy is strong - when jobs are plentiful, and unemployment is low. In 2018, Hawaii's ratio was 0.11, up just a tick from 2017 when it was 0.10 and down by 0.09 since 2008. This indicator was calculated using the unemployment data published by the DLIR Research and Statistics Office and the advertised online job openings data available in HIWI.

Honolulu County had the same ratios in 2017 and 2018 as the state. The improvement the past decade was slightly less, down by 0.05. Kauai County enjoyed the lowest ratio in 2018 at 0.09 and came down 0.11 from 2008. Maui County had the next lowest ratio of 0.10 in 2018, down by 0.23 from 2008. The highest ratio of 2018 was in Hawaii County with 0.15, which represented a 0.38 decline from a decade ago.

Table 1.46. Ratio of Unemployed to Job Openings, State of Hawaii, 2010-2020

Year	Unemployed	Job Openings	Number of Unemployed per Job Opening
2010	44,350	105,314	0.42
2011	45,150	132,203	0.34
2012	38,450	133,646	0.29
2013	30,950	208,761	0.15
2014	28,100	270,810	0.10
2015	23,000	155,947	0.15
2016	19,550	169,500	0.12
2017	15,050	162,933	0.09
2018	15,950	152,363	0.10
2019	16,400	170,788	0.10
2020	75,400	126,432	0.60

Table 1.47. Ratio of Unemployed to Job Openings, Honolulu County, 2010-2020

Year	Unemployed	Job Openings	Number of Unemployed per Job Opening
2010	26,150	81,670	0.32
2011	26,950	99,701	0.27
2012	23,900	94,907	0.25
2013	19,500	148,840	0.13
2014	18,200	192,764	0.09
2015	14,950	107,683	0.14

Year	Unemployed	Job Openings	Number of Unemployed per Job Opening
2016	12,650	116,992	0.11
2017	9,800	111,602	0.09
2018	10,400	103,083	0.10
2019	10,600	125,766	0.08
2020	44,800	94,949	0.47

Table 1.48. Ratio of Unemployed to Job Openings, Hawaii County, 2010-2020

Year	Unemployed	Job Openings	Number of Unemployed per Job Opening
2010	8,550	8,406	1.02
2011	8,750	11,038	0.79
2012	7,050	12,832	0.55
2013	5,550	19,136	0.29
2014	4,700	24,688	0.19
2015	3,750	18,075	0.21
2016	3,250	19,206	0.17
2017	2,400	18,364	0.13
2018	2,650	18,424	0.14
2019	2,850	17,095	0.17
2020	10,150	12,872	0.79

Table 1.49. Ratio of Unemployed to Job Openings, Maui County, 2010-2020

Year	Unemployed	Job Openings	Number of Unemployed per Job Opening
2010	6,650	10,073	0.66
2011	6,400	14,677	0.44
2012	5,050	16,551	0.31
2013	4,050	28,129	0.14
2014	3,600	38,295	0.09
2015	2,950	21,239	0.14
2016	2,550	23,180	0.11

Year	Unemployed	Job Openings	Number of Unemployed per Job Opening
2017	2,050	21,643	0.09
2018	2,050	20,586	0.10
2019	2,100	18,547	0.11
2020	14,750	12,800	1.15

Table 1.50. Ratio of Unemployed to Job Openings, Kauai County, 2010-2020

Year	Unemployed	Job Openings	Number of Unemployed per Job Opening
2010	3,000	5,164	0.58
2011	3,050	6,773	0.45
2012	2,450	7,416	0.33
2013	1,850	11,290	0.16
2014	1,650	14,765	0.11
2015	1,350	8,100	0.17
2016	1,100	10,122	0.11
2017	800	11,324	0.07
2018	850	10,270	0.08
2019	900	9,380	0.10
2020	5700	5,811	0.98

(iii) Education and Skill Levels of the Workforce. Provide an analysis of the educational and skill levels of the workforce.

Educational Attainment

In 2019, about 43 percent of Hawaii's college-aged population (between 18-24 years old) possessed a high school education. Nearly 41 percent started college or attained an associate degree. Just over 8 percent earned a bachelor's or higher degree, but there was about 7 percent that did not graduate from high school.

Among the working-age population (25+ years old) about 27 percent had a high school diploma or equivalent. Nearly 21 percent had some college work but no degree. For those earning degrees, 11 percent had an Associate's, 22 percent had a Bachelor's, and 12 percent had a graduate or professional degree.

At the County level, in the 25 years and older group, Honolulu County had a larger share of bachelor's or higher degree holders but a smaller share of associate degree holders. They also had less high school graduates than the state overall.

Hawaii County had the highest percentage of those college-aged population. The share of college degrees and high school graduates were greater than the state, while the proportion of those with less than high school education was lower. For the working-age population, Hawaii County

had a lesser share of bachelor's and higher degree holders than the state, but more high school graduates and those with some college or associate degrees.

The 18-24-year-old group in Maui County was more than double the statewide share of 8 percent of people without a high school education, topping 19 percent. They also had less educational credentials in terms of high school equivalencies and college degrees. Maui's working-age population also had fewer college degrees and more people with only high school diplomas than the state overall.

Among the college-aged population in Kauai County, there were smaller proportions of degree holders and more people with just high school education only or less than high school education. However, for the working-age population, Kauai was close to the statewide distribution. Although the share of graduate degrees was below the state, Kauai had a bigger proportion of bachelor's and associate degree holders. The share of high school graduates was the same as the state.

Table 1.51. Educational Attainment by Age Group, State of Hawaii, 2019

Category	Total	% of Total
Population 18 to 24 years	119,017	----
Less than high school graduate	8,763	7.4%
High school graduate (includes equivalency)	51,471	43.2%
Some college or associate's degree	48,997	41.2%
Bachelor's degree or higher	9,786	8.2%
Population 25 years and over	996,668	----
Less than 9th grade	36,278	3.6%
9th to 12th grade, no diploma	39,700	4.0%
High school graduate (includes equivalency)	273,421	27.4%
Some college, no degree	205,964	20.7%
Associate's degree	106,096	10.6%
Bachelor's degree	219,979	22.1%
Graduate or professional degree	115,230	11.6%
Population 25 to 34 years	195,781	----
High school graduate or higher	188,265	96.2%
Bachelor's degree or higher	65,214	33.3%
Population 35 to 44 years	185,133	----
High school graduate or higher	175,421	94.8%
Bachelor's degree or higher	70,752	38.2%
Population 45 to 64 years	346,284	----

Category	Total	% of Total
High school graduate or higher	322,993	93.3%
Bachelor's degree or higher	113,684	32.8%
Population 65 years and over	269,470	----
High school graduate or higher	234,011	86.8%
Bachelor's degree or higher	85,559	31.8%

Table 1.52. Educational Attainment by Age Group, Honolulu County, 2019

Category	Total	% of Total
Population 18 to 24 years	88,983	----
Less than high school graduate	5,771	6.5%
High school graduate (includes equivalency)	39,097	43.9%
Some college or associate's degree	36,329	40.8%
Bachelor's degree or higher	7,786	8.7%
Population 25 years and over	680,706	----
Less than 9th grade	23,626	3.5%
9th to 12th grade, no diploma	26,727	3.9%
High school graduate (includes equivalency)	175,946	25.8%
Some college, no degree	135,481	19.9%
Associate's degree	74,971	11.0%
Bachelor's degree	159,284	23.4%
Graduate or professional degree	84,671	12.4%
Population 25 to 34 years	146,382	----
High school graduate or higher	141,195	96.5%
Bachelor's degree or higher	53,378	36.5%
Population 35 to 44 years	125,615	----
High school graduate or higher	120,959	96.3%
Bachelor's degree or higher	53,843	42.9%
Population 45 to 64 years	230,853	----
High school graduate or higher	215,539	93.4%

Category	Total	% of Total
Bachelor's degree or higher	82,078	35.6%
Population 65 years and over	177,856	----
High school graduate or higher	152,660	85.8%
Bachelor's degree or higher	54,656	30.7%

Table 1.53. Educational Attainment by Age Group, Hawaii County, 2019

Category	Total	% of Total
Population 18 to 24 years	14,257	----
Less than high school graduate	1,476	10.4%
High school graduate (includes equivalency)	5,451	38.2%
Some college or associate's degree	6,472	45.4%
Bachelor's degree or higher	858	6.0%
Population 25 years and over	143,872	----
Less than 9th grade	5,273	3.7%
9th to 12th grade, no diploma	5,346	3.7%
High school graduate (includes equivalency)	44,801	31.1%
Some college, no degree	31,974	22.2%
Associate's degree	13,331	9.3%
Bachelor's degree	28,302	19.7%
Graduate or professional degree	14,845	10.3%
Population 25 to 34 years	21,122	----
High school graduate or higher	20,211	95.7%
Bachelor's degree or higher	4,922	23.3%
Population 35 to 44 years	25,683	----
High school graduate or higher	23,758	92.5%
Bachelor's degree or higher	8,263	32.2%
Population 45 to 64 years	53,042	----
High school graduate or higher	49,653	93.6%
Bachelor's degree or higher	14,692	27.7%

Category	Total	% of Total
Population 65 years and over	44,025	----
High school graduate or higher	39,631	90.0%
Bachelor's degree or higher	15,270	34.7%

Table 1.54. Educational Attainment by Age Group, Maui County, 2019

Category	Total	% of Total
Population 18 to 24 years	10,657	----
Less than high school graduate	992	9.3%
High school graduate (includes equivalency)	4,618	43.3%
Some college or associate's degree	4,025	37.8%
Bachelor's degree or higher	1,022	9.6%
Population 25 years and over	120,620	----
Less than 9th grade	5,677	4.7%
9th to 12th grade, no diploma	5,630	4.7%
High school graduate (includes equivalency)	37,043	30.7%
Some college, no degree	27,556	22.8%
Associate's degree	11,315	9.4%
Bachelor's degree	22,759	18.9%
Graduate or professional degree	10,640	8.8%
Population 25 to 34 years	20,242	----
High school graduate or higher	19,268	95.2%
Bachelor's degree or higher	4,891	24.2%
Population 35 to 44 years	23,890	----
High school graduate or higher	21,422	89.7%
Bachelor's degree or higher	5,987	25.1%
Population 45 to 64 years	44,168	----
High school graduate or higher	40,447	91.6%
Bachelor's degree or higher	11,268	25.5%
Population 65 years and over	32,320	----

Category	Total	% of Total
High school graduate or higher	28,176	87.2%
Bachelor's degree or higher	11,253	34.8%

Educational Attainment

In 2019, about 43 percent of Hawaii's college-aged population (between 18-24 years old) possessed a high school education. Nearly 41 percent started college or attained an associate degree. Just over 8 percent earned a bachelor's or higher degree, but there was about 7 percent that did not graduate from high school.

Among the working-age population (25+ years old) about 27 percent had a high school diploma or equivalent. Nearly 21 percent had some college work but no degree. For those earning degrees, 11 percent had an Associate's, 22 percent had a Bachelor's, and 12 percent had a graduate or professional degree.

At the County level, in the 25 years and older group, Honolulu County had a larger share of bachelor's or higher degree holders but a smaller share of associate degree holders. They also had less high school graduates than the state overall.

Hawaii County had the highest percentage of those college-aged population. The share of college degrees and high school graduates were greater than the state, while the proportion of those with less than high school education was lower. For the working-age population, Hawaii County had a lesser share of bachelor's and higher degree holders than the state, but more high school graduates and those with some college or associate degrees.

The 18-24-year-old group in Maui County was more than double the statewide share of 8 percent of people without a high school education, topping 19 percent. They also had less educational credentials in terms of high school equivalencies and college degrees. Maui's working-age population also had fewer college degrees and more people with only high school diplomas than the state overall.

Among the college-aged population in Kauai County, there were smaller proportions of degree holders and more people with just high school education only or less than high school education. However, for the working-age population, Kauai was close to the statewide distribution. Although the share of graduate degrees was below the state, Kauai had a bigger proportion of bachelor's and associate degree holders. The share of high school graduates was the same as the state.

Table 1.55. Educational Attainment by Age Group, Kauai County, 2019

Category	Total	% of Total
Population 18 to 24 years	5,120	----
Less than high school graduate	524	10.2%
High school graduate (includes equivalency)	2,305	45.0%
Some college or associate's degree	2,171	42.4%
Bachelor's degree or higher	120	2.3%
Population 25 years and over	51,455	----

Category	Total	% of Total
Less than 9th grade	1,702	3.3%
9th to 12th grade, no diploma	1,997	3.9%
High school graduate (includes equivalency)	15,629	30.4%
Some college, no degree	10,948	21.3%
Associate's degree	6,479	12.6%
Bachelor's degree	9,626	18.7%
Graduate or professional degree	5,074	9.9%
Population 25 to 34 years	8,035	----
High school graduate or higher	7,591	94.5%
Bachelor's degree or higher	2,023	25.2%
Population 35 to 44 years	9,940	----
High school graduate or higher	9,277	93.3%
Bachelor's degree or higher	2,659	26.8%
Population 45 to 64 years	18,213	----
High school graduate or higher	17,346	95.2%
Bachelor's degree or higher	5,638	31.0%
Population 65 years and over	15,267	----
High school graduate or higher	13,542	88.7%
Bachelor's degree or higher	4,380	28.7%

Degrees Earned

Hawaii's degree completers totaled 13,945 for the July 2017 to June 2018 period. Data from July 2019 – June 2020, showed that the effects of the COVID-19 pandemic were not yet impacting the rate of degrees earned. By 2020, 13,575 had earned degrees, not far off from 2017 – 2018 numbers. The University of Hawaii at Manoa was the largest institution with 4,519 degrees conferred, most of which were bachelor's degrees.

Table 1.56. Degrees, Diplomas, Certificates Earned, State of Hawaii, July 2019-June 2020

Institution name	Cert. < 1 year	Cert. 1 - < 2 yr	Cert. 2 - < 4 yr	Assoc.'s degree	Bach.'s degree	Master's degree	Post-bac, Post-master's cert.	Doctor's degree	Total
University of Hawaii at Manoa		54			3109	952		404	4,519
Kapiolani	18	160	7	915					1,100

Institution name	Cert. < 1 year	Cert. 1 - < 2 yr	Cert. 2 - < 4 yr	Assoc.'s degree	Bach.'s degree	Master's degree	Post-bac, Post-master's cert.	Doctor's degree	Total
Community College									
Leeward Community College	64	166		857					1,087
Honolulu Community College	157	58		707					922
Hawaii Pacific University	1			66	565	212	9	3	856
University of Hawaii at Hilo					637	79		85	801
Brigham Young University-Hawaii		11		57	665				733
University of Hawaii-West Oahu					709				709
University of Hawaii Maui College	27	132		416	18				593
Chaminade University of Honolulu				42	336	171	1	9	559
Hawaii Community College	11	149	18	374					552
Kauai Community College	74	91		125					290
Windward Community College		27		247					274
Hawaii Medical College		142		76					218
University of Phoenix-	25				83	6			114

Institution name	Cert. < 1 year	Cert. 1 - < 2 yr	Cert. 2 - < 4 yr	Assoc.'s degree	Bach.'s degree	Master's degree	Post-bac, Post-master's cert.	Doctor's degree	Total
Hawaii									
Paul Mitchell the School-Honolulu	4		53						57
Makana Esthetics Wellness Academy	49								49
IBS School of Cosmetology and Massage	31	8	5						44
Pacific Rim Christian University				12	17	10			39
Hawaii Institute of Hair Design		28							28
Mauna Loa Helicopters	18								18
Inst of Clinical Acupuncture & Oriental Med						13			13
Total	**479**	**1026**	**83**	**3894**	**6139**	**1443**	**10**	**501**	**13,575**

Long-term Unemployed

In Hawaii, people who file unemployment insurance claims can receive benefits for up to 26 weeks. However, persons collecting unemployment insurance benefits for 15 or more weeks are considered long-term unemployed in this report because that is the longest time period of data that was collected by the DLIR WDD Office. During the pandemic, the benefits were extended for 13 weeks. In 2021, Hawaii averaged 3,532 of those individuals each month which accounted for almost 27 percent of all claimants. Honolulu County averaged 2,312 long-term unemployed per month which made up a smaller share of its claimants at 26 percent. Kauai had only 230 long-term unemployed but they represented one out of four claimants, the county's largest share. Meanwhile, Maui County averaged 526 or a 29.5 percent share of its claimants at the longest duration of 15+ weeks, the highest proportion of all the counties. The Big Island had 464 long-term jobless claimants for a 26.8 percent share. Ramifications of the extended benefits for those who were unemployed and collected the base 26 weeks, extended benefits, and the additional Pandemic Emergency Unemployment Compensation has yet to be determined.

Table 1.57. Unemployment Insurance Claimants of 15+ weeks duration, 2021

State/County	Number	% of Total
State of Hawaii	3,532	26.6%
Honolulu County	2,312	26.0%
Maui County	526	29.5%
Hawaii County	464	26.8%
Kauai County	230	26.8%

Mature Workers

Mature workers (also older workers) continue to be an important demographics because of the employability skills they possess, and the knowledge base acquired over their many years of either life or job experience. The three highest education level of attainment of older adults living in the state are high school diploma with an average of 27%; then a Bachelor's degree at an average of 20%; and some college, no degree at an average of 20%. This educational level attainment further reinforces the capability of this target population finding employment for self-sufficiency.

The 2019 US Census reports that the total amount of older workers in the labor force is 76% for individuals 45 to 65 years and 22.6% for those who are 65 years and older statewide. 2.4% of age group 45-65 and 2.7% of 65 and older are currently not in the labor force. Further looking into the different counties and their employment status and educational attainment the City and County of Honolulu leads in the state with 216,022 individuals ages 45 and older in that are currently in the workforce as of 2019. However, Hawaii County leads in the unemployment rate in the state at an average of 5% of individuals that are 45 and older.

Table 1.58. Employment Status and Educational Attainment of Older Workers, State of Hawaii, 2019

Category	45 to 64 years	65+ years
EMPLOYMENT STATUS	--	--
Total population in age group	346,284	269,470
In Civilian labor force:	263,168	60,779
Labor force participation rate	*76.0%*	*22.6%*
Employed	256,980	59,151
Unemployed	6,188	1,628
Unemployment rate	*2.4%*	*2.7%*
Not in labor force	80,737	208,691
EDUCATIONAL ATTAINMENT	--	--
Total in age group	346,284	269,470
Less than 9th grade	3.1%	7.6%
9th to 12th grade, no diploma	3.6%	5.5%

Category	45 to 64 years	65+ years
High school graduate (includes equivalency)	27.5%	27.9%
Some college, no degree	20.8%	19.2%
Associate's degree	12.1%	8.0%
Bachelor's degree	21.8%	18.8%
Graduate or professional degree	11.0%	13.0%

Table 1.59. Employment Status and Educational Attainment of Older Workers, Honolulu County, 2019

Category	45 to 64 years	65+ years
EMPLOYMENT STATUS	--	--
Total population in age group	230,853	177,856
In Civilian labor force:	176,631	39,391
Labor force participation rate	*76.5%*	*22.1%*
Employed	173,568	38,476
Unemployed	3,063	915
Unemployment rate	*1.7%*	*2.3%*
Not in labor force	51,852	138,465
EDUCATIONAL ATTAINMENT	--	--
Total in age group	230,853	177,856
Less than 9th grade	3.1%	7.8%
9th to 12th grade, no diploma	3.5%	6.4%
High school graduate (includes equivalency)	25.5%	30.0%
Some college, no degree	20.4%	16.8%
Associate's degree	11.9%	8.3%
Bachelor's degree	23.5%	18.3%
Graduate or professional degree	12.1%	12.4%

Table 1.60. Employment Status and Educational Attainment of Older Workers, Hawaii County, 2019

Category	45 to 64 years	65+ years

Category	45 to 64 years	65+ years
EMPLOYMENT STATUS	--	--
Total population in age group	53,042	44,025
In Civilian labor force:	37,036	10,585
Labor force participation rate	*69.8%*	*24.0%*
Employed	35,179	10,072
Unemployed	1,857	513
Unemployment rate	*5.0%*	*4.8%*
Not in labor force	16,006	33,440
EDUCATIONAL ATTAINMENT	--	--
Total in age group	53,042	44,025
Less than 9th grade	3.4%	5.4%
9th to 12th grade, no diploma	3.0%	4.5%
High school graduate (includes equivalency)	33.4%	23.5%
Some college, no degree	21.1%	24.3%
Associate's degree	11.4%	7.6%
Bachelor's degree	18.9%	20.5%
Graduate or professional degree	8.8%	14.2%

Table 1.61. Employment Status and Educational Attainment of Older Workers, Maui County, 2019

Category	45 to 64 years	65+ years
EMPLOYMENT STATUS	--	--
Total population in age group	44,168	32,320
In Civilian labor force:	34,858	7,313
Labor force participation rate	*78.9%*	*22.6%*
Employed	33,869	7,285
Unemployed	989	28
Unemployment rate	*2.8%*	*0.4%*
Not in labor force	9,301	25,007
EDUCATIONAL ATTAINMENT	--	--

Category	45 to 64 years	65+ years
Total in age group	44,168	32,320
Less than 9th grade	3.2%	9.2%
9th to 12th grade, no diploma	5.2%	3.6%
High school graduate (includes equivalency)	31.3%	22.7%
Some college, no degree	22.6%	24.7%
Associate's degree	12.1%	4.9%
Bachelor's degree	16.9%	20.3%
Graduate or professional degree	8.6%	14.5%

Table 1.62. Employment Status and Educational Attainment of Older Workers, Kauai County, 2019

Category	45 to 64 years	65+ years
EMPLOYMENT STATUS	--	--
Total population in age group	19,619	13,859
In Civilian labor force:	15,411	3,148
Labor force participation rate	*78.6%*	*22.7%*
Employed	15,008	3,024
Unemployed	403	124
Unemployment rate	*2.6%*	*3.9%*
Not in labor force	4,186	10,711
EDUCATIONAL ATTAINMENT	--	--
Total in age group	18,213	15,267
Less than 9th grade	2.2%	8.5%
9th to 12th grade, no diploma	2.5%	2.8%
High school graduate (includes equivalency)	27.1%	27.6%
Some college, no degree	21.4%	20.8%
Associate's degree	15.8%	11.6%
Bachelor's degree	21.3%	16.3%
Graduate or professional degree	9.7%	12.4%

Veterans

Per U.S. Bureau of Labor Statistics, using Current Population Survey data, the 2020 average unemployment rate for veterans 18 years and older in Hawaii was 6.5%, which was lower than the 11.6% for Hawaii's total labor force as cited above.

For characteristics of veterans in Hawaii's labor force, 2019 Census data showed that veterans accounted for 8.5 percent of the adult population. When only 18 to 64-year-old veterans are included, 75.2 percent, were labor force participants with an unemployment rate of 3.5 percent.

About 35.5 percent of veterans had some college or an associate degree and another 35.4 percent had a bachelor's or higher degree. Tables 1.1 to 1.5 provides the data statewide and by each county.

Honolulu County mirrored the state closely, but with a slightly higher share of veterans at 8.8 percent and a labor force participation rate of 78.4 percent. Their unemployment rate was 3.7 percent; about 35.3 percent had some college, and about 39.2 percent had bachelor's or higher degrees.

Hawaii County had a higher proportion of veterans at 9.6 percent, but their labor force participation was much lower at 54.3 percent, and their jobless rate was less than 1 percent at 0.9 percent. About 35.7 percent had some college, and about 27.0 percent had bachelor's or higher degrees.

The proportion of veterans in Maui County was 5.2 percent, the lowest among the counties but their labor force participation rate was 96.1 percent, the highest in the state. Their unemployment rate was 8.3 percent. About 38.7 percent had some college, and about 23.8 percent had bachelor's or higher degrees.

Kauai County had veterans at 7.8 percent of the population, a labor force participation rate of 69.2 percent, and zero unemployment. About 32.8 percent had some college, and about 28.3 percent had bachelor's or higher degrees.

Table1.63. Veterans Employment Status and Educational Attainment, State of Hawaii, 2019

Category	Veterans	% Distribution
VETERANS STATUS	--	--
Civilian Population 18+ years old	90,368	8.5%
EMPLOYMENT STATUS	--	--
Veterans 18-64 years old:	45,035	----
In labor force:	33,869	75.2%
Employed	32,673	----
Unemployed	1,196	----
Unemployment Rate	*3.5%*	----
EDUCATIONAL ATTAINMENT	--	--
Civilian population 25 years and over	88,951	---
Less than high school graduate	3,387	3.8%

Category	Veterans	% Distribution
High school graduate (includes equivalency)	22,503	25.3%
Some college or associate degree	31,576	35.5%
Bachelor's degree or higher	31,485	35.4%

Table 1.64. Veterans Employment Status and Educational Attainment, Honolulu County, 2019

Category	Veterans	% Distribution
VETERANS STATUS	--	--
Civilian population 18+ years	63,914	8.8%
EMPLOYMENT STATUS	--	--
Veterans 18-64 years old:	33,890	----
In labor force:	26,567	78.4%
Employed	25,596	----
Unemployed	971	----
Unemployment Rate	*3.7%*	----
EDUCATIONAL ATTAINMENT	--	--
Civilian population 25 years and over	62,618	---
Less than high school graduate	1,987	3.2%
High school graduate (includes equivalency)	13,998	22.4%
Some college or associate degree	22,095	35.3%
Bachelor's degree or higher	24,538	39.2%

Table 1.65. Veterans Employment Status and Educational Attainment, Hawaii County, 2019

Category	Veterans	% Distribution
VETERANS STATUS	--	--
Civilian population 18 years and over	15,175	9.6%
EMPLOYMENT STATUS	--	--
Veterans 18-64 years old:	7,101	----
In labor force:	3,858	54.3%

Category	Veterans	% Distribution
Employed	3,825	----
Unemployed	33	----
Unemployment Rate	*0.9%*	----
EDUCATIONAL ATTAINMENT	--	--
Civilian population 25 years and over	15,175	---
Less than high school graduate	1,026	6.8%
High school graduate (includes equivalency)	4,634	30.5%
Some college or associate degree	5,419	35.7%
Bachelor's degree or higher	4,096	27.0%

Table 1.66. Veterans Employment Status and Educational Attainment, Maui County, 2019

Category	Veterans	% Distribution
VETERANS STATUS	--	--
Civilian population 18 years and over	6,854	5.2%
EMPLOYMENT STATUS	--	--
Veterans 18-64 years old:	2,406	----
In labor force:	2,311	96.1%
Employed	2,119	----
Unemployed	192	----
Unemployment Rate	*8.3%*	----
EDUCATIONAL ATTAINMENT	--	--
Civilian population 25 years and over	6,795	---
Less than high school graduate	145	2.1%
High school graduate (includes equivalency)	2,406	35.4%
Some college or associate degree	2,629	38.7%
Bachelor's degree or higher	1,615	23.8%

Table 1.67. Veterans Employment Status and Educational Attainment, Kauai County, 2019

Category	Veterans	% Distribution
VETERANS STATUS	--	--
Civilian population 18 years and over	4,425	7.8%
EMPLOYMENT STATUS	--	--
Veterans 18-64 years old:	1,638	----
In labor force:	1,133	69.2%
Employed	1,133	----
Unemployed	0	----
Unemployment Rate	*0.0%*	----
EDUCATIONAL ATTAINMENT	--	--
Civilian population 25 years and over	4,363	---
Less than high school graduate	229	5.2%
High school graduate (includes equivalency)	1,465	33.6%
Some college or associate degree	1,433	32.8%
Bachelor's degree or higher	1,236	28.3%

Disabled

In 2019, there were 62,405 people aged 18-64 years old with disabilities living in Hawaii. Almost 43 percent were participants in the labor force and the unemployment rate was 9.3 percent. With regard to educational attainment, almost 35 percent had a high school education or equivalent. Nearly 28 percent had some college or an associate degree, while over 20 percent had a bachelor's or higher degree.

Among those ages 18 to 64 years old, Honolulu County had 39,844 people with disabilities. Both labor force participation and unemployment rates were a little higher than the state. There were 13,508 people with disabilities in Hawaii County. It had the highest unemployment rate in the state at 14.20%. In Maui County there were 4,809 individuals with disabilities. They had the lowest rate of labor force participation at 36.2% from a high of 49.7 percent in 2018 but now have the lowest rate of joblessness with 3.0 percent. Kauai County counted 4,244 people with a disability making it the county with the lowest labor force participation of 23.3 percent but with an 8% unemployment rate up from zero percent in 2018.

Honolulu County had 39,663 disabled people and both labor force participation and unemployment rates were a little higher than the state. There were 15,162 disabled persons in Hawaii County and both labor force participation and unemployment rates were lower than the state. In Maui County there were 9,049 individuals with disabilities. They had the highest rate of labor force participation at 49.7 percent and also the highest rate of joblessness with 8.0

percent. Kauai County's 2,460 disabled had the lowest labor force participation of 23.3 percent but had zero unemployment.

Table 1.68. Employment Status and Educational Attainment of the Disabled, State of Hawaii, 2019

Category	2019 Estimate
Civilian noninstitutionalized disabled population 18-64 years	62,405
In the labor force	26,496
Labor force participation rate	*42.5%*
Employed	24,025
Unemployed	2,471
Unemployment rate	*9.3%*
Not in labor force	35,909
Category	**2019 % Distribution**
Educational Attainment of noninstitutionalized disabled persons 25+ years	--
Population:	147,264
Less than high school graduate	16.3%
High school graduate (includes equivalency)	34.9%
Some college or associate's degree	28.1%
Bachelor's degree or higher	20.6%

Table 1.69. Employment Status of the Disabled, Honolulu County, 2019

Category	**2019 Estimate**
Civilian noninstitutionalized disabled population 18-64 years	39,844
In the labor force	17,333
Labor force participation rate	*43.5%*
Employed	15,861
Unemployed	1,472
Unemployment rate	*8.5%*
Not in labor force	22,511

Table 1.70. Employment Status of the Disabled, Hawaii County, 2019

Category	2019 Estimate
Civilian noninstitutionalized disabled population 18-64 years	13,508
In the labor force	5,689
Labor force participation rate	*42.1%*
Employed	4,880
Unemployed	809
Unemployment rate	*14.2%*
Not in labor force	7,819

Table 1.71. Employment Status of the Disabled, Maui County, 2019

Category	2019 Estimate
Civilian noninstitutionalized disabled population 18-64 years	4,809
In the labor force	1,741
Labor force participation rate	*36.2%*
Employed	1,689
Unemployed	52
Unemployment rate	*3.0%*
Not in labor force	3,068

Table 1.72. Employment Status of the Disabled, Kauai County, 2019

Category	2019 Estimate
Civilian noninstitutionalized disabled population 18-64 years	4,244
In the labor force	1,733
Labor force participation rate	*40.8%*
Employed	1,595
Unemployed	138
Unemployment rate	*8.0%*
Not in labor force	2,511

Foreign-Born Individuals

Based on the Census five-year estimates for 2019-2023, there were 250,744 people in Hawaii that were born in a foreign country. Nearly 64 percent were in the civilian labor force and the

unemployment rate was 2.0 percent. Almost 19 percent of the foreign-born did not have a high school diploma, while nearly 27 percent did graduate from high school. About 27 percent had attended some college or received an associate degree, almost 19 percent had a Bachelor's, and 7 percent had a Graduate or professional degree. Over 83 percent of foreign-born individuals spoke a language other than English and over 50 percent of them did not speak English very well.

In Honolulu County, there were 186,184 foreign born people and 63 percent were in the labor force. The unemployment rate was 2.0 3.8 percent, matching the state. Educational attainment and English language spoken did not differ much from the statewide numbers.

Hawaii County had 23,944 foreign-born individuals with a 64 percent labor force participation rate and 1.9 percent unemployment. The proportion of them that spoke another language other than English was almost 80 percent and of those, 43 percent did not speak English very well.

There were 29,267 people born outside of the U.S. residing in Maui County in 2019. The share of those participating in the labor force was one of the highest among all counties, slightly more than 68 percent. The unemployment rate was a little below the state, averaging 2.1 percent. Maui had a higher percentage of high school graduates and those with some college or associate degrees. As for language spoken, there was a smaller share of foreign-born people that spoke other languages, 77 percent, and of that about 48 percent couldn't speak English very well.

Kauai County had 11,349 foreign-born individuals and 69 percent of them were in the civilian labor force. The jobless rate of 2.7 percent was the lowest among all counties. Kauai had the second highest percentage of high school graduates with nearly 33 percent.

The state continues to partner with individuals who are English Language Learners (ELL), those with low levels of literacy, and individuals facing substantial cultural barriers through our partnerships with the Department of Education, Department of Health and Human Services and other members in the community. Obtaining specific data for these groups has been difficult due to the pandemic. Service to these populations is at the forefront of WIOA program services.

Table 1.73. Employment Status, Educational Attainment, and Language Spoken of Foreign-Born, State of Hawaii, 2019

Category	**2019 Estimate**
EMPLOYMENT STATUS	--
Population 16 years and over	250,747
In labor force	64.7%
Civilian labor force	63.8%
Employed	61.7%
Unemployed	2.0%
Percent of civilian labor force	3.2%
Armed Forces	0.9%
Not in labor force	35.3%

Category	2019 Estimate
EDUCATIONAL ATTAINMENT	--
Population 25 years and over	233,572
Less than high school graduate	18.9%
High school graduate (includes equivalency)	27.1%
Some college or associate's degree	27.0%
Bachelor's degree	19.3%
Graduate or professional degree	7.6%
LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH	--
Total population	262,439
Population 5 years and over	260,711
English only	16.5%
Language other than English	83.5%
Speak English less than "very well"	50.8%

Table 1.74. Employment Status, Education, Language Spoken of Foreign-Born, Honolulu County, 2019

Category	2019 Estimate
EMPLOYMENT STATUS	--
Population 16 years and over	186,184
In labor force	63.8%
Civilian labor force	62.6%
Employed	60.6%
Unemployed	2.0%
Percent of civilian labor force	3.2%
Armed Forces	1.2%
Not in labor force	36.2%
EDUCATIONAL ATTAINMENT	--
Population 25 years and over	173,635
Less than high school graduate	19.3%
High school graduate (includes equivalency)	25.7%
Some college or associate's degree	26.9%

Category	2019 Estimate
Bachelor's degree	20.1%
Graduate or professional degree	8.0%
LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH	--
Total population	194,060
Population 5 years and over	193,086
English only	14.9%
Language other than English	85.1%
Speak English less than "very well"	52.3%

Table 1.75. Employment Status, Education, Language Spoken of Foreign-Born, Hawaii County, 2019

Category	2019 Estimate
EMPLOYMENT STATUS	--
Population 16 years and over	23,944
In labor force	64.4%
Civilian labor force	64.4%
Employed	62.5%
Unemployed	1.9%
Percent of civilian labor force	3.0%
Armed Forces	0.0%
Not in labor force	35.6%
EDUCATIONAL ATTAINMENT	--
Population 25 years and over	22,049
Less than high school graduate	18.0%
High school graduate (includes equivalency)	27.8%
Some college or associate's degree	26.1%
Bachelor's degree	19.0%
Graduate or professional degree	9.0%
LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH	--
Total population	25,286
Population 5 years and over	25,031

Category	2019 Estimate
English only	20.0%
Language other than English	80.0%
Speak English less than "very well"	43.6%

Table 1.76. Employment Status, Education, Language Spoken of Foreign-Born, Maui County, 2019

Category	2019 Estimate
EMPLOYMENT STATUS	--
Population 16 years and over	29,267
In labor force	68.7%
Civilian labor force	68.6%
Employed	66.4%
Unemployed	2.1%
Percent of civilian labor force	3.1%
Armed Forces	0.2%
Not in labor force	31.3%
EDUCATIONAL ATTAINMENT	--
Population 25 years and over	27,420
Less than high school graduate	17.3%
High school graduate (includes equivalency)	33.6%
Some college or associate's degree	29.2%
Bachelor's degree	15.1%
Graduate or professional degree	4.8%
LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH	--
Total population	31,046
Population 5 years and over	30,642
English only	22.8%
Language other than English	77.2%
Speak English less than "very well"	48.8%

Table 1.77. Employment Status, Education, Language Spoken of Foreign-Born, Kauai County, 2013-2017

Category	2013-2017 Estimate
EMPLOYMENT STATUS	--
Population 16 years and over	11,302
In labor force	67.1%
Civilian labor force	67.0%
Employed	65.2%
Unemployed	1.8%
Percent of civilian labor force	2.7%
Armed Forces	0.2%
Not in labor force	32.9%
EDUCATIONAL ATTAINMENT	--
Population 25 years and over	10,468
Less than high school graduate	17.8%
High school graduate (includes equivalency)	34.7%
Some college or associate degree	26.0%
Bachelor's degree	15.9%
Graduate or professional degree	5.5%
LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH	--
Total population	11,801
Population 5 years and over	11,759
English only	15.4%
Language other than English	84.6%
Speak English less than "very well"	46.6%

Individuals below poverty level

According to Census data, there were 128,722 people in Hawaii living below the poverty level in 2019, accounting for 9.3 percent of the population. About 4.6 percent, or 32,308, of those in poverty were a part of the civilian labor force and their unemployment rate was 23.5 percent. Of the low-income population aged 16+ years, 17.6 percent did not work, while 24 percent worked part-time or part-year, and 1.7 percent worked full-time year-round. For the 25+ years old population living in poverty, 17.4 percent had less than a high school education and 11.7 percent had their high school diploma or equivalency. About 7 percent had attended some college or earned an associate degree, while 3.9 percent had a bachelor's or higher degree.

In Honolulu County, 8.10 percent, or 76,644 people were below the poverty threshold. About 24 percent of them were in the labor force and the unemployment rate was 22.3 percent. Their work experience was slightly lower than the state. In terms of educational attainment, there was little difference. Oahu had a moderate rate of low-income people with less than a high school education at 15.6 percent. Those with some college or associate degree was 17.20 percent.

Among the counties, Hawaii County had the highest rate of poverty with slightly over 13 percent, which is significantly higher than the statewide share of 9.30 percent. Their 7.4% percent share of civilian labor force participation was favorably comparable to the state's 4.6 percent, while the unemployment rate was higher at 33.80 percent. Slightly less low-income people worked compared to the state overall. The Big Island had a higher proportion of college-educated people than the state and had the second lowest rate of people below poverty without a high school diploma or equivalency.

Maui County had a 11.9 percent share of their population living in poverty and 14.1 percent were labor force participants, which is the highest share among the counties. The rate of joblessness was lower than the state at 12.10 percent. Proportionately more of Maui County's low-income people worked compared to the state and the 21.5 percent that did not work was the highest share among the counties. Educational attainment was a mixed bag when compared to other counties. It had the second lowest rate of high school graduates with 10.2 percent, but the highest proportion of bachelor's or higher degree holders with 8.4 percent.

The lowest rate of poverty was in Kauai County with 8.6 percent. They also had the smallest share of this population in the labor force, but unemployment was a very low 4.6 percent. About 11.6 percent of the low-income population did not work, the lowest share in the state. Kauai had the lowest level of educational attainment among all counties for individuals living below poverty level.

Table 1.78. Employment Status, Experience, Education of Individuals Below Poverty Level, State of Hawaii, 2019

Category	Total	Below poverty level	% Below poverty level
Population for whom poverty status is determined	1,379,078	128,722	9.3%
EMPLOYMENT STATUS	--	--	--
Civilian labor force 16 years and over	695,037	32,308	4.6%
Employed	669,384	26,285	3.9%
Unemployed	25,653	6,023	23.5%
Unemployment Rate	*3.7%*	*18.6%*	----
WORK EXPERIENCE	--	--	--
Population 16 years and over	1,115,823	97,125	8.7%
Worked full-time, year-round in the past 12	526,985	9,178	1.7%

Category	Total	Below poverty level	% Below poverty level
months			
Worked part-time or part-year in the past 12 months	222,298	23,557	10.6%
Did not work	366,540	64,390	17.6%
EDUCATIONAL ATTAINMENT	--	--	--
Population 25 years and over	982,624	78,844	8.0%
Less than high school graduate	74,106	12,913	17.4%
High school graduate (includes equivalency)	266,464	31,109	11.7%
Some college, associate degree	309,077	21,706	7.0%
Bachelor's degree or higher	332,977	13,116	3.9%

Table 1.79. Employment Status, Experience, Education of Individual Below Poverty Level, Honolulu County, 2019

Category	Total	Below poverty level	% below poverty level
Population for whom poverty status is determined	943,455	76,644	8.1%
EMPLOYMENT STATUS	--	--	--
Civilian labor force 16 years and over	473,597	18,707	3.9%
Employed	457,374	15,091	3.3%
Unemployed	16,223	3,616	22.3%
Unemployment Rate	*3.4%*	*19.3%*	----
WORK EXPERIENCE	--	--	--
Population 16 years and over	764,464	59,972	7.8%
Worked full-time, year-round in the past 12 months	374,987	5,221	1.4%
Worked part-time or part-	144,216	14,163	9.8%

Category	Total	Below poverty level	% below poverty level
year in the past 12 months			
Did not work	245,261	40,588	16.5%
EDUCATIONAL ATTAINMENT	--	--	--
Population 25 years and over	669,729	47,658	7.1%
Less than high school graduate	49,015	8,430	17.2%
High school graduate (includes equivalency)	170,553	19,430	11.4%
Some college, associate degree	208,278	13,058	6.3%
Bachelor's degree or higher	241,883	6,740	2.8%

Table 1.80. Employment Status, Experience, Education of Individual Below Poverty Level, Hawaii County, 2019

Category	Total	Below poverty level	% below poverty level
Population for whom poverty status is determined	198,625	26,250	13.2%
EMPLOYMENT STATUS	--	--	--
Civilian labor force 16 years and over	95,644	7,074	7.4%
Employed	90,446	5,315	5.9%
Unemployed	5,198	1,759	33.8%
Unemployment Rate	*5.4%*	*24.9%*	----
WORK EXPERIENCE	--	--	--
Population 16 years and over	160,596	19,193	12.0%
Worked full-time, year-round in the past 12 months	65,237	1,941	3.0%
Worked part-time or part-year in the past 12 months	34,117	4,488	13.2%
Did not work	61,242	12,764	20.8%

Category	Total	Below poverty level	% below poverty level
EDUCATIONAL ATTAINMENT	--	--	--
Population 25 years and over	142,528	15,384	10.8%
Less than high school graduate	10,488	1,949	18.6%
High school graduate (includes equivalency)	43,874	6,475	14.8%
Some college, associate degree	45,108	3,842	8.5%
Bachelor's degree or higher	43,058	3,118	7.2%

Table 1.81. Employment Status, Experience, Education of Individual Below Poverty Level, Maui County, 2019

Category	Total	Below poverty level	% below poverty level
Population for whom poverty status is determined	165,518	19,716	11.9%
EMPLOYMENT STATUS	--	--	--
Civilian labor force 16 years and over	88,936	4,817	5.4%
Employed	85,675	4,234	4.9%
Unemployed	3,261	583	17.9%
Unemployment Rate	*3.7%*	*12.1%*	----
WORK EXPERIENCE	--	--	--
Population 16 years and over	133,529	13,862	10.4%
Worked full-time, year-round in the past 12 months	60,801	1,167	1.9%
Worked part-time or part-year in the past 12 months	31,682	3,863	12.2%

Category	Total	Below poverty level	% below poverty level
Did not work	41,046	8,832	21.5%
EDUCATIONAL ATTAINMENT	--	--	--
Population 25 years and over	119,547	12,320	10.3%
Less than high school graduate	11,057	1,722	15.6%
High school graduate (includes equivalency)	36,625	3,735	10.2%
Some college, associate degree	38,474	4,071	10.6%
Bachelor's degree or higher	33,391	2,792	8.4%

Table 1.82. Employment Status, Experience, Education of Individual Below Poverty Level, Kauai County, 2019

Category	Total	Below poverty level	% below poverty level
Population for whom poverty status is determined	71,467	6,112	8.60%
EMPLOYMENT STATUS	--	--	--
Civilian labor force 16 years and over	36,847	1,710	4.60%
Employed	35,876	1,645	4.60%
Unemployed	971	65	6.70%
Unemployment Rate	*2.6%*	*3.8%*	----
WORK EXPERIENCE	--	--	--
Population 16 years and over	57,221	4,098	7.20%
Worked full-time, year-round in the past 12 months	25,952	849	3.30%
Worked part-time or part-year in the past 12 months	12,278	1,043	8.50%
Did not work	18,991	2,206	11.60%
EDUCATIONAL ATTAINMENT	--	--	--
Population 25 years and	50,807	3,482	6.90%

Category	Total	Below poverty level	% below poverty level
over			
Less than high school graduate	3,546	812	22.90%
High school graduate (includes equivalency)	15,412	1,469	9.50%
Some college, associate degree	17,212	735	4.30%
Bachelor's degree or higher	14,637	466	3.20%

Native Hawaiians and Other Pacific Islanders

The US Census Bureau combines Native Hawaiians with Other Pacific Islanders and will be referred to as Native Hawaiians when addressing both Native Hawaiians and Other Pacific Islanders. In 2019 there were 116,696 Native Hawaiians living in Hawaii that were 16 years and older. Of this amount only 60% were a part of the labor force which is a 2% decline from what was reported in 2018. The unemployment rate is at 7% compared to the 7.7% of 2018. 67% of this population reside in the City and County of Honolulu.

Of the total population of individuals that are 25 years and older, 11% did not have a high school diploma or equivalent; 47% had a high school degree or equivalent; 30% had some college or associate's; and 12% had a bachelor's or higher. The County of Maui has the highest unemployment rate in the State for 2019 at 10.2% which is a 6.9% increase from what was reported in 2018 and taking the lead from the County of Hawaii which reports 8.4% in 2019 compared to 5.2% in 2018.

Table 1.83. Employment Status and Education of Native Hawaiians, State of Hawaii, 2019

Category	2019 Estimate	% Distribution
EMPLOYMENT STATUS	--	--
Total, 16+ years and over:	116,696	----
Civilian labor force:	70,057	----
Employed	65,174	----
Unemployed	4,883	----
Unemployment rate	*7.0%*	----
Not in labor force	46,187	----
EDUCATIONAL ATTAINMENT	--	--
Total population 25+ years and over	98,477	----
Less than high school diploma	10,689	10.9%
High school graduate (includes	46,154	46.9%

Category	2019 Estimate	% Distribution
equivalency)		
Some college or associate degree	29,661	30.1%
Bachelor's degree or higher	11,973	12.2%

Table 1.84. Employment Status and Education of Native Hawaiians, Honolulu County, 2019

Category	2019 Estimate	% Distribution
EMPLOYMENT STATUS	--	--
Total, 16+ years and over:	78,191	----
Civilian labor force:	47,408	----
Employed	44,305	----
Unemployed	3,103	----
Unemployment rate	*6.5%*	----
Not in labor force	30,331	----
EDUCATIONAL ATTAINMENT	--	--
Total population 25+ years and over	65,315	----
Less than high school diploma	6,513	10.0%
High school graduate (includes equivalency)	30,065	46.0%
Some college or associate degree	20,108	30.8%
Bachelor's degree or higher	8,629	13.2%

Table 1.85. Employment Status and Education of Native Hawaiians, Hawaii County, 2019

Category	2019 Estimate	% Distribution
EMPLOYMENT STATUS	--	--
Total, 16+ years and over:	18,578	----
Civilian labor force:	10,592	----
Employed	9,700	----
Unemployed	892	----
Unemployment rate	*8.4%*	----

Category	2019 Estimate	% Distribution
Not in labor force	7,986	----
EDUCATIONAL ATTAINMENT	--	--
Total population 25+ years and over	15,750	----
Less than high school diploma	1,723	10.9%
High school graduate (includes equivalency)	7,259	46.1%
Some college or associate degree	5,128	32.6%
Bachelor's degree or higher	1,640	10.4%

Table 1.86. Employment Status and Education of Native Hawaiians, Maui County, 2019

Category	2019 Estimate	% Distribution
EMPLOYMENT STATUS	--	--
Total, 16+ years and over:	14,054	--
Civilian labor force:	8,713	--
Employed	7,825	--
Unemployed	888	--
Unemployment rate	*10.2%*	--
Not in labor force	5,341	--
EDUCATIONAL ATTAINMENT	--	--
Total population 25+ years and over	12,082	----
Less than high school diploma	1,737	14.4%
High school graduate (includes equivalency)	6,385	52.8%
Some college or associate degree	2,751	22.8%
Bachelor's degree or higher	1,209	10.0%

Table 1.87. Employment Status and Education of Native Hawaiians, Kauai County, 2019

Category	2019 Estimate	% Distribution
EMPLOYMENT STATUS	--	--

Category	2019 Estimate	% Distribution
Total, 16+ years and over:	4,820	----
Civilian labor force:	3,126	----
Employed	2,964	----
Unemployed	162	----
Unemployment rate	*5.2%*	----
Not in labor force	4,820	----
EDUCATIONAL ATTAINMENT	--	--
Total population 25+ years and over	5,322	----
Less than high school diploma	716	13.5%
High school graduate (includes equivalency)	2,445	45.9%
Some college or associate degree	1,674	31.5%
Bachelor's degree or higher	487	9.2%

Homeless

The Hawaii Health Data Ware-Cuse, updated the Point in Time (PIT) counts for 2020. It has reported that there were 6,458 people experiencing homelessness in Hawaii. The statewide homelessness rate for 2020 was about the same as 2019 and continues to decrease since 2016. More than half of the homelessness was reported to be in the City and County of Honolulu at 69% of the total number of reported homeless individuals counted in 2019. 24% of this amount of homeless were chronically homeless. 1 in 4 adults surveyed reported at least one mental health problem and 1 in 10 were veterans.

Though the neighboring islands make up 32% of the total homeless population, there has been an increase in homelessness since 2019. Homelessness of veterans in the neighboring islands increased by 9% compared to the last year and is the first increase among veterans since 2016.

Table 1.88. Homeless Point in Time Count, 2019

State/County	Total Homeless	Change from 2018	Sheltered	Unsheltered
State of Hawaii	6,448	-1.3%	2,810	3,638
Honolulu County	4,453	-0.9%	2,052	2,401
Hawaii County	690	-20.6%	243	447
Maui County	862	-1.3%	420	442
Kauai County	443	51.2%	95	348

Migrant Seasonal Farmworkers

According to the U.S. Department of Agriculture's 2017 Census of Agriculture, there were 793 migrant farm workers in the State of Hawaii. Over 70 percent were in Hawaii County, 19 percent were in Kauai County, 5 percent were in Honolulu County, and the remaining 5 percent were in Maui County.

Table 1.89. Farmworkers, 2017

Category	State of Hawaii	Honolulu County	Hawaii County	Maui County	Kauai County
Hired Farm Labor	11,891	2,768	6,093	1,880	1,150
Migrant Farm Labor	793	43	563	36	151
Incl. Hired Workers	569	n/a	360	36	n/a
Only Contract Labor	224	n/a	203	n/a	n/a
Unpaid Farm Labor	9,047	1,046	5,082	1,814	1,105

(iv) Skill Gaps. Describe apparent 'skill gaps'.

Education and Work Experience Level of Potential Candidates

The job applicants who post resumes online at HireNet Hawaii are summarized by the level of education they possess, and this data is available on HIWI. Comparing the number of potential candidates to the number of advertised job openings is one way to determine a skills gap. However, this will not paint a complete picture because most of the job openings advertised on HireNet did not specify an educational level requirement. As of February 2022, there were 6094 high school graduates actively searching for a job online, but only 1,745 actual jobs posted this as a requirement. Bachelor's degree completers had 4,047 resumes online, compared to just 965 job postings looking for bachelor's degree candidates. There were 1,848 associate degree holders but just 141 job openings requiring that level of education. Vocational school certificate holders had only 40 job openings needing their level of education. Master's degree candidates had only 75 job openings looking for advanced degree candidates. There is a definite mismatch between the number of potential candidates and the number of job openings online.

Table 1.90. Education Level of Potential Candidates, State of Hawaii, Feb 2022

Education Level	Education Level of Potential Candidates	Percent Distribution	Education Requirements on Advertised Job Openings	Percent Distribution
No Minimum Education Requirement	0	N/A	681	2.9%
Less than High School	376	2.0%	0	N/A
High School Diploma or	6,094	33.0%	1,745	7.4%

Education Level	Education Level of Potential Candidates	Percent Distribution	Education Requirements on Advertised Job Openings	Percent Distribution
Equivalent				
1 Year of College, Technical, or Vocational School	0	N/A	7	0.0%
2 Years of College, Technical, or Vocational School	0	N/A	8	0.0%
3 Years of College, Technical, or Vocational School	0	N/A	4	0.0%
Vocational School Certificate	1,208	6.6%	40	0.2%
Associate's Degree	1,848	10.0%	141	0.6%
Bachelor's Degree	4,047	21.9%	965	4.1%
Master's Degree	1,222	6.6%	75	0.3%
Doctorate Degree	191	1.0%	16	0.1%
Specialized Degree (e.g. MD, DDS)	144	0.8%	6	0.0%
Not Specified	0	N/A	19,913	84.4%

The HIWI website also summarizes the amount of work experience that potential candidates have compared to the experience that online job openings require. Over 10,000 online job applicants have over 10 years work experience, but only 26job listings require that much. Over 21,000job openings are looking for only 1 to 2 years of experience and there are only 874 candidates with that amount of experience. The gap that exists here is that a lot of potential candidates have much more experience than is required, which might mean they are over-qualified for many of the jobs being advertised online.

Table 1.91. Work Experience of Potential Candidates, State of Hawaii, Feb 2022

Experience	Work Experience Level of Potential Candidates	Percent Distribution	Work Requirements on Advertised Job Openings	Percent Distribution
Entry Level	0	N/A	936	4.0%
Less than 1 year	1,276	6.9%	187	0.8%
1 Year to 2 Years	874	4.7%	21,661	91.8%

Experience	Work Experience Level of Potential Candidates	Percent Distribution	Work Requirements on Advertised Job Openings	Percent Distribution
2 Years to 5 Years	2,517	13.7%	628	2.7%
5 Years to 10 Years	3,229	17.5%	163	0.7%
More than 10 Years	10,548	57.2%	26	0.1%

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

Workforce Development, Education and Training Activities Analysis

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

Activities	Strengths	Weaknesses
• Skills assessment • Labor market information • Access to eligible education and training programs • Work experience • Job search and placement assistance • Career counseling • Support services • Provide employers with qualified labor pool • Follow up Services	• Ability to partner and stretch funds by leveraging resources • Aware of local business needs locally based • Personalized case management and pathway plan • Strong local community partnerships • HireNet provides required federal reports and data for the analysis and evaluation of programs • WDD, and UI have data sharing agreements to provide employment and wage data	• Technology • Transportation • Social worker-based v. business focused • Low unemployment; • Lack of ETPs • Limited pool of service providers • LWDBs have had difficulty finding locations for their AJCs

Capacity to Provide Services:

Title I services: Adult, Dislocated Worker and Youth Programs are provided at each of the AJCs in the local areas. Although funding has declined due to Hawaii's low unemployment, each local area has contracted with service providers to provide required services in each of the programs. All local areas have had funds available to carry-over to the second program year. Hawaii has a small pool of service providers to carry out Title I programs, consequently, when a provider exits, LWDBs have difficulty finding a replacement. Kauai had difficulty replacing their Youth provider but has contracted with a new provider and technical assistance is being provided by

WDD to ensure the provider's success. Hawaii and Maui have new Adult and Dislocated Worker program providers.

The Hawaii, Maui, and Kauai LWDBs also have difficulty enrolling Eligible Training Providers. To overcome the lack of providers, those boards have turned to their local University of Hawaii Community Colleges (UHCCs) to provide the training for the most in-demand jobs in the local area. The UHCCs also provide reasonably priced training. WDC has been working at the state level to provide the UHCCs with information on the requirements of the ETP Program.

As of June 30, 2021, Kauai County is no longer administering the WIOA Title I Programs. The state workforce agency, the Department of Labor and Industrial Relations (DLIR) - the Workforce Development Division (WDD) has assumed direct management responsibilities as the "State" acting as the local workforce board for the County of Kauai. Prior to 2014 and the adoption of WIOA, DLIR provided all workforce development activities for the County of Kauai which includes both employment and training services through WIA. DLIR is currently bolstering staff levels to increase capacity of services through recruitment of additional state merit staff. In the interim, DLIR staff located in Honolulu County will provide Title I services including DW, Adult and Youth via virtual means. This will continue until the Kauai office is fully staffed.

Title II Adult Education:

Workforce Development, Education and Training Activities Analysis

Title II Adult Education:

Workforce Development, Education and Training Activities Analysis

Data of Participants in the Adult Education program

- 85% of participants in the adult education program are between the ages of 16 and 44
- 35% of the participants are in the 25-44 age group which is the largest among participants
- Among all participants 51% are male and 49% female

PARTICIPANTS BY AGE AND GENDER 2020-2021

Age	Males	Percent	Females	Percent	Total	Percent
16-18	453	16%	330	12%	783	28%
19-24	323	12%	278	10%	601	22%
25-44	474	17%	507	18%	981	35%
45-54	92	3%	154	6%	246	9%
55-59	40	1%	44	2%	84	3%
60+	30	1%	70	3%	100	4%
Total	1,412	51%	1,383	49%	2,795	100%

- Asian participants are the largest ethnic group, 28.59%, followed by participants with two or more races, 20.57%, and Native Hawaiians or Pacific Islanders, 19.11%.

PARTICIPATION BY AGE AND ETHNICITY 2020-2021

Age	American Indian or Alaskan Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian	White	Two or More Races
16-18	0.21%	4.22%	0.25%	3.94%	5.72%	2.97%	10.70%
19-24	0.00%	3.61%	1.68%	4.65%	4.08%	1.97%	5.51%
25-44	0.14%	11.63%	2.97%	6.19%	6.91%	3.79%	3.47%
45-54	0.04%	5.04%	0.14%	0.86%	1.68%	0.50%	0.54%
55-59	0.00%	1.50%	0.11%	0.18%	0.41%	0.54%	0.25%
60+	0.04%	2.58%	0.04%	0.18%	0.29%	0.36%	0.11%
Total	0.43%	28.59%	5.19%	15.99%	19.11%	10.13%	20.57%

- 56.64% of participants have completed at least some high school and 19.9% have a high school diploma or credential.

HIGHEST DEGREE OR LEVEL OF SCHOOL COMPLETED 2020-2021

Level of School Completed on Entry to the Program	Total - Includes US and Non-US Based Schooling
No Schooling	0.21%
Grades 1-5	0.64%
Grades 6-8	5.76%
Grades 9-12	56.64%
Secondary School Diploma or alternate credential	18.18%
Secondary School Recognized Equivalent	1.72%
Some Postsecondary education, no degree	6.05%
Postsecondary or professional degree	7.37%
Unknown	3.43%
Total	100.00%

- 34.53% of participants are employed

PARTICIPANT EMPLOYMENT STATUS ON ENTRY INTO THE PROGRAM 2020-2021

Employment Status on Entry into the Program	Total

Employment Status on Entry into the Program	Total
Employed	34.53%
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0.00%
Unemployed	39.64%
Not in the Labor Force	25.83%
Total	100.00%

- 8.16% of participants are in Institutional settings

PARTICIPANTS IN INSTITUTIONAL PROGRAMS ON ENTRY INTO THE PROGRAM 2020-2021

Participant Institutional Program Status on Entry into the Program	Total
In Correctional Facility	8.2%
In Community Correctional Program	0.00%
In Other Institutional Setting	0.04%
Total	8.16%

- 89.69% of the program staff are part-time
- Part-time teachers account for 70.42% of the part-time personnel. All teachers account for 74.05% of all part-time and full-time personnel.

ADULT EDUCATION PERSONNEL 2020-2021

Function	Total Part-time Personnel	Percent	Total Full-time Personnel	Percent	TOTAL	Percent
State-level Administrative/Supervisory/Ancillary Services	0	0.00%	0	0.00%	0	0.00%
Local-level Administrative/Supervisory/Ancillary Services	84	16.03%	32	6.11%	116	22.14%
Local Counselors	10	1.91%	2	0.38%	12	2.29%
Local Paraprofessionals	7	1.34%	1	0.19%	8	1.53%
Local Teachers	369	70.42%	19	3.63%	389	74.05%
Total	470	89.69%	54	10.31%	525	100%

- Adult education services are provided by the local education agency, Hawaii Department of Education, and receives the entire Adult Education Family Literacy Act WIOA Title II amount.

ADULT EDUCATION FUNDING 2020-2021

Provider Agency	Total Number of Providers	WIOA Funding Total	State Funding Total
Local Education Agencies	1	$2,390,300	$4,102,167

- 65.47% of participants are in the Adult Basic Education program.
- 58% of the Adult Basic Education program participants are 16-44 in age.

PARTICIPANTS BY PROGRAM TYPE AND AGE 2020-2021

Program Type	16-18	19-24	25-44	45-54	55-59	60+	Total
Adult Basic Education (ABE)	22.11%	13.74%	22.15%	4.58%	1.47%	1.43%	65.47%
Adult Secondary Education (ASE)	5.74%	7.16%	6.51%	0.82%	0.25%	0.18%	20.39%
English Language Acquisition	0.43%	0.61%	6.37%	3.33%	1.22%	1.97%	13.92%
Integrated English Literacy and Civics Education (Sec. 243)	0.00%	0.00%	0.07%	0.07%	0.07%	0.00%	0.21%
Total	28.01%	21.50%	35.10%	8.80%	3.01%	3.58%	100.00%
Integrated Education and Training Program	2.83%	1.43%	1.40%	0.18%	0.25%	0.00%	6.12%

- 35.02% of participants achieved a Measurable Skill Gain (MSG).

- 43.33% of participants left the program before achieving an MSG.

PARTICIPANTS MEASURABLE SKILL GAINS BY ENTRY LEVEL 2020-2021

Entering Educational Functioning Level	Total Number of Participants	Number who achieved at least one educational functioning level gain	Number who attained a secondary school diploma or its equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains
ABE/ASE	2,402	548	330	1,085	433	36.80% of ABE/ASE participants
ESL	393	95	0	126	172	24.17% of ESL participants
Total	2,795	643	330	1,211	605	35.02% of all participants

Summary

Adult education participants utilize the ABE program more than any other program. These participants are in the 16-44 age group, have completed some high school or received a high school diploma, and a majority are unemployed. Overall, a greater number of participants exit the program before earning an MSG than participants that achieve an MSG.

Adult education services are provided by a single agency which is the local educational agency. The majority of the adult education program consists of part-time personnel a majority of which are teachers.

Activities	Strengths	Weaknesses
• Adult Basic Education, Family Literacy • English Language Acquisition • High-school equivalency preparation • Career Preparation and Job Training • Citizenship Transition	• Provides essential basic education services for adults including high school equivalency • Flexibility • Individualized learning • Small class size • Integrated Education and Training	• Retention and persistence • Statewide access, particularly on islands other than Oahu • Funding limitations, particularly for instructional staff, state leadership and critical support

Activities	Strengths	Weaknesses
Services • Employability & Life Skills • Correctional Education	• Accommodation of varying learning styles • College and Career Readiness	services

Capacity to Provide Services:

- Limited resources to provide existing education and career preparation services
- Teaching staff are part-time employees which limit services and professional development opportunities for the teaching staff
- Need to develop stronger and expanded relationships with local partners, particularly with employers and postsecondary institutions
- The program is integrated with the statewide career pathways system that enhances services and drive college and career readiness
- The state has funded more transition counseling staff to the local education agency

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Career Technical Education: Provide an analysis of the capacity of CTE to carry out workforce development activities. (UH Hawaii P-20 Office of the State Director of CTE)

Career Technical Education:

Activities	Strengths	Weaknesses
• Serves youth and adults • Provides integrated education and vocational training • Fosters competency-based learning • Each student moves through a Program of Study • Focus on employability skills • Students get work experience • Earn industry-recognized credentials	• Integrated education (k-12 and postsecondary) • Utilizes career pathways, career counseling and individual career plans • Multiple entry and exit options through the community college - industry-recognized credential, certificate, degree or transfer to baccalaureate degree program • Industry involvement in career pathway development and system vetted with	• Once a state career pathway system is adopted, may require adjustments to transition clients from other partners. • Incoming clients may require remediation • Limited staffing and funding • Client access to the system may be a challenge because of cost and time

Activities	Strengths	Weaknesses
	employers • Clear sequence of coursework (non-duplicative, progressive, articulated) • Curricula and instructional strategies instill work readiness • Curricula competency-based rigorous and contextualized	

Capacity to Provide Services:

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

HIDOE K-12 Career Readiness through School Design

- School Design is the purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative and innovative academic curriculum; in their learning environment; and in powerful applied learning practices aligned to college and careers.
- Whether a student in the adult education program has exited from the public high school before graduating or after graduating, the purpose and promise of public education will be incorporated in adult education as it is with the public K-12 schools. The adult education program is part of the HIDOE by Hawaii law, but just as important, an essential part of the public schools continuum of learning for students that require these services to transition to post-secondary or career.
- School Design is one of five themes in the HIDOE's 2030 Promise Plan currently being developed. The five promises to students — Hawaii, Equity, School Design, Empowerment, and Innovation — are not new concepts. Each promise addresses the qualities we know we want all students to experience in our public education system.

Title III Wagner Peyser Employment Services:

Activities	Strengths	Weaknesses
• Assessment of experience, skills, and interests • Career guidance • Labor market information • Job search workshops	• Long history of strong interagency partnerships • Relationships with business and industry • Responsiveness to business hiring needs • Statewide services	• Funding levels constrain business outreach and individualized services to customers • Professional development • Lack of standard on-boarding for new

Activities	Strengths	Weaknesses
• Referral to training & other services • Referral of job seekers to job openings, include matching job requirements with job seeker experience, skills and other attributes • Helping employers with special recruitment needs • Assisting employers analyze hard-to-fill job orders • Supporting and managing Hawaii's HNH, the state-sponsored Job Board • Federal bonding for at-risk employers • Facilitating Federal Tax Credit for hiring offenders, persons with disabilities, other target groups • Counseling and job referrals for veterans with significant barriers • Promoting hiring of veterans • Helping employers and employees deal with layoffs	• Use of technology such as self-service features in the HNH • Access to other funding sources to assist job seekers and business • Flexibility in serving business and job seekers	career counselors • Inconsistent staffing levels • Lack of statewide representation of veteran's representatives (DVOP. LVER)

Capacity to Provide Services:

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

Native Hawaiian Workforce Development Services – Adults

ALU LIKE, Inc. provides Hawaii's WIOA, Title I, Subtitle D- National Programs Sec. 166, NATIVE AMERICAN PROGRAMS COMPREHENSIVE SERVICES (ADULTS).

Activities:

- Outreach
- Intake
- Assessment of skills levels
- Career assessment, planning, and counseling
- Development of individual employment plan
- Facilitation of remedial education; tutoring; study skills training; and occupational skills training that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors of occupations or occupations in the local area with financial assistance for tuition and/or books leading to employment at individual's highest skill level after attaining high school diploma; certificate; Associate, Bachelor, and/or Master's Degree; on-the-job training; entrepreneurship training; upskilling/skills upgrading
- Supportive services that are necessary to enable an individual to participate in activities authorized under WIOA
- Native Hawaiian culturally relevant job readiness/employment preparation. Ka La Hiki Ola-The Dawning of a New Day-curriculum and workbooks utilized
- Referrals to appropriate agencies for additional services
- Job search and placement assistance
- Follow-up services

Strengths:

- "E kulia i ka nu`u". We strive to do our best to engage, develop, and work directly and together with the whole individual.
- Program experience and positive track record since 1978 in operating statewide employment and training program for Native Hawaiians, American Indians, and Alaska Natives under CETA (Comprehensive Employment & Training Act); JTPA (Job Training Partnership Act); WIA (Workforce Investment Act); and presently under WIOA.
- ALU LIKE, Inc. Employment & Training Centers on Hawaii Island with 4 Program Specialists and on Oahu Island with 3 Program Specialists. Since the 2020 pandemic, WIOA services have continued statewide on the islands of Hawaii, Kauai, Maui, Molokai, and Oahu with a combination of staff working remotely with direct Program Specialist RingCentral phone numbers/text messages/videoconference capabilities; with Zoom and with MS Teams; in the office; and out in communities with applicants and participants and training providers. Hawaii Island Program Specialists also assist Kauai applicants/participants until an on-site Kauai Program Specialist is hired. Oahu Island Program Specialist also assist Maui applicants/participants until an on-site Maui Program Specialist is hired.
- Welcoming environment that is Native Hawaiian culturally relevant with Native Hawaiian and English languages used in communication.
- Program Specialists are regularly active in community events.

Weaknesses:

- Kauai, Maui, and Molokai Island Offices each only have one Program Specialist.

Capacity to Provide Services:

ALU LIKE, Inc. WIOA program is statewide with offices and staff on the islands of Hawaii, Kauai (also serving Niihau), Maui, Molokai (also serving Lanai), and Oahu.

Native Hawaiian Workforce Development Services – Youth

ALU LIKE, Inc. provides Hawaii's WIOA, Title I, Subtitle D- National Programs Sec. 166, NATIVE AMERICAN PROGRAMS SUPPLEMENTAL YOUTH SERVICES (Ages 14-24).

Activities:

- Outreach
- Intake
- Assessment of skills levels
- Career assessment, planning, and counseling
- Development of individual employment plan
- Facilitation of remedial education; tutoring; study skills training; and occupational skills training that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors of occupations or occupations in the local area with financial assistance for tuition and/or books leading to employment at individual's highest skill level after attaining high school diploma; certificate; Associate, Bachelor, and/or Master's Degree; work-based learning/internships/paid work experiences; on-the-job training; entrepreneurship training
- Supportive services that are necessary to enable an individual to participate in activities authorized under WIOA
- Native Hawaiian culturally relevant job readiness/employment preparation. Ka La Hiki Ola-The Dawning of a New Day-curriculum and workbooks utilized
- Educational incentive allowances
- Referrals to appropriate agencies for additional services
- Job search and placement assistance
- Follow-up services

Strengths:

- "E kulia i ka nu`u". We strive to do our best to engage, develop, and work directly and together with the whole individual.
- Program experience and positive track record since 1978 in operating statewide employment and training program for Native Hawaiians, American Indians, and Alaska Natives under CETA (Comprehensive Employment & Training Act); JTPA (Job Training Partnership Act); WIA (Workforce Investment Act); and presently under WIOA.
- ALU LIKE, Inc. Employment & Training Centers on Hawaii Island with 4 Program Specialists and on Oahu Island with 4 Program Specialists.

- Welcoming environment that is Native Hawaiian culturally relevant with Native Hawaiian and English languages used in communication.
- Program Specialists are regularly active in community events.

Weaknesses:

Kauai, Maui, and Molokai Island Offices each only have one Program Specialist.

Capacity to Provide Services:

ALU LIKE, Inc. WIOA program is statewide with offices and staff on the islands of Hawaii, Kauai (also serving Niihau), Maui, Molokai (also serving Lanai), and Oahu.

Title IV Vocational Rehabilitation:

Individuals with Disabilities, Including Youth with Disabilities

Activities, Strengths, Weaknesses, Capacity to Provide Services:

According to the U.S. Census Bureau Quickfacts (from July 1, 2018), the number of individuals in Hawaii under 65 years old with disabilities represents a population of 92,312 (6.5% of Hawaii's 1,420,491 total population statewide). In 2016, Hawaii County had the highest rate of individuals with disabilities (9.9%) as a percentage of the total population, with Kauai having the lowest rate (6.5%).

Estimates for 2020 of eligible individuals accessing Vocational Rehabilitation (VR) services statewide (inclusive of students eligible for Pre-Employment Transition Services and VR individualized services) represents close to 8% of the state's total potential workforce population of individuals with disabilities, however, with DVR's active order of selection (OOS) associated with insufficient fiscal and staff resources to fully serve all eligible individuals, DVR anticipates serving approximately 6% of this population in 2020: an estimated 5,100 students and adults with disabilities statewide.

Hawaii's unemployment rate in 2019 remained close to 2.7%, with non-disabled adult employment rates over 68% (2016 US Census), while employment rates of individuals with disabilities averaged below 24% (2016 US Census), similar to the national average.
This unemployment rate represents a 44% disparity rate for individuals with disabilities in the workforce as compared with their non-disabled peers.

Hawaii County had the largest share of disabled people over 16 years of age out of the labor force with 79 percent unemployed, and just 18 percent employed. Maui County had the greatest share of individuals with disabilities in the workforce with 28 percent employed.

The Rehabilitation Act, as amended by Title IV of r WIOA places a greater emphasis on the provision of transition services for youth and students with disabilities, with a focus on increasing employment readiness strategies through the delivery of pre-employment transition services (Pre-ETS) for students with disabilities. The federal Regulations of 34 CFR 361.29 indicate that the comprehensive statewide needs assessment must include an assessment of the needs of youth and students with disabilities in the State, as well as the need for Pre-ETS for students with disabilities, which has been routinely included in DVR's Community Statewide Needs Assessment (CSNA).

It is clear from the interviews and the survey results that students with disabilities in Hawaii [tah1] [tah2] a need for the opportunity to develop skills consistent with the five Pre-ETS program services, as identified in WIOA. Pre-ETS are provided in collaboration with the Hawaii State Department of Education and available to all identified students with disabilities. These services include (34 C.F.R. 361.48(a)(2)):
(i) Job exploration counseling;

(ii) Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), provided in an integrated environment in the community to the maximum extent possible;

(iii) Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;

(iv) Workplace readiness training to develop social skills and independent living; and

(v) Instruction in self-advocacy (including instruction in person-centered planning), which may include peer mentoring (including peer mentoring from individuals with disabilities working in competitive integrated employment).

WIOA amendments to the Rehabilitation Act also indicate the following authorized services can be provided to students with disabilities if funds remain after the provision of the required Pre-ETS services noted above:

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

The CSNA investigated the need for these Pre-ETS program services in addition to what needed to change or improve in order for DVR and the workforce development system at large to more effectively address students with disabilities needs.

The following themes emerged in the area of the needs of students with disabilities:

- DVR needs to be more responsive and efficient with service delivery, in collaboration with community partners providing comparable resources;
- There has been an increase in the number of students with disabilities with substance abuse issues, resulting in higher rates of students with disabilities engaged in the juvenile justice system. This may represent additional barriers and/or limits on employment opportunities for these students that need to be addressed in employment readiness strategies.

- Transportation in rural areas and neighbor islands remains a major barrier to employment for students with disabilities.
- DVR continues to be challenged with achieving high-quality employment outcomes for participants with the most significant disabilities, especially individuals with cognitive disabilities;
- Students with disabilities have a significant need for mentors in the workplace;
- Students with disabilities need more exposure to competitive integrated work-based learning experiences prior to exiting the school system; and
- Development of soft skills associated with workplace relationships continues to be a primary need for Pre-ETS participating students.

While DVR continues to address the need for workforce parity in Hawaii for individuals with disabilities through vocational rehabilitation services, DVR noted that the average hourly wage rate of non-disabled workers (HIWI.org) represented $24.50 in October 2019, while DVR's statewide average hourly wage rate for individuals with disabilities successfully placed into employment during the same period was $16.33, nearly a 33 percent disparity. Sub-sets of individuals with disabilities statewide had higher average hourly wage rates including individuals who are blind or with vision loss earning $25.50 hourly, and individuals who are deaf or have hearing loss earning an average hourly wage rate of $17.77 for this same period.

DVR works with a network of over 600 employers to develop WBLE sites leading to employment in competitive integrated settings statewide for students and youth with disabilities.

While DVR provides opportunities for students with disabilities to begin career exploration through the introduction of Pre-ETS program services, DVR provides individualized VR services (34 C.F.R. 361.48*b)) under an approved individualized plan for employment (IPE), including but not limited to vocational and occupational training, postsecondary education, job development and placement services for eligible persons with disabilities.

DVR remains under an Active Order of Selection (OOS) since October 1, 2017 related to planned expenditures for active participants and potentially eligible students accessing vocational rehabilitation services for career development and employment opportunities in Hawaii. Annually, DVR continues to serve between 6-8% of Hawaii's students and residents with disabilities seeking employment opportunities statewide. DVR has activated over 460 eligible individuals from the active OOS deferred list who had been awaiting services for approximately 24 months. DVR remains committed to reducing the duration eligible individuals are awaiting services on the OOS deferred list. Additionally, individuals remaining on DVR's OOS deferred list are regularly invited to access the American Job Center resources through warm linkages with core partners facilitated by DVR VRS counselors quarterly.

The annual number of Hawaii residents determined eligible for DVR services and in active open status are as follows:

According to the April 1, 2020 updates on U.S. Census Bureau Quickfacts, the number of individuals in Hawaii between the ages of 18 to 65 with disabilities represents a population of 93,137 (6.4% of the 1,455,271 total population statewide).

Estimates for 2023 eligible individuals for VR services statewide (inclusive of students eligible for Pre-Employment Transition Services and VR individualized services) represents close to 8% of the total population with disabilities, however, with current staffing levels and new hiring training requirements, HDVR anticipates serving approximately 5.2% of this total population in 2023: 4,800 individuals with disabilities.

The number of individuals eligible for VR services including currently active open status, potentially eligible students, deferred and closed during the Order of Selection (OOS), (all Categories except Most Significantly Disabled as of 04/11/22), per year are represented as follows:

FFY 2023: 3,900 active cases (projected)

Note: HDVR anticipates an additional 900 PE cases.

FFY 2022: 3,161 as of 04/14/22

Note: HDVR has an additional 1,043 PE cases, and expects 540 VR cases to be removed from OOS waitlist by 9/30/22.

FY 2021 (actual): 3,029 VR cases served

PE (actual): 983 cases

FY 2020 (actual): 3,079 VR cases

PE (actual): 806 cases

Career Technical Education:

Activities	**Strengths**	**Weaknesses**
• Serves youth and adults • Provides integrated education and vocational training • Fosters competency-based learning • Each student moves through a Program of Study • Focus on employability skills • Students get work experience • Earn industry-recognized credentials	• Integrated education (k-12 and postsecondary) • Utilizes career pathways, career counseling and individual career plans • Multiple entry and exit options through the community college - industry-recognized credential, certificate, degree or transfer to baccalaureate degree program • Industry involvement in career pathway development and system vetted with employers • Clear sequence of coursework (non-duplicative, progressive, articulated) • Curricula and instructional strategies instill work readiness • Curricula competency-based rigorous and	• Once a state career pathway system is adopted, may require adjustments to transition clients from other partners. • Incoming clients may require remediation • Limited staffing and funding • Client access to the system may be a challenge because of cost and time

Activities	Strengths	Weaknesses
	contextualized	

Capacity to Provide Services:

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

Community Block Services Grant:

Activities:

- Customized program to address effects of poverty
- Community needs assessment
- Child health services
- Substance abuse services
- Career planning
- Worker training programs
- Housing assistance
- Employment search and placement assistance

Job Corps:

Activities	Strengths	Weaknesses
• An academic and vocational skills training program for ages 16-24 • Residential program with free room and board. • A self-paced program that allows participants two years to complete the program • Income eligibility is required • 10 vocational options in addition to college and advanced training at another Job Corps Center • Job Placement Services provided	• Utilizes career pathways • Many opportunities to obtain industry recognized certification • GED and HiSet diploma program • Recreational activities provided • Counseling services provided • Basic Medical, dental, mental health services • Open entry/open exit program • No cost to the participants • Driver's education available	N/A

Capacity to Provide Services:

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

Local Veterans' Employment Representatives (LVER)

Activities:

- Implements employer seminars to promote the hiring of the target group
- Conducts job search workshops conducted in conjunction with employers
- Engages job search groups to facilitate access to employers
- Educates partner staff on veteran program initiatives and changes

Strengths:

- All LVER staff finished professional development training required by DOL
- LVER are some of the most experienced staff in the agency
- LVER keep partner and American Job Center staff vigilant on program standards with services and changes
- LVER's key function is job development of jobs and matching jobs for veterans seeking employment

Weaknesses:

- DOL has yet to establish uniform LVER performance standards for states
- Need to increase employer collaboration to lead job search workshops

Capacity to Provide Services:

Given the present funding levels and DOL priorities for LVER services, current LVER resources are generally in proportion and sufficient to serve the needs of eligible veterans, spouses and the business community. Conducts outreach to employers in the area to assist veterans in gaining employment. (VPL 03-14, paragraph 4).

Disabled Veterans Outreach Program (DVOP)

Activities:

- Provides individualized career services to a prioritized group of eligible veterans and spouses as directed by law, the Secretary of DOL and State guidance
- Facilitates placements with individualized career service to 90% of all clients served
- Facilitates placements to meet the employment needs of veterans (VPL 03-14 paragraph 4)
- If the DVOP does not have a full caseload of eligible veterans, eligible spouses they may conduct relationship building, outreach and recruitment activities with other service providers in the area, to enroll priority clients (VPL 03-14 paragraph 5)

Strengths:

- Working earnestly to master their craft to mitigate all shortcomings
- Hawaii DVOPs are exceeding the standard of 90% of clients served will received individualized career services

Weaknesses:

- Entered employment rates for Q2 and Q4 after exit are below performance standards

- Median income is below performance standards

DVOP's on Oahu are currently utilizing platforms of Skype to provide individualized career services to eligible veterans and spouses in the counties of Hawaii, Kauai and Maui.

Senior Community Service Employment Program (SCSEP):

Activities	Strengths	Weaknesses
Provides economically disadvantaged and unemployed older persons, 55 years or older, an opportunity to gain much needed training to enhance their marketability to compete in the workforce.	Provides a customized employment and transitional plan that is created together with the participant, program operator, host agency.	Customer base is the most difficult to work with. Individuals have very little to no work experience.
Utilizes and fosters part-time opportunities in community service activities.	Provides meaning work and purpose for eligible participants outside of the home environment, including the continuation of mental, physical and socialization activities.	Liability – risk of injury is high thus impacting the amount of public and/or non-profit agencies willing to become host agencies.
Collaborates with employers (public and non-profit) to become host agencies which are crucial for training the participants of the program.	Offers a direct referral to other programs through the American Job Center.	Limited number of slots available for program participants.
Collaborates with employers to identify employment talent needs for customization of training plans for participants with the host agencies.	Offers workers compensation coverage for all participants.	Digital literacy is a continued challenge for many participants but is necessary for job search skills.
Advocates for mature workers to be hired in the workforce.	Increases a participant's ability to acquire part time or full-time unsubsidized employment for self-sufficiency.	Integration into WIOA for core service assessment and co-enrollments.
Earn subsidized income while developing employable skills with a host agency.	Offers host agencies the opportunity to give back to the public through taking on a participant for training.	Needs more collaboration with the workforce communities and employers to consider hiring an older worker.
Receive supportive services through program and through leveraged funding and	Participants offer host agencies the much-needed assistance	Ageism – participants remain longer in the program because employers are more apt to hiring younger candidates compared to older candidates.

Activities	Strengths	Weaknesses
partnerships with other programs. Direct access to the American Job Center and additional supports for job seekers.	while learning crucial job skills and experience. Can offer employers a pool of skilled workers in entry level to mid-level positions that are relevant to participant's job training plans. Job retention counseling, supportive services, and follow up afforded to participants for up to 12 months as needed after they have secured unsubsidized employment.	Fear of SS benefit loss. When working part time with the program, participants fear loss of their social security benefits (supplemental and/or disability).

Capacity to Provide Services:

- **Capacity to Provide Services** • Because of the limited number of slots and funding, the program has an eligibility criteria and priority of enrollment to serve the most in need individuals• Allows for discussions and collaboration with agencies and organizations to support the needs of the participant while they are in pursuit of employment and when they are no longer able to pursue employment• Case managers are seasoned in employment services and have a plethora of resources and connections to help the participant succeed• Partnerships with WIOA titles I through V and other partner programs for the efficiency of services to the public• Has a limited individual durational lifetime limit of 48 months in the program and a 27-project cap durational limit to ensure that program participants are offered timely service to help transition them into unsubsidized employment or to allow them time to max out their durational limit if employment is no longer a feasible goal.• Has a 10% non-federal match contribution to engage communities to help support the program activities and participants.• Allows for collaborations and partnerships to occur with the workforce communities, office of aging, and other providers/agencies that support elderly individuals.• Participants are in control of their plans in customizing a job plan of their interest for a job that they would like to pursue.

Temporary Assistance for Needy Families (TANF):

Activities	Strengths	Weaknesses
• Work Program for families that receive TANF financial assistance benefits • Case Management and counseling services • Assessments and Develop Employment / Barrier Reduction Plan	• Statewide work program with offices in various geographic locations on each island except Lanai and Molokai. TANF recipients who reside on Molokai are serviced by Maui offices. • Partnership w/ other state, county, and	• Must be TANF recipient to participate in work program • Must be TANF-eligible to receive procured supportive services (TANF Purposes 1 & 2) • Vocational educational activity is limited to 12

Activities	Strengths	Weaknesses
• Job Placement Services (subsidized & unsubsidized) • Job Search Assistance • Job Readiness Training • Work Experience • Education Assistance (ABE, VET, Post-Secondary) • Domestic Violence Advocacy and Supportive Services • Counseling for temporarily disabled and individuals recovering from substance use disorder • Extended services through POS contracts to provide services that meet TANF Purposes 1 and 2	community-based agencies to provide specific services • Ability to procure broad range of services that meet TANF Purposes 1 & 2 • Individualized case management services • Supportive services available for participants, i.e. assistance with transportation costs, work- and education-related expenses, child care subsidies, limited rent assistance, domestic violence advocacy and legal services • Transitional supportive services for employed families who exited TANF due to earnings, i.e. up to twelve months of assistance with transportation costs and child care subsidies • Assists families with no TANF months remaining but are determined temporarily disabled, experiencing domestic violence crisis or recovering from substance use disorder	months in lifetime • Other educational activities are non-core activities (i.e. ABE, JSK, EDRE) • Limited job search, 120 or 180 hours within a 12-month period • WDC granted a request to waive TANF co-location.

Capacity to Provide Services:

- Federal TANF policies provide the flexibility for states to design their TANF work program to meet the needs of families in their respective state.
- Allows for the development of partnerships with other educational and workforce development agencies (public and private).
- Informed work program participants and case managers of available education and training, employment opportunities, and resources.
- Able to service TANF recipient families statewide.
- Limited to 60 TANF months in a family's lifetime.

- Incurred direct and indirect expenditures must be within TANF federal regulations (i.e. benefits and services meet one of the four TANF purposes, TANF recipients, youth and TANF-eligible individuals and families).
- During 2019 to 2022, services were provided on a remote basis due to the COVID-19 pandemic. As of February 2022, services are provided in-person with remote options to continue as needed.

Trade Adjustment Assistance (TAA) Programs:

Activities	Strengths	Weaknesses
• Reemployment and case management services	• Provides in-depth training and support for trade-affected	• Services available to limited population who are adversely affected

Activities	Strengths	Weaknesses
• Training • Job search allowance • Relocation allowance • Additional unemployment insurance in the form of Trade Readjustment Allowances (TRA) • Health Coverage Tax Credit (HCTC) • A wage subsidy for re-employed workers aged 50 or older	workers for job training and/or job search • Offers older workers (50+ years old) a choice of training or income support if working part-time	by foreign trade as certified by USDOL • Petitioning process takes time, requires data about employer's business and reasons for layoffs

Capacity to Provide Services:

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

American Job Centers:

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

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

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

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

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

Ex-Offenders:

American Job Centers are available to respond to inquiries from ex-offenders with general information on training and services and referrals to other agencies such as Salvation Army,

Partners in Care, the Windward Homeless Coalition, Institute for Human Services, and the Department of Public Safety Laumaka Program Information on the Work Opportunity Tax Credit and federal bonding are also provided as incentives to offer employers when ex-offenders conduct a job search.

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

Unemployment Insurance Claimants:

Most Unemployment Insurance (UI) individuals in Hawaii are required to register, enter essential background information, and post an on-line resume in HireNet Hawaii, the WDD's on-line employment search and job matching system, in order to be eligible for UI benefits. HireNet Hawaii assists individuals with their job search efforts and allows employers to search for potential employees.

All initial claimants for UI, except those who are referred to jobs by union halls or are partially unemployed, are subject for selection for Reemployment Services and Eligibility Assessment (RESEA), a program designed to assist and facilitate an individual's transition to employment. RESEA consists of workshops and individual sessions conducted by WDD. Priority is given to ex-military service members and those most likely to exhaust UI benefits, determined through a statistical analysis of factors associated with benefit exhaustion. Once an individual is selected, participation is mandatory unless waived due to the individual recent participation of the same or similar services.

The RESEA program replaced the Reemployment Eligibility and Assessment (REA) program in 2015 providing greater access to reemployment services in addition to services previously provided under the REA program. The permanent RESEA program has four purposes:

1. Reduce UI duration through improved employment outcomes;
2. Strengthen UI program integrity;
3. Promote alignment with the vision of the Workforce Innovation and Opportunity Act (WIOA); and
4. Establish RESEA as an entry point to other workforce system partners. of services in an effort to reduce duration of UI benefits. Its success led to the RESEA program.

Labor Mapping and Educational Pathway Project

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

The website, "Hawaii Career Explorer" is located at the following URL: https://uhcc.hawaii.edu/career_explorer/. This site provides public online access to view in-demand industries and occupations and the requisite education and/or training pathways associated with educational programs throughout the State of Hawaii. It provides online interactivity and visualization of economic and workforce opportunities in Hawaii. The education portion of the site has a hierarchical structure that is based on educational and

training requirements ranging from high school diploma through postgraduate and professional degrees.

It should be noted that one area of program review and assessment for all of the CTE programs at the community colleges is their alignment to the economic needs of the state. A CTE program must meet this eligibility requirement in order to access federal Perkins funds.

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

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

B. STATE STRATEGIC VISION AND GOALS

Hawaii's Strategic Workforce Vision:

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

The Goals of the Workforce Development System in Hawaii:

1. To provide coordinated aligned services to clients through the American Job Centers.
2. To develop sector strategies and a career pathways system for in-demand industries.
3. To engage employers in the workforce development system.
4. Prioritize services to vulnerable population with barriers to employment as described under WIOA.
5. To increase access to employment services for clients in remote locations.

Performance Goals: See Appendix 1

Assessment

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

- state and local level fiscal and programmatic monitoring;

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

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

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

Strategic Vision or Goal	**How Overall Effectiveness will be Assessed**	**How Results will be Used to Make Continuous/Quality Improvements**
Vision: All employers have competitively skilled employees and all residents seeking work or advancement has sustainable employment and self-sufficiency.	1. Compile existing survey results from groups such as chambers of commerce, Hawaii Employers Council and unions on shortages of competitively skilled workers and track improvements/decline over time. 2. Use survey results from the Department of Labor and Industrial Relations Research and Statistics Office to measure employer satisfaction with job seekers and employee satisfaction with their jobs.	1. Services offered by core and mandatory programs will be revised to correct deficiencies and produce better outcomes. 2. Academic coursework and paid as well as unpaid work experience opportunities will be modified to adapt to industry needs.
Goal 1: Provide coordinated, aligned services	1. Determine starting points and end goals for areas slated for alignment e.g. MIS systems, co-location of core and mandatory partners, etc. 2. Assess progress on a quarterly basis and take corrective action as needed.	1. Consult end-users to determine whether revised processes or systems are working. 2. Make adjustments to improve. 3. Collaborative meetings will drive and connect the partners to build an improved network of services and needs for the direct service providers.

Strategic Vision or Goal	How Overall Effectiveness will be Assessed	How Results will be Used to Make Continuous/Quality Improvements
	3. Through standing coordinated partner meetings, areas of economic concerns, training, and overall workforce development areas are continual and addressed.	
Goal 2: Develop sector strategies and a career pathways system that integrates education and training, to prepare an educated and skilled workforce, including youth and individuals with barriers to employment.	1. Catalogue existing sector strategies and career pathways and compile data on the movement of job seekers into jobs (indicate whether jobs are related to education/training and if they are in growth industries) 2. Consult local area sector partnerships on the status of their sector partnership initiatives. 3. Utilize board members to engage in the various industries and gain the pulse of the community, educational, and business needs.	1. Work closely with employers and education partners to expand and/or modify strategies and pathways for high demand occupations and industries. 2. Coordinate efforts with the sector partnerships. 3. With reports from board members, programs and network relationships will be utilized to address the needs and develop new services to provide to the community, clients, and businesses.
Goal 3: Engage employers in the workforce development system to address the talent shortage.	1. Begin by addressing State/Local board and sector partnership recommendations for resolving the talent shortage. Evaluate outcomes. 2. Develop a community input system or surveys to determine the needs and economic trends of employers and job seekers.	1. Refine methodology. 2. Expand the network of employers/ community partners when practical. 3. Active engagement with businesses and job seekers to develop programs that will retain new hires as well as assist businesses to innovate their benefits programs and business models.
Goal 4: Prioritize services to vulnerable population with barriers to employment as	1. Determine baseline participant counts and their educational and employment outcomes. 2. At least annually	1. Use data acquired to evaluate outcomes relative to the number served and the complexity of barriers they face. 2. Engage community partners and

Strategic Vision or Goal	How Overall Effectiveness will be Assessed	How Results will be Used to Make Continuous/Quality Improvements
described under WIOA.	compute the difference between the baseline and actual counts of participants served and their educational and employment outcomes. 3. Survey case managers/ counselors, and participants to gauge levels of customer satisfaction. 4. Promote and gain exposure of AJCs by outreaching into the hard to reach populations in the community and providing information on services available.	Local/State board members in finding solutions to problems. 3. Provide or create different programs based on each community's needs.
<u>Goal 5</u>: Increase Access to employment services for clients in remote areas	1. Assess each local areas reach by evaluating the zip codes/home locations 2. Additional outreach and exposure of AJCs in community and further building of partner programs in the remote areas	1. Focus outreach efforts where necessary. 2. Promoting and creating programs tailored to each community's needs. 3. Engaging and partnering with businesses and board members to build those relationships in the remote communities.

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

1. WDD will conduct on-site and desk monitoring of branch sites and LWDBs.
2. DVR will conduct random case reviews annually.
3. Adult Education will conduct on-site and desk review monitoring.
4. AJC providers will conduct an annual internal self-assessment.
5. LWDBs will assess their service providers and one-stop system; conduct on-site and desk review monitoring.

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

- Sustaining Employment in 2nd and 4th Quarters After Exit
- Skills Gains and Credential Attainment (which relates to postsecondary access and completion)

- Effectiveness in Serving Employers: Core partners have chosen to use: retention with the same employer in the 2nd and 4th quarters after exit rate; and the repeat business rate as the statewide effectiveness in serving employers performance measures.

C. STATE STRATEGY

Hawaii's WIOA core programs and mandatory partners, as well as other key service providers and stakeholders developed the following strategies to help Hawaii's workforce development system achieve its identified vision and goals.

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

Goal 1. To provide coordinated aligned services to clients through the American Job Centers.

- WDD will review and oversee development and continuous improvement of a seamless, coordinated service delivery system that is described in the Unified State Plan and outlined in local plans and Memoranda of Agreement (MOA) that describe in detail alignment of services, policies and procedures.
- Core partners and other key service providers have agreed to utilize Hawaii's Online Workforce Referral system to coordinate services, avoid duplication of services, reduce paperwork, and streamline administrative operations.
- AJCs will implement functional teams and will cross train staff on the programs that are available at the AJC and will use co-enrollment; and blending and braiding of program funds to provide seamless services to their participants.
- WDC will meet with core partners and other key service providers semi-annually to discuss successes, challenges and solutions to achieving coordinated, aligned services.

Goal 2. To develop sector strategies and a career pathways system for in-demand industries to prepare an educated and skilled workforce, including youth and other individuals with barriers to employment (which may include but are not limited to displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers; individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals, Veterans, and unemployed workers, and any other populations to be identified by the State.

- Use economic data, industry clusters and industry resources to determine growth industries and the skill needs of industries and employers.
- Establish and maintain sector partnership initiatives that facilitate ongoing dialogue between government, employers and other key stakeholders to increase understanding of growth industry needs, foster learning between related businesses and coordinate use of information and resources to formulate and implement effective workforce solutions that meet the skill, recruitment, and retention needs of employers and the training, employment, and career advancement needs of workers.
- Align policies and funding streams across education, workforce, and economic development systems and other levels of government to focus public resources on the training that moves workers into industries with high-quality jobs that lead to better financial outcomes and longer job tenures for workers.

- Coordinate a "common" work assessment process between core partners.

- Continue working with adult education programs as a transition into a career pathway leading to a work-readiness diploma. Work closely with UHCC system to create possible dual enrollment and pre-apprenticeship classes for adult learners.

Goal 3. To engage employers in the workforce development system.

- Improve employer use of the state's job board by promoting the benefits of using it; overcoming employer reluctance by providing training; and by making system improvements so that the site is more user friendly.

- Expand employer involvement with program design, implementation, and/or building worksite skills to improve access to jobs and heighten credibility with other employers, potential partners and program participants.

- Focus on short-and long-term goals aligned with industry needs, created with industry input and sustained through industry oversight and participation.

- Establish cross-agency teams that include representation from the UH Community Colleges' Career and Technical Education (CTE) programs and services. (A team approach is not as easy as it sounds. By nature, it's competitive with a sense of ownership to the established employer account. The message from core partner management staff needs to be clear, "one is a placement for all." Meaning that if Workforce Development (WDD) is able to place a job seeker with a company; that can open the doors for all core and mandatory partners to do so in the future.)

- Establish functioning business services teams at each AJC to outreach, educate, and provide tangible services which directly benefit employers.

- Create videos and educational materials to distribute to employers.

Goal 4. To prioritize services to vulnerable populations with barriers to employment including those with disabilities and other populations as noted in Goal 2, as described under WIOA.

- Each core partner will develop and implement policies and procedures that will ensure that vulnerable populations with barriers to employment that are described in the Unified State Plan receive priority for services.

- WDC and core partners will engage employers to improve the labor market and skills outcomes for vulnerable populations, as well as increase access to employment opportunities for those populations.

- WDC and the Core and Mandatory Partners will work to integrate lessons learned from the strategic plans of the University of Hawaii and its Community Colleges which has a key goal of increasing the graduation rate of Native Hawaiians and assisting with achievement of greater economic self-sufficiency.

- Promote skills development through strategic leadership and long-term direction to fortify investments in training, enhance job readiness, industry specific and soft skills acquisition and institutionalize alternate learning methods in ways that help vulnerable populations.

- For individuals with special needs that preclude full-time employment, encourage flexible work, e.g. job-sharing or part-time.

- The core partners and other key service providers will establish a MOA that outlines each agency's roles and responsibilities in providing effective, high-quality, intensive, wrap-around services to vulnerable populations.

- WDD will coordinate resources among core partners and other key service providers to provide adequate professional development to workforce staff so that the highest-quality and most effective, evidence-based services are provided to vulnerable populations in order that they achieve success.
- Co-enrollment policies and procedures will be utilized and developed to ensure priority of service is given to those targeted populations. Procedures will include initial academic and career path assessment to ensure vulnerable populations receive essential initial training and subsequent support to allow them to best benefit from program services.

Goal 5. To increase access to employment services for clients in remote locations.

- One of the foundational elements of the state's Perkins V plan is equity and access. Recognizing that there are remote areas and smaller schools that are unable to provide the same CTE programs and services as the more urbanized areas of the state, the Perkins Steering Committee discussed and addressed those two issues at each decision-making point of the plan - assuring alignment with the state's WIOA plan. A TBD amount of each agency's award will be used for consortia activities/initiatives/strategies that are to include middle, high, postsecondary schools, and AJCs where appropriate.
- Local WDBs will develop strategic outreach plans to address increasing services and overcoming geographic barriers to people living in remote locations or counties that include two or more islands.

HAWAII CAREER PATHWAY SYSTEM

The Hawaii Career Pathway System increases access to and opportunities for employment, education, training, and support services, particularly for individuals with the greatest barriers to employment.

These individuals include displaced homemakers; low-income individuals; Native Hawaiians; individuals with disabilities, including youth who are disabled; adults; ex-offenders; homeless individuals, or homeless children and youth; youth who are in or have aged out of foster care; English language learners, individuals who have low levels of literacy, individuals facing substantial cultural barriers; Temporary Assistance for Needy Families program (TANF); single parents; veterans, and long-term unemployed individuals.

Hawaii's Career Pathway System is designed to promote stronger alignment of workforce and education programs in order to improve the delivery of employment services, and education and training. It meets the WIOA definition of a Career Pathway system.

Hawaii collaborated with workforce, secondary and postsecondary education, adult education, business, industry, and other core partner stakeholders to establish a career pathway system that makes it easier for students, adult learners, job seekers, etc. to attain the skills and credentials needed for jobs. The workforce, human service, and educational systems are being brought into 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.

This System is a unifying framework across the state's Workforce Development Council and its implementation of the Workforce Innovation and Opportunity Act (WIOA) and CTE provided through Perkins V as a part of that System. The Career Pathway System's approach 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 benefits a wide variety of participants including high school, postsecondary, and adult learners – both traditional and non-traditional. 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.

Career pathways are designed to bring greater efficiency and transparency to the routes from adult education programs, non-credit training, or other starting points to credentials recognized by industry and postsecondary educational institutions. Built around integrated academic and technical education pathways, career pathways enable individuals to progress through a modular system of postsecondary credentials that build upon each other, leading to further credentials and improved employment prospects.

The Hawaii Career Pathway System operationalizes through five interacting, interdependent strategies:

- Build cross-state agency partnerships, including community-based organizations
- Identify industry sectors and engage employers
- Design education and training programs, including career and technical education (CTE) at the secondary and postsecondary levels
- Identify funding needs and sources to ensure resources are available to meet state and local workforce development needs
- Align policies and programs to enable continual improvement and innovation of workforce development activities and the scaling and sustainability of those improvements and innovations.

The HI-OSDCTE, together with the Hawaii Department of Education (HIDOE) and University of Hawaii Community College System (UHCCS) and other Hawaii Career Pathway System partners, will continue further development and implementation of all of these strategies in the CTE system to strengthen the quality of the of the state's CTE system and the larger Hawaii Career Pathway System.

Hawaii Strategic Partners

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

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

Additionally, Hawaii has developed a model for creating and conducting Sector Strategy Committees based on the data in the WIOA Unified State Plan. A sector strategy is a partnership of multiple employers within a critical industry that brings together education, economic development, workforce systems, and community representation to identify and collaboratively meet the workforce needs of that industry within a particular labor market.

The University of Hawaii and the Chamber of Commerce Hawaii are leading the coordination of the membership and the convening of the Sector Committees. Sector partnerships align education and training programs with industry needs to produce readily employable workers.

The Sector Committees provide employer and industry perspective. The objectives of the committees—related to Career Pathways—are to:

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

The Career Pathway System is integrated with the Sector Strategy approach. Each Sector Committee has a support group made up of a cross-agency team, including representatives from education's nine career pathways, who will design and implement the strategies recommended by the Sector committee members.

Existing partners include:

• State Department of Labor and Industrial Relations Workforce Development Division

For more information: http://labor.hawaii.gov/wdd/

• State Department of Human Services (Division of Vocational Rehabilitation)

For more information: http://humanservices.hawaii.gov/

• Hawaii Department of Education

www.mcsahawaii.org (McKinley Community School for Adults) www.wcsahawaii.org (Waipahu Community School for Adults http://www.hawaiipublicschools.org

• State Department of Business, Economic Development and Tourism

For more information: http://dbedt.hawaii.gov/

• University of Hawaii Community Colleges: http://uhcc.hawaii.edu,

• UHCC's Workforce Development

For more information: http://www.uhcc.hawaii.edu/ovpcc/academic/workforce-development/overview

• Chamber of Commerce Hawaii

For more information: http://www.cochawaii.org/

• Society for Human Resource Management Hawaii Chapter

For more information: http://www.shrmhawaii.org/

• Enterprise Honolulu (Oahu Economic Development Board)

For more information: https://www.oedb.biz/

• Maui Economic Development Board

For more information: http://www.medb.org/

• Kauai Economic Development Board

For more information: http://www.kedb.com/

• Hawaii Island Economic Development Board

For more information: http://www.hiedb.org/

• Hawaii's P-20 Partnerships for Education: http://www.p20hawaii.org

• AJCs http://www.honolulu.gov/dcs/workforce.html and http://labor.hawaii.gov/wdd/onestop

• Career and Technical Education Coordinating Program https://www.hawaii.edu/offices/bor/sbcte/materials/201505210900/Item_3._Review_of_DOE__UHCC__and_DPS_2015_Perkins_Basic_Grant_Annual_Plans.pdf (hawaii.edu)

• Hawaii Alliance for Community Based Economic Development

For more information: http://www.hacbed.org/about/

• Kamehameha Schools (CTE Scholarship Program)

For more information: http://www.ksbe.edu/imua/digital_archived_article/kamehameha-schools-announces- career-and-technical-education-scholarship/

Alignment of Economic Data to Pathway Development

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

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

It should be noted that one area of program review and assessment for all of the CTE programs at the community colleges is their alignment to the economic needs of the state. A CTE program must meet this eligibility requirement in order to access federal Perkins funds.

Evaluation and Accountability:

All Core and partner programs have some form of evaluation and accountability already in place based on the requirements of their funders.

A key feature of the evaluation process in the revised system is measuring the impact that completing the Pathway has on the customers. This requires tracking and data sets very different from simply counting those who receive a diploma, certificate, credential, or degree and those who are placed in employment. The Core Partners are developing the capacity to collect, report, and analyze that kind of data.

Strategies the State will use to align the core programs, required and optional one-stop partner programs, and any other resource available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above.

The WDC conducted planning sessions to prepare core and mandatory partners for the unified state plan. From October to December 2019, statewide facilitated listening and collaboration sessions were conducted with local Workforce Development Boards' members and staff, core and mandatory partners, stakeholders and interested community members to: 1) align WIOA core programs and mandatory partners (CP&MP); 2) identify resources needed to achieve fully integrated consistent with strategic vision and goals; and 3) strengthen the weaknesses identified in workforce development activities. Notes from the sessions were shared with each county's local area to assist with the LWDB local plans.

An on-line survey to collect input from partners and stakeholders was distributed to capture comments, suggestions and recommendations to enhance the state plan.

WDC plans to contract with a consultant to conduct an evaluation of organizations statewide and out-of-state with offices in Hawaii who would qualify to provide Title I services as service providers, then work with them to connect with state and local boards. With this project, the Committee hopes to address the issue of no responses to RFPs due to lack of providers; lack of interest due to requirements and/or low payouts; and eliminate circumstances such as a service provider becoming a monopoly. The consultant, contracted over a number of years, would help to identify challenging areas, then screen and be a part of the selection process.

The WDC Performance Measures and Accountability Committee will consider establishing policies that WDBs not meeting performance measures for 2 years would make the service provider ineligible to continue or require an RFP to be issued; or have consequences for not meeting agreed upon performance goals.

Sector strategies are policy initiatives designed to promote the economic growth and development of a state's competitive industries using strategic workforce investments to boost labor productivity. The goal of Hawaii's sector partnerships is to provide a venue for industry leaders to collaborate on priorities to strengthen and grow their sector on things that cannot be adequately addressed by individual companies. Sector partnerships also bring together support partners (education, workforce development, economic development, other stakeholders), to leverage and focus resources on industry-defined priorities. In 2018-2019, there were four active sector partnerships across the state: the Maui County Healthcare Partnership, the Oahu Healthcare Sector Partnership, the Oahu Engineering Partnership, and the Education Partnership.

The Maui County Healthcare Partnership (MCHP) was recognized as exemplary and their convener, the Maui Economic Development Board, was invited as faculty to a national sector partnership training. The MCHP's initiatives included an inventory of available work-based learning opportunities and placements of students into internships, career shadowing, and industry tours. The MCHP also created a medical map to ease/increase provider referral and collaboration, as well as increase patient access to care.

The Oahu Healthcare Sector Partnership inventoried healthcare workforce supply and demand – the first survey of its kind across the state. The survey captured the available education and training programs for specific healthcare occupations, and current workforce demand and five-year projections. Ten workforce priorities have been identified and industry leaders are spearheading efforts. The Partnership also experienced success with reducing the number of avoidable emergency room visits by a high utilizer population by over 60% through care coordination and collaboration across organizations.

The Engineering Sector Partnership's goal is to grow the talent pipeline into engineering. The priorities included recruiting mid-level engineers to return to Hawaii, increasing internships for college students, and building youth interest in engineering. Industry members also participated in a third-party review of the state procurement system to reduce time and barriers to permitting and procurement.

The Education Partnership identified K-12 teacher shortage as their priority for collaboration and identified three committees for action: infrastructure, pathways, and supply & retention. Members include the Hawaii State Department of Education, Kamehameha Schools, the Hawaii Association for Independent Schools, and the University of Hawaii College of Education.

The WDC will continue to support these industry-led partnerships to collaborate on their identified priorities and collaborate with the LWDBs to identify new sector partnerships.

The WDC through the guidance of the Employer Engagement Committee contracted two consultants to provide recommendations for employer engagement in the State's workforce system. The first consultant has drafted a Statewide Business Services Framework Plan that will coordinate the business services of the partner programs in the workforce system. The plan will aid in widening the reach of the employer engagement system, develop the expertise and services of the business engagement team members, and ensure that the needs of employers are met.

The second consultant conducted qualitative and quantitate assessments of the AJC Hawaii brand among employers. Interviews were conducted with employers to discover employers' awareness, perception, and usage of the AJCs. The assessments were followed by recommendations to improve services and increase awareness of available services, increase brand awareness, maintain brand awareness, rollout of the new plan, and development of an outreach plan.

The purpose of the Statewide Business Services Framework Plan and employer outreach and rebranding of workforce plans is to increase employer participation rates, including repeat customers and to increase the retention rates of employees placed into employment by the AJCs. This rate would help raise the confidence of employers in the workforce system and lead to increased employer engagement.

To specifically address the WIOA targeted barrier groups, the WDC has established sub-groups within the Employer Engagement Committee and Sector Strategies and Career Pathways Committee that will coordinate with the AJCs and the business community on improving and increasing services to veterans, individuals with disabilities, out-of-school and at-risk youth, ex-offenders, low income, homeless, foster care youth, low level of literacy, and migrant and seasonal farmworkers.

Accessing employment services to people residing in remote locations and rural areas of the State has been a continuing challenge for every county. Strategies under consideration include:

- Dedicated outreach to remote and local areas at least twice a month by AJC staff.
- Securing vehicles with appropriate technology to enroll clients wishing services.
- Increase schedule of job fairs.

- The WDC initiated a Statewide Executive Directors group for WDB administrators to meet on a quarterly basis to share working practices, discuss challenges and methods to overcome areas of concern, and presentations from core partners, stakeholders and community. This group will work on improving employment services to people in isolated locations.

III. OPERATIONAL PLANNING ELEMENTS

Some content in this area is under revision.

A. STATE STRATEGY IMPLEMENTATION

1. STATE BOARD FUNCTIONS

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

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

The WDC acts as an advisory board to the Governor regarding the workforce system and economic development within the State. The majority of state and county agencies that directly control the state and federally funded workforce programs are all members of the WDC. Additionally, the WDC has the state mandated statutory responsibility to continuously identify workforce barriers and develop solutions to targeted industry workforce challenges.

Description of the WDC Organization:

The Workforce Development Council acts in an advisory capacity to the Governor.

The Executive Director (ED) of WDC reports to the Administrator of the WDD of DLIR. The Council has the statutory authority to hire and terminate the ED. The Council is currently composed of 41 members of whom 51% are private business sector executives appointed by the Governor.

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

The Vice Chair is elected by the members of the Council. The Chair and Vice Chair, along with the Chairs of the Council Committees constitute the Executive Committee. All Council Committees operate under Hawaii's Sunshine Laws and meet as necessary. Act 220 provisions allowed for remote meetings through the Governor's emergency proclamations due to the COVID-19 pandemic. With recovery beginning, it is expected that in-person meetings will resume as soon as March 2020.

The Council established committees comprised of a Chair who is a member of WDC, a Vice Chair who is also a member of the WDC and other volunteer members who are members of WDC or LWDBs and other interested stakeholders who are from the private and public sectors, non-profit community, or other community-based organizations. Committee members are not required to be members of WDC or LWDBs.

The committees were established to align with the functions of WIOA and to fulfill the Council's responsibilities for oversight, governance, implementation of the State's workforce development strategy, and achievement of goals.

The Council committees are:

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

Committees conduct research and evaluation, develop strategies and solutions to address issues and make recommendations on their subject matters to the Executive Committee. The Finance committee provides recommendations as needed to local areas on the status of expenditures compared to program participation. The Performance and Accountability committee evaluates the performance results of each local area and their service providers and makes recommendations. That committee has adopted the practice of attending LWDB meetings and holding committee meetings in each of the local areas.to become more familiar with each of the areas. The committee also creates and implements the evaluation tool for the executive director position. The committee then provides the results to the Executive Committee. The Executive Committee makes hiring, compensation, and other personnel related recommendations to the full Council for their discussion and decision-making. The Executive Committee considers those recommendations, then makes its recommendations to the full Council for discussion and decision-making.

The Executive Committee also considers other committee recommendations, then makes its recommendations to the full Council for discussion and decision-making. Decision-making and voting are conducted during scheduled council meetings which are open to the public. The Executive Committee meets prior to each full Council meeting. During this meeting, the committee chairs report on the activities of their committees, propose and justify budget requests, and propose recommendations for full council consideration. The Executive Committee votes to move proposals or recommendations to the full Council.

The Council receives information needed for decision-making by requesting reports directly or through the appropriate committee. Prior to each Council meeting, WDD staff prepares packets for each of the Council members and other meeting attendees. The packets contain the agenda, meeting minutes from the previous meeting, financial and budget reports, reports from each of the LWDBs, a report from the executive director, and other handouts.

During the meeting, the chairs of each committee provide oral reports on the activities of the committee and the status of any projects and recommendations. The chairs of the LWDBs also provide oral reports on the activities and accomplishments of their boards and the status of

required elements of their local workforce development systems and informs the Council of any barriers or concerns the local area may be facing.

Council meetings often include presentations by partner agencies, community organizations, and other stakeholders. The Council invites or requests presentations or presenters may request to be placed on the meeting agenda through WDC's Executive Director or through Council members. These presentations keep the Council informed about the community, our partners, stakeholders, and the populations that the workforce system serves.

The deputy attorney general assigned to the WDC attends full Council meetings and Executive Committee meetings, and other meetings as needed to provide legal advice on WIOA law and regulations, Hawaii Revised Statutes and Hawaii Administrative Rules, and on Hawaii's Sunshine Laws as related to WDC meetings. Before each meeting, the deputy attorney general reviews the draft agenda to ensure it meets legal requirements of the Sunshine Law.

As is stated in HRS Chapter 202, the council is a 41-member advisory commission comprised of both public and private-sector representatives, who are selected by the Governor to serve in staggered 4-year terms on the basis of their interest in and knowledge of workforce development programs in Hawaii and how to support economic development throughout the state.

The council operates in two capacities:

First, in a federal capacity, the council serves as the State Workforce Investment Board for purposes of the federal Workforce Innovation and Opportunity Act of 2014, Public Law No. 113-128, and functions as an "information clearinghouse" for all workforce development programs in the State, including workforce training and education programs.

Second, in a state capacity, the council is responsible for preparing and overseeing the comprehensive state plan for workforce development in the state of Hawaii, and for advising the Governor, via annual reports, on state policies and funding priorities that it believes should be adopted by the state government to address the unmet workforce and economic development needs across the state.

2. IMPLEMENTATION OF STATE STRATEGY

A. CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE'S STRATEGY

Integration of resources is accomplished through the regular sharing of information among the network of Core Partners and other providers. At the local level, State staff sponsored meetings with local area Core Partners, Community Colleges, and TANF front-line staff to discuss their resources, target groups, and services.

At the LWDBs and their AJCs, the AJC certification policy requires that core and mandatory partners regularly provide cross-training on partner programs, implement cross-functional teams, are familiar with eligibility requirements for all programs, establish co-enrollment practices, and establish procedures for referrals.

All AJCs in Hawaii have made progress in co-location of mandatory and core partners. During the process of co-locating, integration of the partners was initiated. Regular partner meetings and training to cross train AJC staff on partner programs are continuing. AJC staff are also being trained to refer participants to partner programs and to co-enroll participants when appropriate. Co-enrollment maximizes the efficient use of program funds which is necessary since Hawaii is a small state minimum allotment s, receiving the lowest funding level possible. Each time a new partner is co-located, staff are trained to integrate the new program into the AJC operation.

AJCs have also started to implement functional teams to integrate partner programs and provide seamless services to participants, and using staff more efficiently.

Core partners and other key service providers have agreed to utilize Hawaii's Online Workforce Referral system to coordinate services, avoid duplication of services, reduce paperwork, and streamline administrative operations. When the new system is implemented, AJC staff and partner staff will be trained on the use of the system.

To further statewide consistency, WDD policy requires that Local Plans align with the Unified State Plan. The local plans will include how the local areas will serve and provide outreach to populations with barriers to employment. Technical assistance to the local areas has also emphasized that service providers must also have outreach plans, including partnering with other community organizations that serve those populations.

In 2019, the Hawaii State Legislature provided six transition coordinator positions to the HIDOE adult education program to assist with the implementation of the WIOA State plan. The transition coordinator positions are Hawaii State funded through the HIDOE to the adult education program. The positions are to support the State's strategy Goal 2. To develop sector strategies and a career pathways system for in-demand industries.

- Continue working with adult education programs as a transition into a career pathway leading to a work-readiness diploma. Work closely with UHCC system to create possible dual enrollment and pre-apprenticeship classes for adult learners.

The transition coordinators are responsible for planning, organizing, monitoring, and supporting the HIDOE's adult education transition programs into career pathways.

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

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

DVR has made a commitment to utilize Hawaii's Online Workforce referral system to coordinate services, avoid duplication of services, reduce paperwork and streamline administrative operations. DVR will ensure that all designated staff will receive training and support to utilize this system on a regular, ongoing basis and in the most efficient manner.

DVR provides training to CORE and Community Partners on the VR program which includes the VR process, eligibility and VR services provided to eligible persons with disabilities to prepare for, obtain, maintain, regain and/or advance in employment. Other training offerings include: · Disability Awareness · Working with persons who are Deaf or Hard of Hearing · Working with persons who are Blind or Visually Impaired · Job Accommodation Network · Assistive Technology · Consultation on the ADA.

DVR has established procedures and conduct training for the referral process to DVR by the AJC and partners. 4. DVR participates in cross-training and collaboration with all partners to understand eligibility requirements so appropriate referrals can be made with minimal "run around" by individuals seeking services through DVR or the AJC.

DVR collaborates with partners for comparable services and benefits so to avoid duplication of services. Resource sharing and co-enrollment across programs ensures that job seekers are getting the support from community programs that they need.

While some collaboration involves MOA's or MOU's with community partners, others are based on the sharing of program knowledge and resources and commitment to serving our populations.

- Partner Meetings are attended on a quarterly basis.
- Direct focus workgroup meetings are attended on a monthly basis.
- All meetings include ongoing collaboration via email and telephone to advance goals and priorities.

DVR's goals also include the development of sector strategies and career pathways system for in-demand industries.

1. DVR utilizes the Career Index Plus, a career information system that collects Labor Market Information (LMI) from various resources and compiles it online. The site has the most comprehensive information on recent labor market data and is the tool utilized to gain data to develop plans for career pathway discussions based on growth industries and skills needed by employers.

2. DVR has collaborated with the UH System – Community Colleges to promote apprenticeship programs in the High Schools. Classroom instruction is coupled with internships in growth industries such as healthcare and food services. Students have the option of continuing their apprenticeship at a Post-Secondary level after exit from High School. Apprenticeship programs are also available to adults with an entry point through the Community Colleges.

3. DVR has participated in fiscal mapping of resources across WIOA core partners and supporting agencies which has educated all stakeholders on funding streams for various programs and services. Another related DVR goal pertains to engaging with employers in the Workforce Development System.

1. DVR provides training to business and has developed a training calendar which may change according to need. Standard training includes:

- Business as a Customer to the VR Program
- Disability Awareness
- Working with Series: persons who are Deaf or Hard of Hearing; persons who are Blind or Visually Impaired; persons with Mental Illness
- Job Accommodation Network
- Assistive Technology
- Consultation on ADA, Accessibility, Section 503

1. DVR has created and participates in cross-functional teams which are addressing employer demand jobs and supports relative to each county. In addition to CORE partners, members include supporting agencies and businesses.

- Business Engagement: All populations, including underserved
- Hawaii Employment First Task Force: Disability Initiatives
- Disability: In: Employer Lead Disability Inclusion Focus

- Recruitment Fairs: Coordination with Employers and Participation in logistics and meeting other needs

DVR will prioritize services to vulnerable populations with barriers to employment as described under WIOA.

DVR exists to serves eligible individuals with disabilities in preparing for, obtaining, maintaining and advancing in employment. When referring to vulnerable populations, our clients may fall into several, if not all categories. DVR policies and procedures reflect the VR process and how we provide services to eligible individuals. DVR's Comprehensive Statewide Needs Assessment is a triennial report that outlines what we are doing well, and what areas need improvement. It includes our strategies in prioritizing services to those with the Most Significant Disabilities as required in the WIOA, and those underserved populations that require strategic outreach activities. DVR is committed to continuous improvement with a focus on inclusion of persons with disabilities in the AJC and strengthening of collaborative partnerships with stakeholders. DVR staff are dedicated to serving and promoting opportunites in Hawaii's workforce for this population.

DVR will continue to work towards increasing access to employment services for clients in remote locations. Community outreach continues to be an important strategy in serving those individuals who reside in remote areas in each County. Currently, VR counselors go out to schools, agencies or community hubs located within underserved areas to meet with clients. With the newly developed option of virtual meetings, more persons with disabilities will have access to VR services remotely. Where technology or Wi-Fi is not available, VR counselors connect with clients using telephone or mail as well as arranging for in-person meetings. DVR continues to look for innovative ways to make employment services available to persons with disabilities. Best practices across the nation are being reviewed with updates to strategies in place by the end of 2020.

B. ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN

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

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

As required by WIOA, registered apprenticeship program sponsors are informed of their automatic qualification to the Eligible Training Provider List and a list of apprenticeship programs are posted on the WDC website.

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

VR eligible individual and the VR counselor, in agreement, can amend the IPE to include the activity and make any other changes as determined to be necessary to obtain employment. DVR and the Core partners are working on MOA's which details the responsibilities of each partner which will help in the management and avoid duplication among these activities. In so far as duplication of activities by other optional AJC partners, VR would have minimal involvement as those services would not be listed on the IPE since those services would not be necessary for the VR eligible individual to obtain employment.

Funding Stream Mapping

The WDC and the HI-Office of the State Director for CTE (HI-OSDCTE) at the University of Hawaii identified all the public sources of state and federal program funds for workforce development in Hawaii. These two agencies created a funding map summarizing the $101 million in federal and state monies spent on workforce development in 2018; available at https://labor.hawaii.gov/wdc/files/2019/05/Funding-Map-Poster-FINAL-website.pdf.

Identifying the funded agencies and organizations, amounts expended, and the purposes of the spending across these agencies and organizations is the first step in creating joint planning, alignment, coordination, and leveraging of funds in the State of Hawaii.

The HI-OSDCTE will work with the WIOA core and Mandatory partners, with HIDOE, and the UHCCS to explore joint planning, alignment, coordination, and leveraging of state and federal education and workforce development funds to improve the access and educational and workforce outcomes of students participating in workforce education and training programs. Additionally, the HI-OSDCTE will work with the WDC's Sector Strategies & Career Pathways Committee and other committees to explore joint planning, alignment, coordination, and leveraging of Perkins and other state and federal education and workforce development funds to better serve the state's students, particularly those special populations identified in WIOA and in Perkins V. Finally, HI-OSDCTE will work in coordination with other agencies to explore formal changes to laws, rules, and regulations that would better enable the eligible recipients to achieve systemic, systematic, and equitable system improvements to the delivery of education and support services to clients.

Career and Technical Education Programs

The education components of Hawaii's Career Pathway System are delivered by the Hawaii Department of Education (HIDOE) and the University of Hawaii Community Colleges System (UHCCS).

More than 60 programs are offered in HIDOE schools (https://tinyurl.com/HIDOECTEprograms) and across the seven UHCCS campuses (https://tinyurl.com/UHCCSprograms). The state is working with Adult Education administration to make CTE programs more accessible to their students.

Hawaii's CTE programs and programs of study (POS) provide high-skills, career-focused curriculum accessible to all students, support Hawaii's economic development plans, address the mission and strategic plans of the Hawaii State Board of Education and the University of Hawaii's Board of Regents, and meets WIOA requirements.

Broadly, Hawaii's Career Pathway System CTE programs and POS:

Incorporate secondary education and postsecondary education elements;

- Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

- Include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary credits; and
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

The HI-OSDCTE has worked as a partner in the Hawaii Career Pathway System, specifically the Sector Strategies & Career Pathways Committee of the WDC, to examine the appropriateness of career pathways in the state. The State of Hawaii faces dynamic economic and environmental conditions that are acutely felt as a collection of isolated islands in the Pacific Ocean. The need for greater self-sufficiency (e.g., energy and food), environmental resiliency and robustness given the growing effects of climate change, local job creation and sustainability to create a vibrant and sustainable economic ecosystem that deters the state's brain drain, and the continued need for high-quality educators whose shortages are most felt by marginalized communities thereby exacerbating educational and economic disparities are but a few of the conditions facing the state. Given these conditions as an island-state, there may be opportunity to explore development of a Hawaii-specific career pathway based on the unique context and these dynamic conditions rather than on similar occupational clusters. This might involve realignment of some current programs into this new career pathways, revision of the program and course standards to be more purposefully aligned to the Hawaii context and conditions, and/or creation of new programs or integration of content across programs (e.g., entrepreneurism).

Additional Secondary and Postsecondary Initiatives

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

Each year since 2017, career technical education teachers were provided **paid externships** in industry through a new partnership between the Hawaii Foundation for Education (the non-profit arm of the Hawaii State Teachers Association) and the State Office of Career Technical Education.

Work-based learning is becoming increasingly important. Three regions across the state: Kauai and Maui counties as well as Pearl City to Waipahu on Oahu have received funding and stepped up their use of intermediary organizations to coordinate between high schools and industry partners as a way of dramatically expanding work-based learning opportunities for students. The OSDCTE has funded a full-time permanent position within its staff to lead the development of a state-wide plan for making work- based learning opportunities accessible to all, including the clients of the state's AJCs.

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

As a mandatory partner with WIOA, the UH has also been engaged with labor market analysis with all core partners. The joint activities between the CEDS and WIOA are critical to UH and its role in providing Hawaii's skilled labor force. In an effort to achieve workforce supply and demand equilibrium, UH is currently working on a systematic methodology for identifying immediate and projected workforce needs using both forecast/project analysis and real-time data analytics.

DEPARTMENT OF HUMAN SERVICES (TANF)

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

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

The Department's goal is to develop a pilot 'DHS Navigators' who will assist an individual or family to identify their immediate needs; to navigate and refer the individual or family to the appropriate DHS programs and offices; and assist with the completion of the application form. The pilot would extend access to its programs by stationing 'DHS Navigators' in the American Job Centers to service customers that may require assistance with their basic needs. However, the pilot program is still in development. The State Board has granted the department's request to waive co-location of TANF services at the AJCs until June 30, 2023.

C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS

The State of Hawaii Department of Labor and Industrial Relations (DLIR) is working on a project currently titled the Hawaii Career Acceleration Navigator or HICAN. This entirely online/digital service is expected to launch in April 2022 and help the department provide greater and more robust services to our more difficult to reach communities and populations with barriers to employment. HICAN will serve as a digital One-Stop for DLIR services to all Hawaii residents providing coordinated resources through the DLIR including career exploration and allow users to fulfil unemployment insurance requirements. Additionally, HICAN will also refer users to relevant State-provided social services such as food, medical, and cash assistance to support the job-seekers transition into livable wage careers.

The steering committee for the HICAN project includes representatives from the State of Hawaii Dept. of Human Services Division of Vocational Rehabilitation which administers Title IV. All core partners have been engaged in discussion regarding user testing and DLIR will continue to provide all partners updated information regarding updates to the system and additional modules as they are made available.

The software itself is designed to address the specific needs of individuals with barriers to employment. This is primarily done through referral information and data sharing among state partner agencies.

A soft launch for this program is underway. Currently, the DLIR is working with a contractor to conduct user testing with a small sample group. This will help us to identify bug fixes as well

what components are important to our target demographic. The State of Hawaii is partnering with the National Governors Association Workforce Innovation Network on this project.

D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

The Employer Engagement Committee of the WDC took the lead in development of the Statewide Business Services Framework Plan to guide the LWDBs and the AJC to collaborate with businesses. The Plan was adopted by the WDC on December 13, 2018. Access the plan at this link: https://labor.hawaii.gov/wdc/files/2019/06/Final-Combined-Hawaiis-Statewide-Business-Services-Framework-Plan-06.13.19.pdf

In developing the plan, members and staff of the LWDBs, AJCs, and stakeholders on Oahu, Maui, Kauai and Hawaii counties had an opportunity to discuss the identified goals and establish priorities and timelines. The Plan prioritizes the development of comprehensive services effectively functioning at the AJCs.

Dedicated outreach to employers would be phased in with fully operational centers. The Plan provides a broad framework to guide the local areas to create skilled business services teams that will be able to build credible relationships and provide worthy services that will benefit business.

The business services to be delivered by the AJCs include, but are not limited to assisting businesses and industry sectors to overcome challenges in recruiting, retaining, and developing talent for Hawaii's workforce. Currently, the Oahu AJC has the most developed team, providing the following services:

- In person visits, sometimes by several people at the same time from different programs
- Inviting employers to make presentation on their hiring practices and expectations of staff
- Conducting and participating in job fairs
- Encouraging job seekers to volunteer with employers
- Warm calls, cold calls, and offering to help with job postings on HireNet
- Active involvement in community groups and boards
- Serve on program advisory councils

Business Engagement Strategy and Overarching Goals:

Businesses can be more effectively engaged with workforce development services by increasing:

1. Awareness of the services and value offered to the businesses by the system
2. Confidence in the system by providing consistent high-quality service.
3. Involvement of businesses by becoming sincerely receptive to their input and valuing their involvement.
4. Advocacy by business people for the system because business leaders have come to understand the value that the system provides.

The strategy is to be executed by achieving the following goals:

1. Ensure that the foundations of AJCs are in place. Establish stable, functional AJCs in each local area that describe and provide their services in a manner that is perceived as valuable and relevant by businesses.
2. Establish an effective approach for engaging with businesses. Simplifying and clarifying the business view of the workforce development system, making it easy to understand how to access the system, and the value to expect.
3. Articulate and validate the value that AJCs offer to business customers by implementing a reliable customer relationship management (CRM) system and outcomes measurement system that show that services provide real benefits to participating businesses, and that enable continuous improvement.

Developing business services teams at the AJCs is in its beginning stages. The strategy for layoff aversion is for the business services teams to develop relationships with employers in their local areas; use the networks of the private sector employers on their local boards to expand their contacts and to provide information on industry trends and to identify potential red flags; develop other sources of early information on potential issues within their local areas; and develop responses to address identified issues. The private sector employers on the local WDBs serve as mentors to the business services team.

Local WDBs have started to establish Employer Engagement committees of their boards. These Committees will help develop the teams, provide guidance and recommendations, ensure professional development, establish specific goals for the teams, and track progress.

The Employer Engagement Committee of the WDC also contracted with a consultant to evaluate the AJC brand among employers. The consultant conducted qualitative and quantitative assessments of the AJC Hawaii brand among employers. Interviews were conducted with employers to discover employers' awareness, perception, and usage of the AJCs. The assessments were followed by recommendations to improve services and increase awareness of available services, increase brand awareness, maintain brand awareness, rollout of the new plan, and development of an outreach plan. The goal of the Employer Engagement Committee is to increase employer participation rates, including repeat customers and to increase the retention rates of employees placed into employment by the AJCs. This rate would help raise the confidence of employers in the workforce system and lead to increased employer engagement.

E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS

Education Partners

- University of Hawaii Community Colleges
- University of Hawaii Language Roadmap Initiative
- McKinley Community School for Adults (includes Oahu, Kauai, and Maui)
- Waipahu Community School for Adults (includes Oahu and Hawaii Island)
- Office of the State Director of Career and Technical Education (OSDCTE)
- Hawaii Department of Education (HIDOE)
- Native Hawaiian Education Council
- Technical Schools
- Chaminade University
- Gallaudet[SEP]

- National Technical Institute for the Deaf (Rochester)
- Hawaii Pacific University
- (Expanded ETP List)

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

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

The Hawaii Community Schools for Adults added the Workforce Development Diploma Program to the options available to students. After conducting the TABE or CASAS Assessment, assessment results and counseling sessions will help direct students to: Adult Basic Education, High School Equivalency Preparation or the Workforce Development Diploma Program (WDDP). WDDP provides an opportunity for adults to gain the knowledge, skills and abilities needed for employment and/or job training. Students must complete the Academic (reading and work skills—active listening and situational judgement) and Career goals (100 hours of volunteer work or employment; and completion of the iCan program, or one credit at an accredited post-secondary institution) modules in order to earn the Diploma.

The University of Hawaii is a permanent member of the WDC, actively participating in decisions made on the direction of the Council in relation to the University. Developed by a cross-agency team, the *Hawaii's Career Pathway System* was accepted by all stakeholders and partners in the summer of 2017. The UHCC system, the HIDOE, Adult Education State Director, and the OSDCTE represent the public education partners of the system.

The System is a unifying framework across the state's Workforce Development Council and its implementation of WIOA and CTE provided through Perkins V as a part of that System. The Career Pathway System's approach 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. Two members of the WDC serve on the CTE Advisory Board.

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

In support of the Career Pathway System the OSDCTE hired 2 staff. One is a CTE and Workforce Data Analyst and the other is a Workforce Alignment and Learning Opportunities Specialist. They are co-located in the P20 office and address data and work-based learning across all WIOA stakeholders.

DVR already has a Special Education/Vocational Rehabilitation (SEVR) program in place to support DOE students transitioning into post-secondary education and Hawaii's workforce. The primary purpose of the program is for students ages 14 - 21 who have been found eligible for VR services to participate gain work experience in an integrated setting, while still enrolled in school.

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

F. PARTNER ENGAGEMENT WITH OTHER EDUCATION AND TRAINING PROVIDERS

WDD updated the Eligible Training Provider Policy by issuing WIOA Bulletin 10-16 Change 1 on July 3, 2018 (https://labor.hawaii.gov/wdc/files/2018/07/Final-Signed-Change-1-WIOA-Bulletin-10-16-ETP-policies-7.3.18.pdf).

The bulletin clarified that each local board must establish Eligible Training Provider List (ETPL) policies and procedures for their respective local areas and that each local board must establish the in-demand industries and in-demand jobs that qualify for the ETPL in their local area policy. These criteria must also be included in their local plans.

The change also created a new Eligible Training Provider (ETP) webpage accessed through the WDD home page (https://labor.hawaii.gov/wdc/eligible-training-provider-list/). The original Kumuao website, a stand-alone-site was taken down, and providers no longer input information directly into that site. The new format includes links to each program of study which show the courses necessary to graduate from the program. This enables the participant and case manager to have the information necessary to create a training plan.

This ETP site will eventually be replaced by an ETP module integrated into the new HireNet Hawaii, which will be operational in July 2020.

Through the Eligible Training Provider list the State will engage partnerships with Educational Institutions. This partnership will provide those entering training with necessary skills to acquire good careers. The State is also connecting the Apprenticeship Programs with the Eligible Training Provider List as all Register Apprenticeship programs are eligible for the ETP.

The Workforce Development Council and the subcommittees will also assist with connecting the State to possible training providers through the committee members and spreading the mission throughout Hawaii.

The Rapid Response and Business Services Team will continue to outreach and enroll businesses and training providers through the Rapid Response efforts. Through their work in the communities' businesses and training providers will be able to become partners in our programs.

The ETP module has been up and running in HireNet Hawaii since 2021. Users can navigate through the Eligible Training Providers to view details about the programs. Users seeking training have the ability to view program descriptions, prerequisites, credentials, and other information about the programs available. The performance measures for a particular training provider is now publicly available, this allows those seeking training to view data that reveals the providers totally enrollment, program completers, success rate, credential attainment and employment rate.

Training providers currently do not have the ability to revise the program information in HireNet Hawaii. DLIR staff currently revises all information in the system to keep the data congruent. Training providers still need to contact the LWDBs for any revisions to the training programs.

The policy also clarified procedures to add registered apprenticeships to the ETPL and simplified the application process for University of Hawaii system schools. In response to ETP concerns that career service and pre-vocational service programs would no longer be listed, a list of these programs was added to the website.

The University of Hawaii Community Colleges (UHCC) are the major providers of training in all local areas. WDC staff met with both the non-credit and credit directors, deans, and vice-chancellors to provide information about the programs of study that qualify for the ETP and clarify the new criteria; including the availability of the new career service/pre-vocational course list.

WDC has also been working with the UHCC and the Data Exchange Partnership to provide the required WIOA performance data for the UHCC programs. The performance data requirement is seen as a barrier to participation on the ETPL by individual community colleges. Establishing a process at the UH System level will alleviate that concern. In partnering with the workforce system, UHCC will begin to collect social security numbers (SSNs) for students registered in non-credit workforce programs. The SSNs are required to conduct the wage match with the UI database, one of the required performance metrics.

Collaborating and communicating with the core and mandatory partners, HI-OSDCTE will guide and support efforts to continually improve, innovate, and transform CTE programs/POS to achieve improved educational and workforce outcomes of all participating students and clients, including the elimination of gaps for identified special populations. A newly developed monitoring framework, informed by a data reporting application, will identify which CTE programs/POS have disparities, misalignments, or inequities in program offerings and program participation (issues of access) and program achievement of educational and workforce outcomes (issues of success), particularly those associated as being part of identified special populations. The HIDOE and UHCC will be charged with developing improvement strategies that address the root causes of those disparities, misalignments, and inequities as part of their application for funding.

The approach being pursued by the HI-OSDCTE, HIDOE, and UHCCS in collaboration with WIOA partners, attends to the interactions, intersections, and interdependencies of the Career Pathway System by designing highly integrated program components. It provides for opportunities to improve, innovate, and transform the design of the CTE programs. By attending to the interactions, intersections, and interdependencies of the components within and, more significantly, across the educational and other career pathway partners, this “systems-building” approach presents opportunities to pursue fundamental changes to the system itself.

Finally, the educational institutions will develop the capacities of the Career Pathway system to design, deliver, and continually improve/innovate CTE programs. And together with its WIOA partners, the educational institutions will work collaboratively to identify professional development needs across the state and collaborate with them in delivering it.

Other Education and Training Partners:

- Community Based Organizations
- Honolulu Community Action Program
- Lanakila Pacific
- Abilities Unlimited
- Easter Seals
- Goodwill

- Network Enterprises
- Catholic Charities
- Economic Development Boards
- Chamber of Commerce
- KUPU Hawaii
- Kamehameha Schools
- Castle Foundation

In support of the Career Pathway System the OSDCTE, hired 2 staff. One is a CTE and Workforce Data Analyst and the other is a Workforce Alignment and Learning Opportunities Specialist. They are co-located in the P-20 office and address data and work-based learning across all WIOA stakeholders.

Community-Based Organizations

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

G. LEVERAGING RESOURCES TO INCREASE EDUCATIONAL ACCESS

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

The WDD and the HI-Office of the State Director for CTE (HI-OSDCTE) at the University of Hawaii identified all the public sources of state and federal program funds for workforce development in Hawaii. These two agencies created a funding map summarizing the $101 million in federal and state monies spent on workforce development in 2018; available at https://labor.hawaii.gov/wdc/files/2019/05/Funding-Map-Poster-FINAL-website.pdf. Identifying the funded agencies and organizations, amounts expended, and the purposes of the spending across these agencies and organizations is the first step in creating joint planning, alignment, coordination, and leveraging of funds in the State of Hawaii.

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

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

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

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

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

In 2017, the Hawaii State Legislature passed Senate Bill 1162 enacting the Hawaii's Promise Scholar Program to remove cost as a barrier to higher education. This scholarship program provides financial support for all students with financial need as defined by the U.S. Department of Education, to attend any of the seven campuses of the University of Hawaii Community Colleges at no cost for tuition, fees, books, supplies and transportation. For more information about this new "last dollar" scholarship program, is available at this link: http://uhcc.hawaii.edu/ovpcc/removing-cost/promise. In 2019, the Legislature made this a permanent part of the funding for the UH Community Colleges.

The Hawaii Nutrition Employment and Training (HINET) program was launched in 2015 by the Department of Human Services in partnership with Oahu's Windward Community College to reduce the cost of education for the states' most vulnerable populations and help them obtain higher paying jobs. The program has since been expanded to all UH Community College campuses.

HINET provides students with assistance that can total more than $4,700 per year for food, transportation, books, and other expenses. To qualify for the program, students must enroll at a UH Community College and in a workforce training program or take at least six credits in an approved degree program. Students must also qualify for the Supplemental Nutrition Assistance Program (SNAP) and can substitute their education and employment training for the U.S Department of Agriculture's twenty-hour weekly work requirement, which will allow them to maintain their SNAP benefits while pursuing a college education.

H. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

The HIDOE, UHCC system, and the state CTE office are collaborating to address the issues surrounding portable and stackable industry-recognized certificates, licenses, and certifications.

The goal is to map, across our career pathways, what the state's Industry Sector Partnership committees approve.

All workforce service providers will emphasize access to postsecondary education and training in order that more job seekers acquire the skills, knowledge and credentials they need to get meaningful employment.

Transition services provided by core partner agencies will ensure job seekers get into and through postsecondary programming by providing the necessary support in order that they persist through the achievement of a credential. The following strategies will ensure improved access to postsecondary credentials in Hawaii:

Ensuring postsecondary institutions have quality education and training programs that prepare job seekers for the jobs that are available in the state. This will require strong collaboration among employers, postsecondary institutions and workforce development providers.

- Ensuring that postsecondary education and training is accessible to job seekers, so they have the financial resources and support services necessary to obtain credentials and enter employment.
- Providing aggressive outreach throughout the state to assist vulnerable populations, including unemployed workers, veterans, individuals with disabilities, Native Hawaiians and homeless individuals access to postsecondary education and training.
- LWDBs ensuring that community colleges and private training providers in their local areas place programs that lead to credentials, certificates, and licenses on the Eligible Training Provider List; so that training programs for in-demand industries and in-demand jobs are available to WIOA participants.

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

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

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

One area of program review and assessment for all the state approved CTE programs at the community colleges is their alignment to the economic needs of the state. A CTE program must meet eligibility requirements in order to use federal Perkins funds awarded by the state CTE office.

I. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES

The composition of the State Workforce Development Council consists of representation of Hawaii's leading economic development agencies. WDC membership includes representatives from the State of Hawaii Department of Business, Economic Development and Tourism (DBEDT), and the Economic Development Alliance of Hawaii (EDAH).

These representatives report regularly to the WDC through the WDC Data Management and Technology Committee which coordinates regular economic and LMI forecast at the state and individual county levels for the WDC, individual county Workforce Development Boards and the WIOA Core Partners.

The WDC Data Management and Technology Committee researches, evaluates, and organizes multiple sources of economic and workforce data in partnership with Hawaii's economic development organizations and the State of Hawaii Department of Labor and Industrial Relations' Research and Statistics Office. This effort results in coherent and consistent LMI forecast for partners agencies of the WDC.

One area of program review and assessment for all the state approved CTE programs at the community colleges is their alignment to the economic needs of the state. A CTE program must meet eligibility requirements in order to use federal Perkins funds awarded by the state CTE office. Additionally, the UHCC system has a Director of Workforce Development who supports the work of the seven campuses and the state CTE office and represents the University President on the WDC.

B. STATE OPERATING SYSTEMS AND POLICIES

Some content in this area is under revision.

Hawaii's Workforce Development System uses a standardized record data collection by means of a Virtual One-Stop (VOS) called "HireNet Hawaii" (HNH). The system is WIOA compliant related to data collection and maintenance. The system collects all new required performance data as well as the new employer engagement data.

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

The HireNet Hawaii system provides core employment services to individuals via the internet. Job seekers can create and post their resumes on-line, find available jobs in Hawaii, assess their skills, get career information, review he latest labor market data, and locate suitable training. Individuals applying for unemployment must register on HireNet Hawaii and upload or create a resume within seven days to receive their unemployment claim.

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

HireNet Hawaii matches job seekers and employers and provides immediate notification when a match is found. The system also provides labor market information to all users. It directly accesses data stored in the Workforce Information Database (WID) structure. The system displays occupational wages and projections, unemployment statistics, economic indicators, and jobs by industry data.

The Hawaii's Workforce Infonet (https://www.hiwi.org) is one of the required deliverables of Hawaii's Workforce Information Grant. It is a Virtual Labor Market Information (VLMI) system that houses the WID and can deliver labor market information, projections data, labor force statistics, employment/unemployment and employer data, industry and occupational information, local employment dynamics, and wage information. The system is designed to

meet the labor market information needs of the State's workforce system, the general public, including job seekers and employers; labor market intermediaries such as employment counselors, case managers at the AJCs, community-based organizations who help individuals find a job or make career decisions, policymakers, employment and economic program planners and operators; researchers, data providers, and the media. Data from HIWI is integrated into the HireNet Hawaii labor market information modules and HIWI includes linkages to the job search component that provides real-time job and applicant information.

The HIWI system consists of the following components:

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

WDD maintains webpages (http://labor.hawaii.gov/wdd/) on the State of Hawaii/DLIR website contains information to various workforce programs.

1. THE STATE OPERATING SYSTEMS THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES. THIS MUST INCLUDE A DESCRIPTION OF–

As outlined in the previous section (B. STATE OPERATING SYSTEMS AND POLICIES), Hawaii's Workforce Development System uses a standardized record data collection by means of a Virtual One-Stop (VOS) called "HireNet Hawaii" (HNH). The system is WIOA compliant related to data collection and maintenance, the Participant Individual Record Layout (PIRL) and case management. The system collects all new required performance data as well as the new employer engagement data.

Career Kokua (https://careerkokua.hawaii.gov/), the Hawaii Career Information Delivery System, is a comprehensive system that provides current occupational, educational, and related information that is easily accessible. It provides localized career information from Hawaii employers and training providers. Career Kokua covers over 90% of the employment and all licensed and accredited training programs and postsecondary schools in Hawaii. It also provides

information on job searching, job success, and links directly to HireNet Hawaii, the state's job matching system. The Career Kokua system is available to AJCs throughout the state.

- The Hawaii's Workforce Infonet (HIWI, https://www.hiwi.org) is one of the required deliverables of Hawaii's Workforce Information Grant. This Virtual Labor Market Information (VLMI) system that houses the WID and can deliver labor market information, projections data, labor force statistics, employment/unemployment and employer data, industry and occupational information, local employment dynamics, and wage information is referenced in section B, State Operating Systems and Policies. **Latest reports:** Points users to the latest employment and wage data, employment forecasts, job opportunities in the State, and the newest online releases.
- **Press release:** Provides direct links to the Department's current press release and accompanying data.
- **Quick data links:** Provides direct links to topics that are of interest to workforce development professionals, researchers, economists, program planners, and others. Topics include unemployment, job count, wages, employment projections, industry information, employer information, and local employment dynamics.
- **Services for job seekers:** Includes a dashboard of services and information for job search, training, and assistance.
- **Services for employers:** Provides a dashboard of services for recruitment and information on job market trends and other helpful information for employers.
- **Data dashboard and tools:** Features information available in the system such as employment, unemployment, wages, labor market facts, occupational and industry projections, and other related information.
- **Publications and Tables:** A menu of quick links to data sets produced by the Research and Statistics Office. In addition to publications, users can download the latest data tables.

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

Hawaii's Division of Vocational Rehabilitation (HDVR), leverages the referenced database and case management systems to support career planning for individuals with disabilities statewide. HDVR uses the Alliance Aware case management system for federal reporting under Title IV to the Department of Education, Rehabilitation Services Administration.

Hawaii's adult education program utilizes the Literacy, Adult and Community Education System (LACES) by LiteracyPro Systems, Inc., a cloud-based student information system for adult education. LACES is a data collection and reporting system with the following functionalities:

- Captures program demographic information that meets U.S. Department of Education reporting requirements as defined in WIOA and AEFLA.
- Captures program participant enrollment, completion, and academic progress that meets the U.S. Department of Education reporting requirements as defined in WIOA and AEFLA. This includes the following programs identified in WIOA under Title II and AEFLA:
    - Adult Basic Education
    - Adult Secondary Education

  - English Language Acquisition
  - Integrated Civics and English Language Acquisition
  - Integrated Education and Training
  - Distance Learning
  - Family Literacy
- Used by the adult education program to create reports for the National Reporting System (NRS) requirements as specified in AEFLA and WIOA.

HireNet Hawaii and Career Kokua are used as resources for participants in the adult education program in transition planning.

Hawaii' uses Geographic Solution's Virtual One Stop (VOS) for service delivery, program enrollment and federal reporting. The system helps match job seekers with employers and provides access to self-service labor exchange services. The VOS tracks every service provided. Services are tracked and measured by individual, event, location, service provider and staff member. All local areas, all Title I providers, and Title III staff are all required to use HireNet Hawaii which is designed to implement enrollment policies and standardizes intake for the programs.

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

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

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

AJCs are required to collect specific information during the intake process and update as needed, paper files and the VOS database system data pertaining to an individual's participation in WIOA Title I, Title III, and TAA programs. The WDC Data Management and Technology Committee is working with staff from the WDC and representatives from the WIOA Core Partners to finalize the development on an online workforce referral system. This project is made possible through the Reemployment Data Systems Integration Grant sponsored by the U.S. Department of Labor. The online client enrollment system works to improve both client services and reporting and data analysis and client activity.

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

The reports component of the VOS allows WDC authorized staff to run various federal reports on specific data sets at any time from their own workstations. Reports run in real time and there is no requirement to export data to an external reporting system. Staff can specify federal report parameters such as the timeframe (e.g. Fourth Quarter, 2017) and location (e.g. a specific LWBD or Office).

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

The system accommodates any change of U.S. DOL-mandated data elements, categories, and/or reports and has flexible core components that are modifiable to meet any new federal reporting requirements. New system releases address areas related to federal changes such as WIOA, as well as supporting state and federal initiatives. The system satisfies the current Common Measures and measurable Skill Gains reporting.

As core partners, AEFLA, DVR, WDD, and WDC have agreed to work directly with the UI to develop and implement memoranda of understanding for data sharing that adheres to federal and state law. Wage information from UI will be shared with the core programs to provide required performance measures for WIOA reports, evaluations, and for workforce and labor market information.

UI, WDC and WDD have also completed the new State Wage Interchange System (SWIS) Agreement that replaces WRIS and WRIS2. SWIS will enable Title I and Title III programs to receive interstate wage data. The WDC Workforce Information and Data Coordinator is responsible for requesting and reporting the SWIS data.

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

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

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

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

Hawaii's adult education programs utilize LACES by LiteracyPro Systems, Inc., a cloud-based system to manage student performance data and create reports that satisfy the federal reporting requirements for AEFLA and WIOA.

LACES captures program participant enrollment, completion, and academic progress that meets the U.S. Department of Education reporting requirements as defined in WIOA and AEFLA. This includes the following programs identified in WIOA under Title II and AEFLA:

-
    - Adult Basic Education
    - Adult Secondary Education
    - English Language Acquisition
    - Integrated Civics and English Language Acquisition
    - Integrated Education and Training
    - Distance Learning
    - Family Literacy

Program participant demographic information is also collected in LACES and meets U.S. Department of Education reporting requirements as defined in WIOA and AEFLA.

LACES is used by the adult education program to create reports to meet the National Reporting System (NRS) requirements as specified in AEFLA and WIOA. LACES creates the following NRS tables required annually.

- Table SPR: Statewide Performance Report
- Table MSG: Measurable Skill Gains
- Table 1: Participants By Entering Educational Functioning Level, Ethnicity, And Sex
- Table 2: Participants By Age, Ethnicity, And Sex
- Table 2a: Reportable Individuals By Age, Ethnicity, And Sex
- Table 3: Participants By Program Type And Age
- Table 4: Measurable Skill Gains (MSG) By Entry Level
- Table 4a: Educational Functioning Level Gain
- Table 4b: Educational Functioning Level Gain And Attendance For Pre- And Post-Tested Participants
- Table 4c: Measurable Skill Gains And Attendance By Entry Level For Participants In Distance Education
- Table 5: Core Follow-Up Outcome Achievement
- Table 5a: Outcome Achievement For Participants In Distance Education
- Table 6: Participant Status And Program Enrollment
- Table 7: Adult Education Personnel By Function And Job Status
- Table 9: Outcome Achievement For Participants In Integrated English Literacy And Civics Education

- Table 10: Outcome Achievement For Adults In Correctional Education Programs
- Table 11: Outcome Achievement For Integrated Education And Training Participants

The core partners realize that understanding the impact of educational programs requires more than assessing six and 12-month workforce outcomes. Monitoring the longer term workforce outcomes of the populations they serve is critical for: 1) identifying and evaluating the best practices of programs that are successful in transitioning participants to sustained and consistent workforce outcomes; 2) identifying the characteristics of sub-populations of WIOA participants in order to provide programs better suited to meet the needs of the populations served; and 3) identifying workforce trends over time by industry and by county in order to provide information for projection and planning purposes.

2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (E.G., CO-ENROLLMENT POLICIES AND UNIVERSAL INTAKE PROCESSES WHERE APPROPRIATE). IN ADDITION, PROVIDE THE STATE'S GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM

WDD is currently working to complete HI Career Acceleration Navigator (HI CAN), a digital hub for seamlessly connecting UI claimants and jobseekers to high impact career pathways through personalized, data-driven transition recommendations and by surfacing proven training programs and facilitating direct-to-employer job matching. It also refers individuals and their families to the wraparound social services they may need to assist to successfully land their new career. HI CAN will also feature a platform for current UI claimants to track, update, and download their weekly job search activities that are required to receive UI benefits.

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

WDD has issued WIOA Title I Bulletins, Wagner-Peyser Job Service Bulletins, TAA, and "Hirenet Hawaii" Bulletins. These bulletins provide policies and guidance for the statewide workforce development system. In addition to existing policies and procedures regarding eligibility and priority of service, current policies regarding co-enrollment between individual programs are among these bulletins. Overarching policies and procedures regarding co-enrollment are in development and will be published upon completion. A universal intake process using the State's MIS is under evaluation and if deemed practicable based on technical capabilities will be implemented. Individual intake forms are under review as part of an assessment

For accessibility to the workforce system, WIOA bulletins are posted on the WDC website at: http://labor.hawaii.gov/wdc/wia-docs/.

WDD regularly issues federal poverty income guidelines and lower living standard income level guidelines to assist enrollment of disadvantaged adults and those with barriers to employment. WDD also issued guidance and a workbook to assist LWDBs in developing Memoranda of Agreement and Infrastructure Funding Agreements with core and mandatory partners.

WDD also issued guidance in response to specific situations. For instance, when the measurable skills gain performance indicator was reported as being low, guidance was issued on the definition and the process to record it in the case management system. A similar situation occurred for the second quarter after exit entered employment indicator. Because most of

Hawaii's employers are small businesses and report wage information manually, there is a longer lag period and therefore a lower entered employment level. WDd issued information on the process for AJCs to enter supplemental wage information.

Hawaii policy is to ensure that WIOA participants have access to the maximum financial resources available for training and support services. Service providers should develop a resource plan that includes the one-stop partner programs that will be used to pay for training and supportive services and to ensure that WIOA funds are not used to pay for training or services covered by other sources. The policy also requires that participants in training apply for Pell Grants. Unavailability of Pell Grants must be noted in the participant file.

WDD issued the following Fiscal Policies/Budget Documents, including instructions for LWDBs to submit their annual budgets. Fiscal staff ensure that expenditures do not exceed what was budgeted. If they do, LWDBs must submit budget modifications accompanied by a narrative and justification. Similarly, the transfer of funds between the Adult and Dislocated Worker requires a narrative and justification and also a description of how the local area plans to meet the performance goals for the program that will be losing funds.

WDD issues allocation bulletins annually, informing the local areas of their allocation by program and the local administrative cost pool. Also included are instructions on the preparation of the annual budget plan and narrative for the allocation by program. The annual budget plan is a required part of the subrecipient contract with the counties.

Hawaii has also issued a non-discrimination policy; a policy for Eligible Training Providers; LWDB Certification, local plan guidance; conflict of interest; records retention; and rapid response policy and procedures.

Fiscal Policies/Budget Documents:

Adult/Dislocated Worker (DW)/Local Administrative Cost (LAC) Forms

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

- Budget Information Summary

Youth Forms

- Instructions: Budget Detail A
- Budget Detail A
- Instructions: Budget Detail A-1
- Budget Detail A-1, Personnel Costs of Subrecipient Staff
- Instructions: Budget Detail A-2
- Budget Detail A-2, Equipment Purchases
- Instructions: Budget Detail A-3
- Budget Detail A-3, Travel: Intra-State
- Instructions: Budget Detail A-4
- Budget Detail A-4, Travel: Inter-State
- Instructions: Budget Detail A-5
- Budget Detail A-5, Contractual Services-Subcontractors
- Instructions: Budget Detail B
- Budget Detail B, Worksheet Funding by Source
- Instructions: Budget Information Summary
- Budget Information Summary

Rapid Response Form

- Instructions: Budget Detail A
- Budget Detail A

WIOA Bulletins:

1. SN-01 WIOA 01-15 Communication System
2. SN-01 WIOA 01-15 Attmt, Mailing List
3. SN-02 WIOA 02-15 PY 15 Allocations
4. SN-02 WIOA 02-15 Attmt, HireNet Maint. Fee
5. SN-03 WIOA 03-15 w-Attmts, Initial Designation
6. SN-03 WIOA 03-15 Initial Designation
7. SN-03 WIOA 03-15 Attmt 3 PY 12, 13 Data Tables
8. SN-03 WIOA 03-15 Attmt 2 Performance Summary
9. SN-03 WIOA 03-15 Attmt 1 Initial Designation Application
10. SN-04 WIOA 04-15 Change 1 w-Attmts, LWDB Certification
    a. SN-04 Attachment 1 LWDB Membership Requirements

   b. SN-04 Attachment 2 Nomination Form for Board Members of LWDB
   c. SN-04 Attachment 3 LWDB Membership Certification Request

11. SN-04 WIOA 04-15 w-Attmts, LWDB Certification
12. SN-04 WIOA 04-15 LWDB Certification
13. SN-05 WIOA Bulletin 05-16 Distribution of WIOA Bulletins
14. SN-06 WIOA Bulletin 06-16 Federal Poverty Income Guidelines
15. SN-07 WIOA Bulletin 07-16 Change 1, Revised PY 16 Allocations
16. SN-07 PY16 WIOA Allocations Bulletin 07-16
17. SN-08 WIOA 08-16, 2016 Lower Living Standard Income Level Attachments
18. SN-08 WIOA Bulletin 08-16, 2016 Lower Living Standard Income Level Guidelines
19. SN-09 WIOA Bulletin 09-16 Initial Local Plan Guidance
    a. SN-09 WIOA Local Plan Attachment I
    b. SN-09 WIOA Definitions Attachment II
20. SN-10 WIOA Bulletin 10-16 Change 1 Eligible Training Provider Policies and Procedures
    a. NEW Eligible Training Provider Site
    b. Sample ETP Application
    c. Sample UH System Application
    d. LWDB ETP Approval Request
21. SN-10 Proposed Bulletin 10-16 Change 1, Eligible Training Provider Policies and Procedures for Public Comment
    a. Summary of Proposed Changes
22. SN-10 WIOA Bulletin 10-16 , Eligible Training Provider Policies and Procedures
    a. Hawaii ETP Policies and Procedures Attachment ISummary of ETP Changes Attachment II
    b. ETP Public Comments Received
    c. ETP Suggested Fillable Application
23. SN-11 WIOA Bulletin 11-16 Conflict of Interest
24. SN-12 WIOA Bulletin 12-16 Change 2 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline
25. SN-12 WIOA Bulletin 12-16 Change 1 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline
26. SN-12 WIOA Bulletin 12-16 One Stop Infrastructure Funding and Memoranda of Understanding
27. SN-13 WIOA Bulletin 13-16 One Stop Certification Change 1
28. SN-13 WIOA Bulletin 13-16 One Stop Certification

29. SN-14 WIOA Bulletin 14-16 Adult Program Eligibility and Priority of Service
30. SN-15 WIOA Bulletin 15-16 Change 1 Financial Reporting Forms and Instructions
    a. Form WIOA 1 – Subrecipient's Request for Advance or Reimbursement
    b. Form WIOA 1 – Instructions, Subrecipient's Request for Advance or Reimbursement
    c. Form WIOA 2 – Expenditure Register; Local Adult, Dislocated Worker, and Administrative Programs
    d. Form WIOA 2 – Instructions, Expenditure Register, Adult, Dislocated Worker and Admin. Programs
    e. Form WIOA 3 – Expenditure Register; Local Youth Program
    f. Form WIOA 3 – Instructions, Expenditure Register, Youth Program
    g. Form WIOA 4 – Expenditure Register; Program Income and Non-Federal Funds
    h. Form WIOA 4 – Instructions, Expenditure Register, Program Income and Non-Federal Funds
31. SN-15 WIOA Bulletin 15-16 Financial Reporting Forms and Instructions
32. SN-16 WIOA Bulletin 16-16 Policy on Salary and Bonus Limitations
33. SN-17 WIOA Bulletin 17-16 Procurement Policy and Standards
34. SN-01 WIOA Bulletin 01-17 WIOA Methods of Administration
35. SN-02 WIOA Bulletin 02-17 Change 1 WDC Policy WIOA Methods of Administration (Nondiscrimination Policy)
36. SN-02 WIOA Bulletin 02-17 WDC Policy -WIOA Methods of Administration
37. SN-03 WIOA Bulletin 03-17 Local Board Review of AEFLA Applications
38. SN-03 WIOA Bulletin 03-17 Change 1 Local Board Review of AEFLA Applications
39. SN-04 WIOA Bulletin 04-17 Allowable Cost
40. SN-05 WIOA Bulletin 05-17 Items of Cost

    WIOA Bulletin 05-17 Attachment-Matrix of Specific Items of Cost
40. SN-06 WIOA Bulletin 06-17 Cash Management
41. SN-07 WIOA Bulletin 07-17 Policy on Audit Requirements and Resolutions
42. SN-08 WIOA Bulletin 08-17 Policy on Records Retention and Access to Records
43. SN-09 WOIA Bulletin 09-17 PY17 Planning Estimate Allocations
44. SN-10 WIOA Bulletin 10-17 Policy on Oversight and Monitoring
45. SN-11 WIOA Bulletin 11-17 Policy on Property and Inventory Management
46. SN-12 WIOA Bulletin 12-17 Closeout Reporting Forms & Instructions

- Form WIOA 5: Closeout Check List (excel)
- Form WIOA 6: Closeout Reconciliation

- Form WIOA 7: Subrecipient Release Form
- Form WIOA 8: Subrecipient Assignment Form
- Form WIOA 9: Inventory Certification
- Form WIOA 9 Instructions: Instructions for Inventory Listing
- Form WIOA 10: Equipment Listing (excel)
- Form WIOA 11: Subrecipient's Tax Closeout Tax Certification

47. SN-13 WIOA Bulletin 13-17 Change 1 Program Year (PY) 2017 Revised Allocations

48. SN-13 WIOA Bulletin 13-17 Program Year (PY 17) Final Allocations

49. SN-14 WIOA Bulletin 14-17 Recapture and Reallocation

50. SN-15 WIOA Bulletin 15-17 Transfer of Funds Request

Attachment I: Transfer of Funds Request Narrative (fillable pdf)

51. SN-16 WIOA Bulletin 16-18 Recording Measurable Skill Gains in HireNet Hawaii

52. SN-17 WIOA Bulletin 17-18 2017 Lower Living Standard Income Level Guidelines

53. SN-18 WIOA Bulletin 18-18 PY18 and PY19 State Performance Negotiations

54. SN-19 WIOA Bulletin 19-18 PY18 and PY19 Local Workforce Development Board Performance Negotiations

55. SN-20 WIOA Bulletin 20-18 Change 1 Revised Program Year (PY) 2018 Allocations

56. SN-20 WIOA Bulletin 20-18 Program Year (PY) 2018 Allocations

- Annual Plan Instructions
- Signature Page

57. SN-21 WIOA Bulletin 21-18 2018 Lower Living Standard Income Level Guidelines

58. SN-22 WIOA Bulletin 22-18 Guidance for Modified Local Plan

Attachment 1

Signature Page (fillable word form)

Local Plan Definitions

59. SN-23 WIOA Bulletin 23-18 Change 1 Revised Kauai Disaster Dislocated Worker Grant (DWG) Policies and Procedures

60. SN-23 WIOA Bulletin 23-18 Kauai and Oahu Disaster Dislocated Worker Grant Policies and Procedures

61. SN-24 WIOA Bulletin 24-18 Rapid Response Activity Policies and Procedures for Oahu and Hawaii County Workforce Development Boards (WDB) and Oahu and Hawaii County American Job Center Hawaii (AJCH)

62. SN-25 WIOA Bulletin 25-18 Change 1 Revised Hawaii County Disaster Dislocated Worker Grant (DWG) Policies and Procedures

63. SN-25 WIOA Bulletin 25-18 Hawaii Island Disaster Dislocated Worker Grant Policies and Procedures

64. SN-26 WIOA Bulletin 26-19 Minimum Work Experience Requirement for Youth Program Funds

65. SN-27 WIOA Bulletin 27-19 Policy on Providers of Career Services

Attachment I: Providers of Career Services Application

Attachment II: Request for WDC Approval Checklist

66. SN-28 WIOA Bulletin 28-19 Change 1 (Corrected) Program Year (PY) 2019 Revised Allocations

67. SN-28 WIOA Bulletin 28-19 Program Year (PY) 2019 Allocations

Attachment I: Instructions for Annual Budget Plan 2019

Attachment II: Signature Page (fillable pdf)

68. SN-29 WIOA Bulletin 29-19 WIOA Data Validation Policies and Procedures

Attachment I: Source Documentation for WIOA Core Programs Joint Data Element Validation

69. SN-30 WIOA Bulletin 30-19 2019 Lower Living Standard Income Level Guidelines

70. SN-31 WIOA Bulletin 31-19 Statewide Rapid Response/Layoff Aversion Policies and Procedures

Attachment I: Rapid Response Desk Aid

Attachment 2: Rapid Response Summary Report

Attachment 3: WARN Layoff Report to Local RR teams

Attachment 4: Recognizing Workforce Opportunity

Attachment 5: Intervention Timeline Chart

Employee Satisfaction Survey

Employer Satisfaction Survey

71. SN-32 WIOA Bulletin 32-19 Use of Supplemental Wage Information

Hawaii's guidelines for the One-Stop Infrastructure and Memorandum of Understanding:

SN-12 WIOA Bulletin 12-16 Change 2 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline

SN-12 WIOA Bulletin 12-16 Change 1 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline

SN-12 WIOA Bulletin 12-16 One Stop Infrastructure Funding and Memoranda of Understanding

DVR has a local area plan for each AJC located in (4) counties which details policies, operations, and responsibilities of each entity in alignment with the state's strategies.

1. DVR has made a commitment to utilize Hawaii's Online Workforce Referral System to coordinate services, avoid duplication of services, reduce paperwork and streamline administrative operations.

2. DVR "referral for Vocational Rehabilitation Services" form is readily available throughout the State predominantly at the One Stop Centers by hard copy and also by fillable pdf via the DHS DVR website at http://humanservices.hawaii.gov/vr/apply/referral.

3. DVR is developing an online video which will orient interested persons with disabilities, CORE partners and stakeholders about the WDC, WDD, DVR, Adult Ed VR program and services. Estimated launch of this video on the DVR website is 2021.

4. In addition to responsibilities outlined in the MOA, DVR's contribution to the One Stop include consultation and training in the areas of disability and employment.

3. STATE PROGRAM AND STATE BOARD OVERVIEW

A. STATE AGENCY ORGANIZATION

The Hawaii Department of Labor and Industrial Relations, Workforce Development Division is responsible for the administrative oversight and implementation of WIOA, managing the governance structure, grant signatory, grant oversight and grant reporting; allocation of funds, issuing guidance and conducting fiscal and program monitoring.

DLIR, WDD allocates funds to the County Mayors (Chief Elected Officials of the local areas). The mayors designate the Local Administrative entities:

Oahu: Budget and Fiscal Services

Hawaii: Office of Housing and Community Services

Maui: Office of Economic Development

Kauai: The State will act as the Local Area

The Local Administrative entities implement the workforce development system in their local area by contracting service providers and one-stop operators through competitive procurement.

Adult Education (Title II) Organizational Description

The AEFLA Title II program is administered through the Hawaii Department of Education (Department) Office of Curriculum and Instructional Design (OCID). The organizational structure of the Department consists of a Board of Education as the governing authority, the Superintendent as the chief executive officer for the Department and oversees the assistant superintendents of seven state offices, and a Deputy Superintendent which oversees 15 complex area superintendents. Complex areas are organized geographically by a high school and the middle and elementary schools that feed into that high school.

OCID is one of seven state offices under the Superintendent and is primarily responsible for all K-12 content area standards and instructional policy and guidance. The AEFLA Title II program is part of OCID and is administered by an Educational Specialist who works with the Community Schools for Adults (CSA) who are the AEFLA service providers. The CSA are part of the Department and under the supervision of a complex area superintendent based on the location of the CSA.

Department of Education Organizational Structure:

Superintendent

Deputy Superintendent

Assistant Superintendent – Office of Curriculum and Instructional Design

Director – Curriculum Innovation Branch

Section Administrator – Career Readiness Section

State Director of Adult Education/Educational Specialist Community Education

Wagner Peyser Title III Organizational Description

The Workforce Development Division is one of five (5) divisions under the State Department of Labor and Industrial Relations (DLIR). The WDD reports directly to the Director of DLIR and provides service delivery through the AJC in the following local areas:

- County of Hawaii: Hilo Office and Kona Office
- County of Maui: Kahului Office and Molokai Office
- City and County of Honolulu: Dillingham Office
- County of Kauai: Lihue Office

The Trade Adjustment Assistance (TAA) program is administered by the WDD through the use of State merit staff. If and when the TAA petition is certified, the TAA staff works in partnership with the Unemployment Insurance Division to coordinate timely notification to adversely affected workers to ensure that affected workers receive their benefits and understand the deadlines to enroll in training in accordance with the TAA guidelines that is applicable to each certification. In addition, the TAA services are coordinated with the WIOA Dislocated Worker to ensure affected workers are dually enrolled in the WIOA Program.

Department of Human Services Organizational Description

DHS is divided into the following divisions which report to the Director and Deputy Director:

Social Services (SSD) which provides protection from abuse and neglect for children and dependent adults.

Benefit, Employment and Support Services (BESSD) which includes Temporary Assistance for Needy Families and SNAP.

Med-Quest helps low-income adults and children obtain health coverage.

Division of Vocational Rehabilitation (DVR) which provides Title IV services.

DHS also has the following agencies attached for administrative purposes: Office of Youth Services, Hawaii Public Housing Authority, the Hawaii State Commission on the Status of Women, and the Commission on Fatherhood.

B. STATE BOARD

The Council consists of 41 members. It is considered one of the largest boards in the State. A majority of 21 board members represent the private sector organizations. Of these, four represent their local workforce development boards. Eight members, or 20% of the board, represent labor or workforce development organizations, one of which is a Native Hawaiian organization that operates workforce development programs. Also represented are the Governor, four members of the Governor's cabinet (Directors of the Department of Human Services, Department of Labor and Industrial Relations, Department of Business Economic Development & Tourism, Department of Education), all four county Mayors, two members of the Legislature are appointed by the Senate President and Speaker of the House, and the

President of the University of Hawaii. Members representing the private sector, labor, and workforce organizations are appointed by the Governor to voluntarily serve not more than 8 consecutive years. Members representing their county (local) workforce development boards are appointed by the Mayors of their respective counties. The Chair of each local board serves on the state board. The Governor, Mayors, the Governor's cabinet members and the President of the University of Hawaii are *ex-officio* voting members of the Council. The Administrator of the Division of Vocational Rehabilitation has been appointed with one full vote to serve on the state board as of September 25, 2020.

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

HAWAII WORKFORCE DEVELOPMENT COUNCIL

As of July 1, 2022 the State Board will be in compliance with all 41 seats filled.

Board Composition

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

Member	Sector	
Alan Hayashi	Private	

Member	Sector	
Sean Knox	Private	
Shannon Okinaka	Private	
Kelly Ueoka	Private	New as of July 1, 2022
Gerald Schmitz	Private	New
Shelli Ihori	Private	New as of July 1, 2022
Rona Fukumoto	Private	New as of July 1, 2022
Trang Malone	Private	New as of July 1, 2022
Brian Tatsumura	Private	
Ian Kitajima	Private	
Jason Brand	Private	
Kira Higa	Private	
Cary Miyashiro	Private	
Ken Loui	Private	
Cheryl Cross	Private	New as of July 1, 2022
Keith DeMello	Private	New as of July 1, 2022
Eileen Caldwell	Private	New as of July 1, 2022
Leslie Wilkins	LWDB-Maui	
Jason Chang	LWDB-Oahu	
Rosella Guardascione	LWDB- Hawaii	
Jackie Kaina	LWDB	
Jackson Sayama	Legislature	
Stanley Chang	Legislature	
Brian Lee	Labor and Workforce Training	
April Chun Acquavella	Labor and Workforce Training	
Jason Bradshaw	Labor and Workforce Training	
Chuck Shima	Labor and Workforce Training	
Winona Whitman	Labor and Workforce Training	
Scott Collins	Labor and Workforce Training	New as of July 1, 2022
Dion Dizon	Labor and Workforce Training	New as of July 1, 2022
Lorna Woo	Labor and Workforce Training	New as of July 1, 2022
Mike Victorino	Mayor	

Member	Sector	
Rick Blangiardi	Mayor	
Derek Kawakami	Mayor	
Mitch Roth	Mayor	
David Ige	Governor	
Maureen Bates	Directors	
Anne Perreira-Eustaquio	Directors	
Keith Hayashi	Directors	
David Lassner	Directors	
Mike McCartney	Directors	

I. MEMBERSHIP ROSTER

Roster of WDC Members:

Last Name	First Name	Position	Organizational Affiliation
1. **Gibson**	**Yvette**	**HR Manager, Talent Acquisition**	**Hawaii Pacific Health**
2. **Hayashi**	**Alan**	**Owner**	**Consult 808**
3. **Ito**	**Jason**	**Director of Admin, Labor & Comm Relations**	**Kyo-Ya Management Co., Ltd.**
4. **Kamiya**	**Michael**	**Sales Director**	**Kamiya Gold, Ltd**
5. **Kaneshige**	**Glen**	**President**	**Nordic PCL Construction, Inc.**
6. **Kitajima**	**Ian**	**Director of Corporate Development**	**Oceanit**
7. **Knox**	**Sean**	**President**	**Hawaii Employment Services, Inc.**
8. **Moy**	**Alicia**	**President/CEO**	**Hawaii Gas**
9. **Nojima**	**Sheryl**	**President**	**Gray, Hong, Nojima, and Associates**
10. **Okinaka**	**Shannon**	**Executive Vice President & CFO**	**Hawaiian Airlines**
11. **Richardson**	**Edward**	**Owner**	**Edward V. Richardson, LLC**
12. **Tatsumura**	**Brian**	**Owner**	**Briant 808 LLC**

13. **Topping**	**Sunshine**	**Sr. VP Human Services**	**Hawaii Pacific Health**
14. **Vacant***		**Pending Governor's Appointment**	
15. **Vacant***		**Pending Governor's Appointment**	
16. **Vacant***		**Pending Governor's Appointment**	
17. **Vacant***		**Pending Governor's Appointment**	
18. **Kaina**	**Jackie**	**Chair**	**Kauai Workforce Development Board**
19. **Chang**	**Jason**	**Chair**	**Oahu Workforce Development Board**
20. **DeLuz, Jr.**	**David**	**Chair**	**Hawaii County Workforce Development Board**
21. **Wilkins (WDC Chair)**	**Leslie**	**President**	**Maui Economic Development Board**
22. **Lee**	**Brian**	**Executive Director**	**Hawaii Laborers-Employers Cooperation and Education Trust Fund**
23. **Marrone**	**Gladys**	**CEO**	**Building Industry Association of Hawaii**
24. **Shima**	**Chuck**	**Training Coordinator**	**Plumbers Union Local 675**
25. **Wong**	**Karen**	**VP for Workforce Development**	**Lanakila Pacific**
26. **Vacant***		**Pending Governor's Appointment**	
27. **Vacant***		**Pending Governor's Appointment**	
28. **Vacant***		**Pending Governor's Appointment**	
29. **Whitman**	**Winona**	**Statewide Director of Employment & Training**	**Alu Like, Inc.**
30. **Nakashima**	**Mark**	**Representative**	**State House of Representatives**

31. **Chang**	**Stanley**	**Senator**	**Hawaii State Senate**
32. **Victorino**	**Mike**	**Mayor**	**County of Maui**
33. **Caldwell**	**Kirk**	**Mayor**	**City & County of Honolulu**
34. **Kawakami**	**Derek**	**Mayor**	**County of Kauai**
35. **Ige**	**David**	**Governor**	**State of Hawaii**
36. **Kim**	**Harry**	**Mayor**	**Hawaii County**
37. **Bates**	**Maureen**	**Administrator**	**Division of Vocational Rehabilitation, Dept. of Human Services (appointed 9/25/20)**
38. **Eustaquio**	**Anne**	**Director**	**Dept. of Labor and Industrial Relations**
39. **Kishimoto**	**Christina**	**Superintendent**	**Department of Education (DOE)**
40. **Lassner**	**David**	**President**	**University of Hawaii System**
41. **McCartney**	**Mike**	**Director**	**Dept. Business, Economic Development and Tourism**

*Board vacancies are pending Governor's appointments.

HRS 26-34(a) The members of each board and commission established by law shall be nominated and, by and with the advice and consent of the senate, appointed by the governor.

Timeline for appointments: Nominations to the board have been sent to the Governor. The Governor may make appointments during this calendar year and/or during the next legislative session which starts in January 2021 and ends May 2021. The Governor's appointments for the private sector must be confirmed by the State Senate. This procedure is followed for all of the private sector seats on the WDC.

II. BOARD ACTIVITIES

The Governor signed Act 57 (6/6/2016), resulting from HB 2362, which legislatively authorized the WIOA compliant Workforce Development Council, with 41 members. Act 57 aligns the purpose, objectives, roles and responsibilities of the Council with the requirements of WIOA.

(HB2362: http://www.capitol.hawaii.gov/session2016/bills/HB2362_CD1_.pdf)

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

The Council held two strategic planning sessions in August and November 2016. The Council's "Strategic Plan 2020" is posted at: https://labor.hawaii.gov/wdc/files/2012/11/Final-WDC-Board-Strategic-Plan-Dec-2016.pdf. The Council is currently drafting a new four-year strategic plan for 2020-2024.

The Strategic Plan identified the board's Vision, Mission, Values, and Practices

Vision:

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

Mission:

"It is the intent of the Hawaii Workforce Development Council to support and guide the

implementation of the Unified State Plan through active collaboration and regional sensitivity; for the purpose of aligning, coordinating and integrating workforce services to meet the needs of employers and residents in order to foster a robust economy."

Values:

Collaboration and Teamwork; Commitment and Determination; Innovation; Adaptive and Change Ready; Accountability and Responsibility; Integrity.

The plan also identifies strategic priorities, goals and objectives, next steps, and the work of the committees.

WDC Committees:

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

The Data Management and Technology committee evaluates HireNet Hawaii, WDC websites, data collection system and other available systems to make recommendations to the Executive Committee and full Council.

With the agreement of the core partners, the Data Management and Technology committee took the lead in development of the Hawaii Online Workforce Referral System. In 2016, the WDC was the awarded the National Reemployment and System Integration Dislocated Worker Grant (RSI-DWG). A portion of the funds awarded with this grant was used to develop the referral system. The Hawaii Online Workforce Referral System was developed to streamline the application process for individuals who seek employment services and integrate the participant management systems of WIOA Titles I, II, III & IV. Through the utilization of the referral system, individuals create an account, then complete a brief question set to determine if they qualify for any WIOA services. If an individual qualifies for WIOA services, AJC staff, nearest to the individual, will contact the individual to schedule an appointment for WIOA registration. The easy accessibility of completing the referral form online to determine qualification as to having to visit the AJC directly provides valuable time savings for busy individuals.

The Finance Committee of the WDC reviews quarterly expenditures of the Title I programs to determine the status of each program's spending during the program year. WDC considers both fiscal and performance outcomes during the program year to evaluate the local area's program

effectiveness. The information allows the committee to make recommendations during the program year on immediate actions that LWDBs should take.

The Sector Strategies and Career Pathways committee will convene sub-committees based on key industry sectors and career pathways identified in the Unified Plan. These sub-committees will provide employer and industry perspective and discussions to develop traditional and non-traditional education pathways. The objectives of the sub-committees are:

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

The Employer Engagement Committee contracted two consultants to provide recommendations for employer engagement in the State's workforce system. The first consultant has drafted a Statewide Business Services Framework Plan that will coordinate the business services of the partner programs in the workforce system. The plan will aid in widening the reach of the employer engagement system, develop the expertise and services of the business engagement team members, and ensure that the needs of employers are met.

The second consultant conducted qualitative and quantitate assessments of the AJC Hawaii brand among employers. Interviews were conducted with employers to discover employers' awareness, perception, and usage of the AJCs. The assessments were followed by recommendations to improve services and increase awareness of available services, increase brand awareness, maintain brand awareness, rollout of the new plan, and development of an outreach plan. The goal of the Employer Engagement Committee is to increase employer participation rates, including repeat customers and to increase the retention rates of employees placed into employment by the AJCs. This rate would help raise the confidence of employers in the workforce system and lead to increased employer engagement.

The Military & Veteran Affairs Committee (M-VAC) provides a forum for transition program leaders and stakeholders to explore career transition challenges unique to veterans, service members and their spouses, National Guard and Reserve members. The committee's focus is to increase awareness of access to resources that lessen the impact of transition. With an abundant knowledge of resources in the tool kits, committee members have additional expertise to provide quality transition services to their Soldier, Sailor, Marine, Coast Guard, and Airmen personnel.

Some key takeaways and benefits for committee members is an enhanced awareness of state and federal resources and promising practices; streamline collaboration with committee members serving populations having similar or the same transition challenges; and an in-depth understanding of the economic challenges that service members and veterans should prepare for, if they aspire to live and work in Hawaii.

Key activities to sustain that drive the committee's success in support of the Hawaii WIOA Unified Plan and services to the veteran population.

- Sustain collaboration with national and state veteran service organizations such as the National Association of State Workforce Agencies Military Affairs Committee, the Hawaii Chamber of Commerce Military Affairs Council, U.S. Chamber of Commerce Foundation Hiring Our Heroes, and the U.S. Department of Labor Veterans Employment and Training Service.
- Sustain members' interest, participation and connection to the committee's work with relevant and substantive agenda topics and problem sets.
- Sustain quality presentations that add value and knowledge to each member's tool kit.
- Set up additional working groups to dive into transition concerns of committee members.
- Expand committee membership to include individuals from the three neighbor island counties: Hawaii, Kauai, and Maui. Currently, all 30 volunteer members and the organizations they represent are in the County of Honolulu.

4. ASSESSMENT AND EVALUATION OF PROGRAMS AND ONE-STOP PROGRAM PARTNERS

A. ASSESSMENT OF CORE PROGRAMS

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

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

WDC's Performance Measures and Accountability committee is tasked with tracking program outcomes and performance goals and assessing the effectiveness of the state-wide programs as well as any pilot or special programs that may be implemented. When appropriate, this committee will make recommendations to the full Council on any action to be taken, recommendations, or corrective action plans. The Performance Measures and Accountability Committee voted to move forward with 7 projects, among them are:

1. Committee members will tour each local area's AJC and interact with staff, partners, and LWDB leadership as part of the committee meeting. Travel to each of the counties will coincide with their board meetings and the committee will request that local area stakeholders are invited to the meetings.
2. Provide training to Eligible Training Providers (ETPs) on performance reporting and how to use open source codes for the required data collection. This training is necessary for PY19 performance reporting. After July 1, 2020, the new HireNet Hawaii contract will include a module for ETPs which should make performance reporting less cumbersome.
3. Contract with a consultant to conduct an evaluation of organizations statewide and out-of-state with offices in Hawaii who would qualify to provide Title I services as service providers, then work with them to connect with state and local boards. With this project,

the Committee hopes to address the issue of no responses to RFPs due to lack of providers; lack of interest due to requirements and/or low payouts; and eliminate a monopoly by a particular service provider. The consultant, contracted over several years, would help to identify challenging areas, then screen and be a part of the selection process.

4. The Committee will consider approving a policy that WDBs not meeting performance measures for 2 years would make the service provider ineligible to continue or require an RFP to be issued; or have consequences for not meeting agreed upon performance goals.
5. The Committee will request performance reports from all Core Partners and evaluate on-going progress to meet established performance goals. The Committee will make recommendations as necessary. Each Core Partner will also report on their goals during the quarterly Council meetings.

The Finance Committee of the WDC reviews quarterly expenditures of the Title I programs to determine the status of each program's spending during the program year. WDC considers both fiscal and performance outcomes during the program year to evaluate the local area's program effectiveness. The information allows the committee to make recommendations during the program year on immediate actions that LWDBs should take. The Committee provides early alerts during the program year to local areas where funds likely will be unspent and returned at the end of the program year.

WDD will continue to provide the WDC information regarding funds available to local areas.

WDD will conduct quarterly reviews of participants exiting from the program to evaluate whether corrective actions are needed in order to achieve the negotiated performance rates. Based on WDD's quarterly reviews, additional staff training may be necessary to ensure that the Wagner-Peyser program successfully meets the performance rates.

The AEFLA Title II program will continue to report performance measures through the National Reporting System as required under WIOA. The National Reporting System is an accountability system for reporting core indicators of performance for federally funded adult education programs (as required under WIOA, AEFLA subsection). This reporting system includes a set of student measures and the performance accountability measures described in section 116(b) of WIOA, to assess the impact of adult education services and to inform continuous improvement.

In addition to formal evaluation every three years, AJC providers will conduct an annual internal self-assessment using an abbreviated version of the assessment tool to be developed for Titles I, III and IV. Three main criteria will be considered in the annual evaluation, including effectiveness, programmatic and physical accessibility, and continuous improvement. In addition, LWDBs will assess their service providers and one-stop system; conduct on-site and desk review monitoring. One-Stop Partner programs will be assessed annually during program monitoring by the local boards and/or WDD. Title I assessment will be conducted by the DLIR WDD while Title III services will be assessed via a third-party contractor to avoid any and all conflicts of interest.

HDVR, under Title IV common performance measures, reports progress on negotiated rates quarterly to RSA as described below. HDVR's goal is to meet or exceed the negotiated levels of performance measures in accordance to Section 116 of WIOA as referenced in HDVR's Appendix 1 referred to as Performance Goals of Vocational Rehabilitation Program. HDVR reviews and evaluates internal progress monthly, and annually prepares forecasts in order to fulfill required outcomes. These reviews provide HDVR with opportunities for continuous improvement in serving the community needs.

B. ASSESSMENT OF ONE-STOP PARTNER PROGRAMS

WDD has issued a One Stop Certification (AJC) Policy which provides an assessment tool for the LWDBs and AJCs: WIOA Bulletin 13-16 Change 1, https://labor.hawaii.gov/wdc/files/2019/04/Final-Bulletin-13-16-Change-1-w-Appendices.pdf

The Certification policy provides an assessment of how well partner programs are delivering services in the AJC. The scoring system is intended to create an objective point system that awards compliance with WIOA and its Final Rules and to provide job seekers and employers with an integrated system with a comprehensive Center designed around their service needs.

The State and Local workforce development systems and the one-stop partners will use the scores to identify strengths, areas of opportunity, staff training needs, where to devote technical assistance resources, and to optimize partner participation and co-location at the Centers. The Certification may also be used to assess One-Stop Operator performance. LWDBs report that their AJCs will be certified by the end of program year 2019. The policy also encourages continuous improvement by using the point system. Every two years, the AJCs will strive to increase their point score.

Individual programs will be assessed according to their performance results, programmatic accessibility, customer satisfaction, and their fiscal results, such as cost per participant, percentage of program costs spent on training, and whether the program is meeting the WIOA requirements. (e.g. Youth: 75% out-of-school youth; 20% minimum for work experience), DVR performance accountability will initially be measured in accordance with negotiated levels for percentage of participants obtaining a post-secondary credential or high school diploma (subject to special rule) and percentage of participants who during a program year achieve a measurable skill gain.

WDD will monitor local areas to ensure contract compliance or accountability of service providers. WDD staff will review, monitor, and assess the performance of the programs in each local area; and make recommendations or ask for corrective action, as necessary.

In addition to formal evaluation every three years, AJC providers will conduct an annual internal self-assessment using an abbreviated version of the assessment tool to be developed. Three main criteria will be considered in the annual evaluation, including effectiveness, programmatic and physical accessibility, and continuous improvement. In addition, LWDBs will assess their service providers and one-stop system; conduct on-site and desk review monitoring. One-Stop Partner programs will be assessed annually during program monitoring by the local boards and/or WDD.

C. PREVIOUS ASSESSMENT RESULTS

Title I-Adult, Dislocates Worker and Youth Programs

Performance reports are reviewed monthly by the WDD to evaluate the performance and expenditures and make recommendations for corrective actions to the local areas, as needed.

Tables 2.1, 2.2, and 2.3 show the statewide target and actual performance levels in PY 2019 and PY 2020 for WIOA Title I participants. Table 2.4 shows the statewide target and actual performance levels in PY 2019 and PY 2020 for WIOA Title III participants. The calculated performance scores are shown for each program year.

Table 2.1. Statewide Adult Program Performance Levels, PY 2019 and 2020

Indicator	PY 19 Target	PY 19 Actual	PY 19 Score	PY 20 Target	PY 20 Actual	PY 20 Score
Adult						
Employment Rate, Q2	69.6%	77.1%	110.8%	55.0%	57.6%	104.7%
Employment Rate, Q4	64.9%	64.9%	99.9%	64.0%	66.0%	103.1%
Median Earnings	$5,350	$6,309	117.9%	$5,450	$6,574	120.6%
Credential Rate	52.0%	58.2%	111.9%	65.0%	50.0%	76.9%
Measurable Skill Gains	—	20.6%	—	50.0%	53.6%	107.2%

Table 2.2. Statewide Dislocated Worker Program Performance Levels, PY 2019 and 2020

Dislocated Worker	PY 19 Target	PY 19 Actual	PY 19 Score	PY 20 Target	PY 20 Actual	PY 20 Score
Employment Rate, Q2	75.0%	90.2%	120.3%	58.0%	71.1%	122.5%
Employment Rate, Q4	71.4%	74.4%	104.2%	68.0%	76.1%	111.9%
Median Earnings	$7,300	$9,108	124.8%	$7,400	$8,171	110.4%
Credential Rate	67.0%	79.3%	118.4%	68.0%	48.7%	71.6%
Measurable Skill Gains	—	38.6%	—	50.0%	53.9%	107.8%

Table 2.3. Statewide Youth Program Performance Levels, PY 2019 and 2020

Youth	PY 19 Target	PY 19 Actual	PY 19 Score	PY 20 Target	PY 20 Actual	PY 20 Score
Employment, Education, or Training Rate, Q2	60.0%	65.1%	108.4%	55.5%	61.0%	109.9%
Employment, Education, or Training Rate, Q4	56.4%	67.2%	119.2%	54.0%	59.4%	110.0%
Median Earnings	—	$4,128	—	$3,700	$4,135	111.7%
Credential Rate	62.1%	45.2%	72.7%	63.1%	41.2%	65.3%
Measurable Skill Gains	—	19.8%	—	50.0%	30.8%	61.6%

Table 2.4. Statewide Wagner-Peyser Program Performance Levels, PY 2017 and 2018

Indicator	PY 17 Target	PY 17 Actual	PY 17 Score	PY 18 Target	PY 18 Actual	PY 18 Score
Employment Rate, Q2	55.0%	58.7%	106.7%	59.7%	37.5%	62.8%
Employment Rate, Q4	58.0%	61.2%	105.5%	58.0%	40.8%	70.3%
Median Earnings	$5,114	$5,933	116.0%	$5,100	$6,047	118.6%

Notes:

1. Targets were not set for the Measurable Skill Gains performance indicator.

2. Reporting of the Youth program's median earnings to the federal government is not required.

Table 2.4. Statewide Wagner-Peyser Program Performance Levels, PY 2019 and 2020

Indicator	PY 19 Target	PY 19 Actual	PY 19 Score	PY 20 Target	PY 20 Actual	PY 20 Score
Employment Rate, Q2	61.0%	58.0%	95.1%	54.0%	49.7%	92.0%
Employment Rate, Q4	59.0%	61.3%	103.9%	52.0%	51.5%	99.0%
Median Earnings	$5,200	$7,325	140.9%	$5,500	$7,294	132.6%

Tables 2.5, 2.6, and 2.7 break down the State's PY 2020 WIOA Title I performance levels by local areas. All columns are actual levels of performance.

Table 2.5. Local Area Adult Program Performance Levels Comparison, PY 2020

Indicator	Statewide Actual	Hawaii Actual	Kauai Actual	Maui Actual	Oahu Actual
Adult					
Employment Rate, Q2	57.6%	49.3%	46.2%	50.0%	80.0%
Employment Rate, Q4	66.0%	54.8%	61.1%	44.4%	83.3%
Median Earnings	$6,574	$5,977	$5,263	$2,323	$7,415
Credential Rate	50.0%	25.0%	9.1%	0.0%	79.3%
Measurable Skill Gains	53.6%	59.5%	0.0%	28.6%	58.1%

Table 2.6. Local Area Dislocated Worker Program Performance Levels Comparison, PY 2020

Indicator	Statewide Actual	Hawaii Actual	Kauai Actual	Maui Actual	Oahu Actual
Dislocated Worker					
Employment Rate, Q2	71.1%	83.3%	58.3%	63.2%	74.1%
Employment Rate, Q4	76.1%	83.3%	64.3%	81.3%	75.9%
Median Earnings	$8,171	$6,365	$6,438	$8,171	$9,514
Credential Rate	48.7%	66.7%	0.0%	0.0%	68.2%
Measurable Skill Gains	53.9%	62.5%	0.0%	62.5%	60.4%

Table 2.7. Local Area Youth Program Performance Levels Comparison, PY 2018

Indicator	Statewide Actual	Hawaii Actual	Kauai Actual	Maui Actual	Oahu Actual
Wagner-Peyser					
Employment Rate, Q2	49.7%	45.5%	56.6%	47.5%	50.6%
Employment Rate, Q4	51.5%	48.8%	53.8%	51.2%	52.0%
Median Earnings	$7,294	$5,626	$6,556	$5,943	$9,462

Notes:

1. Youth data are not available for Kauai County, since no youth program services have been offered there since the end of 2016.

2. Reporting of the Youth program's median earnings to the federal government is not required.

The State achieved most of its negotiated performance targets in PY 2020. Negotiated performance outcomes are referred to in the chart "Table 2.1. Statewide Adult Program Performance Levels, PY 2019 and 2020 as "PY 20 Target" (column 6 from the left) for various programs. Targets were met except for six performance indicators. The State fell far short in meeting all three credential rates in the WIOA Title I programs and the measurable skill gains indicator in the Youth program. The State also missed the targets for both employment rates in the WP program.

Tables 2.1 to 2.7 compare the primary performance indicators of the State and all four local areas.

In Table 2.1 showing the performance of the Adult program, the Oahu local area was the clear leader in achieving both employment rates and the credential rate. The three other local areas fell short in meeting the targets for both employment rates and the credential rate. The Hawai'I island local area exceeded the target for measurable skill gains. The Maui local area did not have any Adult participants achieve a credential. The Kauai local area did not have any Adult participants achieve a measurable skill gain.

In Table 2.2 showing the performance of the Dislocated Worker program, the Hawai'i island and Oahu local areas were competitive in achieving performance targets. Hawai'i island surpassed Oahu in both employment rates. The Maui local area did well to meet targets for both employment rates and measure skill gains. Both the Maui and Kauai local areas had no Dislocated Worker participants who achieved a credential. Kauai also had no participants who achieved a measurable skill gain. Across all programs, all the local areas need to improve on achieving measurable skill gains. Due to low participant numbers meaningful analysis of the percentages is difficult to make, other than to surmise that statewide overall and individual participation in all programs needs to be increased.

The State is using "Retention with the Same Employer" and "Repeat Business Customer" indicators as recommended and designed by the U.S. Department of Labor to measure effectiveness in serving employers. Tables 2.8 and 2.9 show the State's performance levels in serving employers effectively. Table 2.8 compares the statewide levels in PY 2019 and PY 2020. Table 2.9 breaks down the PY 2020's levels by local areas.

Table 2.8. Statewide Effectiveness Serving Employers, PY 2019 and 2020

Indicator	PY 19 Percent	PY 19 Employer	PY 19 Total	PY 20 Percent	PY 20 Employer	PY 20 Total	Yearly Change
Retention with the Same Employer Rate, Q2 and Q4	3.3%	64	1,947	5.5%	99	1,788	54.7%
Employer Penetration Rate	5.4%	2,433	44,932	4.4%	2,133	47,971	-12.3%
Repeat Business Customer Rate	30.5%	1,635	5,364	23.6%	1,459	6,178	-10.8%

Table 2.9. Local Area Effectiveness Serving Employers Comparison, PY 2020

Statewide	Statewide Employer	State Total	Hawaii	Hawaii Employer	Hawaii Total	Kauai	Kauai Employer	Kauai Total	Maui	Maui Employer	Maui Total	Oahu	Oahu Employer	Oahu Total
5.5%	99	1,788	6.1%	16	264	5.4%	13	242	4.4%	23	517	6.1%	47	765
4.4%	2,129	47,971	0.8%	371	47,971	0.4%	172	47,971	0.5%	250	47,971	2.8%	1,336	47,971
23.6%	1,458	6,177	24.2%	254	1,049	19.8%	112	566	21.3%	174	817	24.5%	918	3,745

Hawai'i continued to use its two primary indicators of effectiveness in serving employers:

- Retention (retention with the same employer)
- Repeat Business Customers (percentage of repeat employers using services within the previous three years).

In PY 2020, Statewide the rate for retention was just above 5%, with all local areas matching or bettering it except for Maui County. This stagnancy is likely due to COVID-19 which saw many businesses laying off workers due to strain in key sectors such as tourism and food service.

Table 2.9 compares the performance of serving employers effectively for the State and all four local areas. All of the local areas had very low retention rates with the same employer in PY 2020. This indicates that there was a small number of WIOA participants who remained with the same employer in the second and fourth quarters after program exit. The Hawai'i island and Oahu local areas achieved slightly higher rates above the Statewide level by a small margin. The Kauai local area performed around the same level with the State. The Maui local area achieved a lower retention rate by one percentage point below the Statewide level.

For the , the Hawai'i island and Oahu local areas achieved slightly higher rates above the Statewide level by a small margin. Both the Kauai and Maui local areas achieved lower rates below the Statewide level.

Title II- Adult Education

In programs years 2019 and 2020 the adult education program had a decrease in the overall number of participants. The population consisted of a slightly higher number of females compared to males and the majority of participants were in the 25-44 age group.

The Measurable Skills Gain target was not met in program years 2019 and 2020, with a difference of 2.49% improvement from the program year 2019 to 2020.

There was a significant decrease in the number of English Language Learner (ELL) participants, a -63.89% decrease from the program year 2019 to 2020.

Characteristic	Program Year 19-20	Program Year 20-21	Change
Total Participants Served	3,830	2,885	-24.67%
Gender Male	1,855	1,463	-21.13%
Gender Female	1,975	1,422	-28.00%
Majority Age	25-44	25-44	NA
English Language Learner	1,094	395	-63.89%
Measurable Skills Gain Target/Actual	-8.11%	-5.62%	2.49%

Strategies the adult education program will utilize based on the overall results include the following.

- Continue the Integrated English Literacy and Civics Education (IELCE) program to service ELL participants which are anticipated to increase with in-person instruction being available.
- Continue developing supports for career pathways to increase partnerships with business and industry to provide employment experiences along with academic learning to engage students.
- The transition coordinators will continue to monitor students to ensure they are achieving their program goals through better student-teacher relationships and counseling.

- Ongoing support of the partnership with the University of Hawaii Community Colleges (UHCC) to provide transition programs to allow more students to attend the community college after completing their program.

The impact of the assessment of the adult education program on the state strategies resulted in part in the development of the five goals and supporting actions of the state strategies. All of which include a focus on career pathways with industry engagement to provide integrated academic instruction with technical skill development.

Title III Wagner-Peyser Employment Service

Performance Measures show the following:

- Employment in 2nd quarter after exit: Actual: 49.7%, Goal: 54.0%
- Employment in 4th quarter after exit: Actual: 51.5%, Goal: 52.0%
- Median Earnings 2nd quarter after exit: $7,294 Goal: $5,500

Title IV Vocational Rehabilitation

The 2019 RSA Monitoring, 2020-2021 CSS, and 2018 CSNA identified process improvement opportunities in the following areas:

- HDVR responsiveness to and engagement with participants to fulfill participant employment goals;
- Compliance with timeliness of services;
- Identification and strengthening of long-term supports for SE services;
- Strengthening staff planning, use of labor market information, assessment skills for individualized services for participants with most significant disabilities, and utilization of comparable benefits;
- Increase measurable skills gains and credentials for planning and resource management purposes; and
- Enhance community outreach to underserved groups, including Hispanics, Hawaiians, and Veterans.

The data from HDVR is used in conjunction with RSA-911 case services reports from the Rehabilitation Services Administration (RSA) for the most recent CSNA. The data was separated and is reported according to the content areas that most closely align with the topic areas as included in the CSNA. The data was gathered and analyzed with a summary of key findings for each required section listed below.

Needs identified in this area included the following:

1. Education and training, soft skills and transportation are common rehabilitation needs for individuals with the most significant disabilities;
2. The needs of individuals with the most significant disabilities were greatly magnified on the neighbor islands;

3. There continues to be a need for supported employment services and qualified vendors to provide the service. HDVR is currently in an OOS that has made partnering with other entities essential for comparable benefits to meet the needs for individuals with the most significant disabilities;

4. The need to secure ongoing support services and secure long-term support for employment in competitive, integrated employment. This was an overwhelming rehabilitation need identified in this study and supports the common performance measures in WIOA;

5. HDVR had made progress in SSA reimbursement prior to the previous CSNA. It was identified that ticket holders were not identified until UI data reviews started in 2019; reducing opportunities for cost reimbursement. DVR will continue to work on capturing accurate information with Ticket Holders to maximize program income and participants successful transition to permanent competitive integrated employment.

Strategies:

1. HDVR will continue to work with federal technical assistance centers (VR TAC QM, as continued from previous work with the WINTAC) on revisions to policies and procedures related to supported employment and ensure that they are compliant with WIOA and the accompanying regulations.

2. HDVR will identify alternate funding sources and service providers as a result of the OOS. HDVR will examine ways to braid funding with other Workforce partners, the HIDOE and the DOH-DDD. Braided funding of cases will become the norm rather than the exception to support HDVR's opening of OOS categories for services in the future.

3. HDVR intends to maximize its approach to benefits counseling for participants. Fear of losing benefits is a major barrier for individuals with the most significant disabilities to maintain employment in a competitive, integrated setting.

4. HDVR will provide training to staff on how to provide ongoing support services and secure long-term support for these participants to maintain employment.

5. HDVR has trained additional staff members dedicated to tracking SSA Ticket to Work recipients and SSA reimbursements.

Evaluation of the 2018 Comprehensive Statewide Needs Assessment and review of federal performance measures under Title IV PY15-17, resulted in the identification of the following continuous improvement goals:

1. Annually increase the percentage of participants who obtain a postsecondary credential or high-school diploma by 2% from PY22 to PY23 (subject to special rule);

2. Annually increase the percentage of participants who during a program year achieve a measurable skill gain by a minimum of 1%;

3. Annually increase the percentage of participants who during a program year participate in WBLE and internships by 1%;

4. Annually increase the number of participants employed a minimum of 90 days (by 1%);

5. Annually increase the employment retention rates by 4% from PY22 to PY23; and

6. Annually increase the Median Earnings (2nd Quarter after Exit) of participants by more than 2% from PY22 to PY23.

DVR is participating and in support of the AJCs One-Stop Single Sign-On registration system to increase access to the services of DOE's Adult Education, the WDD, and other partners for DVR

clients on the deferred list to meet their training and job placement needs using comparable benefits when applicable.

D. EVALUATION

The WDC is helping the local boards and AJCs understand their client base better through demographic, socioeconomic, and labor market information research. The information gathered will help local boards and AJCs make strategic decisions on funding and other resources, determine outreach strategies and program design.

The following research topics were conducted by WDC:

1. "The Underserved Populations in Hawaii"

The WDC has completed a report on the underserved population in Hawaii that goes into further detail than the percentage of the population that is in an underserved demography – there are age, gender, and geographic breakdowns, to give the local boards and AJCs better insight into the types of underserved job seekers there are in each county, and where these underserved job seekers might be. The report also included labor force participation and unemployment rates of these underserved populations, to help the local boards and AJCs determine where to focus their limited resources and where to focus program outreach. The findings will be presented to each county's local boards, AJCs, WIOA partners, and WDC board.

Link to Underserved Data: https://labor.hawaii.gov/wdc/files/2018/12/PPT-Underserved-Data-from-Wayne-Liou-7.13.18.pdf

Link to report: https://labor.hawaii.gov/wdc/files/2019/06/Underserved-Population-Report.pdf

2. "Hawaii Laborshed: Who Stays, Leaves, and Comes"

The report examines the workforce flow, from residence to place of work. This information can help workforce programs in multiple ways. First, it can provide local boards and AJCs a better understanding of where to conduct outreach to its client base, whether it be outreach to workers at residences or places of work, or outreach to employers. Second, employers can use this information to make informed decisions on relocation or expansion, the latter of which is critical to providing opportunities to job seekers. Third, planners, economic developers, and policy makers can evaluate whether worker and employer needs are being met with regards to infrastructure and economic development policies. This research uses basic, publicly available workforce flow data from the Longitudinal Employer-Household Dynamics (LEHD) Origin-Destination Employment Statistics (LODES) data set from the Census Bureau, with the hopes that it can spark interest in developing a more thorough survey tool that can answer specific questions the local boards, AJCs, core partners, and employers might have regarding workforce development and the home-to-work flow of workers. The report is will be presented to the local boards, AJCs, WIOA partners, and WDC board.

Links: Map that shows flow (note that if a drilldown is selected, the bottom map with the flow lines won't display):https://public.tableau.com/shared/477DM44BT?:display count=yes

Table that includes percentages:

https://public.tableau.com/views/Laborshed1_1/Sheet2?:embed=y&:display_count=yes

3. "Disconnected Youth"

Disconnected youth, also known as unattached youth, are you adults who are disconnected from society by not being attached to an educational institution or a job. Broadly speaking, they are not attending school and are not employed. Generally, the age range is 16 years old to 24 years old.

Hawaii has the 17th highest disconnected youth population as a percentage of young adults in the nation, behind the southern and Appalachian states and Alaska. The low unemployment rate in Hawaii means a larger percentage of disconnected youth in Hawaii are not in the labor force (as opposed to being unemployed).

Links:

Executive Summary: https://labor.hawaii.gov/wdc/files/2019/06/Disconnected-Youth-Executive-Summary-2.0.pdf

Presentation: https://labor.hawaii.gov/wdc/files/2019/07/Disconnected-Youth-Online.pdf

4. "Understanding the On-Demand Workforce"

The National Governor's Association (NGA) has initiated a pilot program to study the on-demand workforce. Hawaii was one of seven states selected to participate along with Connecticut, Pennsylvania, Maryland, New Jersey, Alaska and Colorado on the State Collaborative Consortium to Understand and Support the On-Demand Workforce. The goal is for these States to work together to research the on-demand (gig economy) workforce, develop policies for their respective States, and provide the foundation for national policy. There is little extant data in the area of on-demand workers, who are irregularly scheduled workers.

In-state partners include the Research and Statistics Division of the DLIR, the Research and Economic Analysis Division of the Department of Business, Economic Development, and Tourism, the Data eXchange Project and Hawaii P-20, and the University of Hawaii Community Colleges. Due to the large number of people working in the construction and tourism industry, WDC plans to focus on construction workers, freelancers and independent contractors in the construction and tourism industry, and the full-time irregularly scheduled shift-workers that are prevalent in the services and accommodations sector. In 2020, the Hawaii team plans to conduct a statewide survey to develop a benchmark for on-demand workers. The national pilot program continues through March 2020.

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

Some content in this area is under revision.

A. FOR TITLE I PROGRAMS

I. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3)

Under WIOA the State will use the Sub-State Allocations Statutory Formulas for both the Youth and Adult Programs (TEGL 16-18). To prevent wide fluctuations in annual funding amounts and disruption to services, the 90% "hold harmless" will also be continued so that each county is assured of receiving at least 90% of the average of the two previous years' proportion of funds.

Allocation Factor	**Weight Assigned in Formula**
Areas of Substantial Unemployment	0.3333
Excess Number of Unemployed	0.3332
Economically Disadvantaged Youth	0.3334
Total	**1.0000**

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

II. ADULT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) OR (B)(3)

Under WIOA the State will use the Sub-State Allocations Statutory Formulas for both the Youth and Adult Programs (TEGL 16-18). To prevent wide fluctuations in annual funding amounts and disruption to services, the 90% "hold harmless" will also be continued so that each county is assured of receiving at least 90% of the average of the two previous years' proportion of funds.

Adult Formula Factors

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

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

III. DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) AND BASED ON DATA AND WEIGHTS ASSIGNED

The State will use five of the six factors specified in the Sub-State Allocations Statutory Formula (as shown in the following table) to allocate Dislocated Worker Program funds. Consistent with previously approved State Plans, Hawaii assigns a zero weight to the Mass Lay-off and Plant Closing factor. The rationale for the assigned weight:

(a) Inventory of Available Data Sources: There are no available, accurate sources of Mass Lay-off/Plant Closing data. At the national level, the Bureau of Labor Statistics no longer produces this data and Hawaii does not collect within-state administrative data for this factor.

(b) Data Factor Weight: The State is unable to calculate a weight due to the absence of data for this factor.

(c) Formula Distributes Funds Equitably Statewide: There were no other factors for which data was available that would add significant value to the DW formula.

As required by statute, the 90% "hold harmless," of the average allocation percentage of the local area for the two preceding fiscal years, will be applied to the Dislocated Worker formula. The factors and Dislocated Worker formula are presented in the table below:

Dislocated Worker Formula Factors

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

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

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

Alternate Methods of Calculating Sub-State Allocations

WDC staff evaluated the discretionary formula for sub-state allocations to determine how the formula would affect allocation of Title I funds of the local areas under different scenarios.

Using the Discretionary Formula

A state may use a discretionary formula in combination with the standard allocation formula when distributing Youth Program funds and Adult Program funds to the local areas. For each program, no more than 30 percent of funds can be allocated based on the discretionary formula. Seventy percent of funds must be allocated based on the standard allocation formula. More information about requirements of the discretionary formula is found in the Training and Employment Guidance Letter (TEGL) No. 16-18. The discretionary formula must be based on the following two factors for each program:

1. The relative excess number of individuals who are 74 percent below or under the poverty level in each local area, compared to the total excess of individuals who are 74 percent below or under the poverty level in all local areas in the state.
2. The relative excess number of unemployed individuals who are above the statewide average unemployment rate in each local area, compared to the total excess of unemployed individuals who are above the statewide average unemployment rate in all local areas in the state.

Implementing these two factors for each program are described below. Equal weights are applied in both programs. A minimum percentage (or stop loss) must be applied, in the same manner as applied in the standard allocation formula, to ensure that no local area receives an allocation percentage that is less than 90 percent of the average allocation percentage received by the local area for the previous two years.

Youth Program Discretionary Formula

The following formula calculates the amount allocated to a local area for the Youth Program. The sum of the weighted discretionary factors is multiplied by 30 percent of the total amount of Youth Program funds allocated to all local areas.

$LocalYouthShare = [(Lyp/Syp)Wp + (Lyp/Syu)Wu]30\%\ of\ Youth\ Funds$

Where:

LocalYouthShare = Amount Allocated to Local Area for the Youth Program

Lyp = Local Area's Excess Youth Poverty

Syp = Statewide Excess Youth Poverty

Lyu = Local Area's Excess Youth Unemployment

Syu = Statewide Excess Youth Unemployment

Wp = Excess Poverty Weight

Wu = Excess Unemployment Weight

The data source for the excess poverty factor in the Youth Program discretionary formula is the "Age by Ratio of Income to Poverty Level in the Past 12 Months," (Identification no. B17024) collected from the most recent U.S. Census Bureau, "American Community Survey 1-Year Estimates." The data is by county. Individuals from ages 12 to 24 who are 74 percent below or under the poverty level are counted.

The data source for the excess unemployment factor in the Youth Program discretionary formula is the "Sex by Age by Employment Status for the Population 16 Years and Over," (Identification no. B23001) collected from the most recent U.S. Census Bureau, "American Community Survey 1-Year Estimates." The data is by county. Male and female individuals from ages 16 to 24 who are unemployed are counted. The statewide average unemployment rate is obtained from the U.S. Bureau of Labor Statistics, "Local Area Unemployment Statistics" (LAUS) program. The statewide unemployment rate must be an annual average of the same time period of the data used in the ACS data source. Excess unemployment is the difference between the local area's average unemployment rate and the statewide average unemployment rate.

Adult Program Discretionary Formula

The following formula calculates the amount allocated to a local area for the Adult Program. The sum of the weighted discretionary factors is multiplied by 30 percent of the total amount of Adult Program funds allocated to all local areas.

$$LocalAdultShare=[(Lap/Sap)Wp+(Lau/Sau)Wu]30\%\ of\ Adult\ Funds$$

Where:

LocalAdultShare = Amount Allocated to Local Area for the Adult Program

Lap = Local Area's Excess Adult Poverty

Sap = Statewide Excess Adult Poverty

Lau = Local Area's Excess Adult Unemployment

Sau = Statewide Excess Adult Unemployment

Wp = Excess Poverty Weight

Wu = Excess Unemployment Weight

The data source for the excess poverty factor in the Adult Program discretionary formula is the "Age by Ratio of Income to Poverty Level in the Past 12 Months," (Identification no. B17024) collected from the most recent U.S. Census Bureau, "American Community Survey 1-Year Estimates." The data is by county. Individuals from ages 25 to 64 who are 74 percent below or under the poverty level are counted.

The data source for the excess unemployment factor in the Adult Program discretionary formula is the "Sex by Age by Employment Status for the Population 16 Years and Over," (Identification no. B23001) collected from the most recent U.S. Census Bureau, "American Community Survey 1-Year Estimates." The data is by county. Male and female individuals from ages 25 to 64 who are unemployed are counted. The statewide average unemployment rate is obtained from the U.S. Bureau of Labor Statistics, "Local Area Unemployment Statistics" (LAUS) program. The statewide unemployment rate must be an annual average of the same time period of the data used in the ACS data source. Excess unemployment is the difference between the local area's average unemployment rate and the statewide average unemployment rate.

Examples of Sub-State Allocation Scenarios

The following four tables provide examples of allocations to the local areas, based on the formulas described above. The calculated amounts are for demonstrative purposes only. The

calculation shows that Maui county would increase its share in both the Youth Program and Adult Program when the discretionary formula is used. Kauai county's share would decrease, however, in both programs when the discretionary formula is used.

The State of Hawaii may consider combining Kauai and Maui counties to be one local area. This change would eliminate one local board, since only one local board would be needed to administer program activities on two islands. The new allocated amount would be Kauai's amount and Maui's amount added together with no change when the allocation formula is used. When the discretionary formula is used, there would be an increase in allocated funds for both the Youth Program and the Adult Program.

Table 3.1.: Youth Program Sub-State Allocation (Sample)

Local Area	Allocation Formula	Discretionary Formula	Percent Change
Hawaii	$427,815	$415,695	-2.83%
Kauai	$102,275	$95,114	-7.00%
Maui	$178,548	$195,014	9.22%
Oahu	$1,172,100	$1,174,922	0.24%
Total	**$1,880,738**	**$1,880,745**	**0.000372%**

Table 3.2.: Adult Program Sub-State Allocation (Sample)

Local Area	**Allocation Formula**	**Discretionary Formula**	**Percent Change**
Hawaii	$420,857	$424,734	0.92%
Kauai	$103,628	$97,433	-5.98%
Maui	$160,431	$184,592	15.06%
Oahu	$1,102,995	$1,081,159	-1.98%
Total	**$1,787,911**	**$1,787,918**	**0.000392%**

Table 3.3.: Youth Program Sub-State Allocation, Kauai and Maui Areas Combined (Sample)

Local Area	Allocation Formula	Discretionary Formula	Percent Change
Hawaii	$427,815	$415,695	-2.83%
Kauai and Maui Combined	$280,823	$290,128	3.31%
Oahu	$1,172,098	$1,174,920	0.24%
Total	**$1,880,736**	**$1,880,743**	**0.000372%**

Table 3.4.: Adult Program Sub-State Allocation, Kauai and Maui Areas Combined (Sample)

Local Area	Allocation Formula	Discretionary Formula	Percent Change
Hawaii	$420,857	$424,734	0.92%
Kauai and Maui Combined	$264,059	$282,026	6.80%

Local Area	Allocation Formula	Discretionary Formula	Percent Change
Oahu	$1,102,995	$1,081,159	-1.98%
Total	**$1,787,911**	**$1,787,919**	**0.000447%**

B. FOR TITLE II

Some content in this area is under revision.

I. DESCRIBE HOW THE ELIGIBLE AGENCY WILL AWARD MULTI-YEAR GRANTS OR CONTRACTS ON A COMPETITIVE BASIS TO ELIGIBLE PROVIDERS IN THE STATE, INCLUDING HOW ELIGIBLE AGENCIES WILL ESTABLISH THAT ELIGIBLE PROVIDERS ARE ORGANIZATIONS OF DEMONSTRATED EFFECTIVENESS

The narrative content below is under revision.

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

The Adult Education and Family Literacy Act (AEFLA), Title II of WIOA, requires State eligible agencies to award multiyear grants or contracts on a competitive basis to eligible providers within the State or outlying area. These grants or contracts enable eligible providers to develop, implement, and improve adult education and literacy activities within the State. Eligible providers must use AEFLA funds to establish or operate programs that provide adult education and literacy activities, including programs that provide these activities concurrently. Additionally, each State eligible agency must conduct a competition that ensures that all eligible providers have direct and equitable access to apply and compete for AEFLA funds and that the same grant or contract announcement and application process are used for all eligible providers.

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

The application process is designed such that eligible agencies will be invited to apply for funding from Section 231, and/or Section 225, and/or Section 243 funds from WIOA, in one or more counties, depending upon their infrastructure, service area, and expertise.

The application includes separate sections for each category of funding and requires detailed descriptions of services, budget narratives, etc., broken down by Section and by county or counties to be served. The HIDOE will compete Title II funds every 3 years; each year grantees will receive continuation funding based on effective performance, provided a federal Title II allocation award is received.

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

<u>Eligible Providers</u>

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

1. A local educational agency;
2. A community-based organization or faith-based organization;
3. A volunteer literacy organization;
4. An institution of higher education;
5. A public or private nonprofit agency;
6. A library;
7. A public housing authority;
8. A nonprofit institution that is not described in 1 through 7 of this section and has the ability to provide adult education and literacy activities to eligible individuals;
9. A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in 1 through 8 of this section; and
10. A partnership between an employer and an entity is described in 1 through 9 of this section

How must an eligible provider establish that it has demonstrated effectiveness?

1. For the purposes of this section, an eligible provider must demonstrate past effectiveness by providing performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of a secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.
2. There are two ways in which an eligible provider may meet the requirements in paragraph 1 of this section:
    a. An eligible provider that has been funded under Title II of the Act must provide performance data required under section 116 of WIOA to demonstrate past effectiveness.
    b. An eligible provider that has not been previously funded under Title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in paragraph 1 of this section.

Application Process

The HIDOE will develop guidelines for the administration of the application process. The following suggested timeline will be utilized in the application process of Request for Proposals (RFPs).

PROPOSED RFP TIMELINE 2022-2023

Event	Timeframe
Funding Availability Notification (RFP)	September
Formation of Screening Committee	September
Application Deadline	October

Review and Rating of Grant Applications	October
Acceptance/Rejection Notification	November
Final Notification of Grant Awards	November
Program Year Begins	July

Selection Process

Applications to provide adult education services as described and authorized under Title II of the WIOA will be reviewed by the Selection Committee. The HIDOE will attach a point-based scoring rubric weighing the considerations, including those specific to each subpart of WIOA (231, 225, and 243).

Applicants will be required to provide narrative detail (including a budget narrative) to demonstrate how they will meet each consideration.

WIOA Section 225 (Corrections)

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

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

APPLICATION EVALUATION CRITERIA

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

Family Literacy applicants with programs that offer a comprehensive family literacy component will be evaluated according to the same proposed criteria outlined above as well as the following additional criteria.

FAMILY LITERACY ADDITIONAL EVALUATION CRITERIA

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

ii. Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers

Funding Availability Notification

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

- The announcement will be disseminated through online statewide news and information websites, specifically on the Hawaii Community Education and Workforce Development websites.

The RFP will contain information pertaining to:

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

Review and Selection Committee

The RFP review and selection committee will be comprised of the WIOA core partners and other relevant stakeholders deemed appropriate by the core partners.

The committee will evaluate and rate each proposal based on screening criteria. Once the committee has made recommendations to the HIDOE regarding tentative acceptance/rejection of proposals, the providers are notified.

Application Submittal

Applicants will be required to submit their completed RFP by the specified deadline electronically with instructions to be provided in the application or mailed to:

Hawaii Department of Education
Community Education Section
475 22nd Avenue, Room 219

Honolulu, HI 96816

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

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

II. DESCRIBE HOW THE ELIGIBLE AGENCY WILL ENSURE DIRECT AND EQUITABLE ACCESS TO ALL ELIGIBLE PROVIDERS TO APPLY AND COMPETE FOR FUNDS AND HOW THE ELIGIBLE AGENCY WILL ENSURE THAT IT IS USING THE SAME GRANT OR CONTRACT ANNOUNCEMENT AND APPLICATION PROCEDURE FOR ALL ELIGIBLE PROVIDERS

Funding Availability Notification

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

- The announcement will be disseminated through online statewide news and information websites, specifically on the Hawaii Community Education and Workforce Development websites.

The RFP will contain information pertaining to:

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

Review and Selection Committee

The RFP review and selection committee will be comprised of the USP partners and other relevant stakeholders deemed appropriate by the core partners.

The committee will evaluate and rate each proposal based on screening criteria. Once the committee has made recommendations to the HIDOE regarding tentative acceptance/rejection of proposals, the providers are notified.

Application Submittal

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

Hawaii Department of Education

Community Education Section

475 22nd Avenue, Room 219

Honolulu, HI 96816

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

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

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

C. VOCATIONAL REHABILITATION PROGRAM

Hawaii designates a single combined Vocational Rehabilitation agency, Hawaii Division of Vocational Rehabilitation.

6. PROGRAM DATA

A. DATA ALIGNMENT AND INTEGRATION

The State of Hawaii Department of Labor and Industrial Relations (DLIR) is working on a project currently titled the Hawaii Career Acceleration Navigator or HICAN. This entirely online/digital service is expected to launch in April 2022 and help the department provide greater and more robust services to our more difficult to reach communities and populations with barriers to employment. HICAN will serve as a digital One-Stop for DLIR services to all Hawaii residents providing coordinated resources through the DLIR including career exploration and allow users to fulfil unemployment insurance requirements. Additionally, HICAN will also refer users to relevant State-provided social services such as food, medical, and cash assistance to support the job-seekers transition into livable wage careers.

HireNet Hawaii is a virtual One-Stop, developed and maintained by the current contracted vendor, Geographic Solutions. The vendor has implemented changes to the case management and reporting system required by WIOA regulations. Training for all staff users is provided by the vendor whenever a new version of the software is installed.

The Core and Mandatory Partners Working Groups meet regularly to facilitate program integration and implementation of common performance measures. The core partners have agreed to work directly with the Unemployment Insurance Division to develop and implement memoranda of understanding for data sharing that adheres to federal and state laws. Unemployment wage information will be collected within AEFLA, DVR and WDC's information systems and will be used for WIOA annual performance reports, evaluations, as well as for workforce and labor market information.

The core partners realize that understanding the impact of educational programs requires more than assessing six and 12-month workforce outcomes. Monitoring the longer term workforce outcomes of the populations they serve is critical for: 1) identifying and evaluating the best practices of programs that are successful in transitioning participants to sustained and consistent workforce outcomes; 2) identifying the characteristics of sub-populations of WIOA participants in order to provide programs better suited to meet the needs of the populations served; and 3) identifying workforce trends over time by industry and by county in order to provide information for projection and planning purposes.

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

HireNet Hawaii is a virtual One-Stop, developed and maintained by the current contracted vendor, Geographic Solutions. The vendor has implemented changes to the case management and reporting system required by WIOA regulations. Training for all staff users is provided by the vendor whenever a new version of the software is installed.

The Core and Mandatory Partners Working Groups meet regularly to facilitate program integration and implementation of common performance measures. The core partners have agreed to work directly with the Unemployment Insurance Division to develop and implement memoranda of understanding for data sharing that adheres to federal and state laws.

Unemployment wage information will be collected within DLIR information systems and will be used for WIOA annual performance reports, evaluations, as well as for workforce and labor market information.

The core partners realize that understanding the impact of educational programs requires more than assessing six and 12-month workforce outcomes. Monitoring the longer term workforce outcomes of the populations they serve is critical for: 1) identifying and evaluating the best practices of programs that are successful in transitioning participants to sustained and consistent workforce outcomes; 2) identifying the characteristics of sub-populations of WIOA participants in order to provide programs better suited to meet the needs of the populations served; and 3) identifying workforce trends over time by industry and by county in order to provide information for projection and planning purposes.

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

For WIOA Title I, Wagner-Peyser, Jobs for Veteran State Grant, and Trade Adjustment Assistance reports, Geographic Solutions has updated HireNet Hawaii to produce required quarterly and annual federal reports.

Participant performance in all Core Programs (WIOA Adult, Dislocated Worker, and Youth Programs; Wagner-Peyser programs, Jobs For Veterans State Grant, Local Veterans Employment Representative, and Trade Adjustment Assistance will be measured through data stored in HireNet Hawaii. All staff users and their providers are responsible to accurately enter data into HireNet Hawaii in a timely manner.

All quarterly and annual reports required by the federal government are generated from HireNet Hawaii data and electronically transmitted to the USDOL. DLIR extracts information on employment status and average earnings for all exiters from UI wage records, both intra-state and inter-state. Local area staff and Core Partner staff also may enter supplementary information on jobs obtained by participants. At the end of each quarter and year, DLIR will transmit to each county and Core Partner their performance reports in the same format as the federal statewide report. Counties, Local Boards, and Core Partners will review their performance at least on a quarterly basis and take any necessary corrective actions to resolve deficiencies. Staff users can produce reports to assess and correct performance on an on-going basis. These reports, filtered by different criteria, dates, and target groups, enable staff to review different aspects of performance prior to or after outcomes are reported with the goal of continually improving performance. The new federal reporting system that will use demographics of participants exiting to determine the applicable performance goals should clarify the impact of different demographics of participants and make it easier to predict future performance without being penalized for serving persons with greater barriers to employment

The State is currently discussing with all core partners efforts to streamline all data into one platform. HireNet Hawaii has the modules and can perform the integration. The State will continue to work with the partner agencies to use one platform that will allow co-enrollment and increased participation for all Titles and have consistent data reports. The HICAN project while in beta form is being assessed in its ability to serve as this unified platform for all core partner agencies.

In addition to the above referenced data systems HDVR leverages to support individuals with disabilities successful engagement in the workforce, HDVR has identified the following goals associated with data collection, integration, and continuous improvement to facilitate streamlined intake and service delivery, as well as track participants accessing WIOA partner agencies.

Goal 4.1 In collaboration with the core partners, define the parameters for each of the six primary indicators of performance. Collaborative data collection goals from 2020 are still in progress and being carried forward to PYs 2021-2023. HDVR is currently focused on data collection and validation for the VR program, and will continue to engage with core partners in order to define the parameters collectively and pursue best practices of other core partners in order to improve upon or share HDVR data collection methodologies.

Goal 4.2 In collaboration with the core partners, identify an automated data collection system that collects the data for each of the six primary indicators of performance which is user friendly and affordable. Collaborative data collection goals from PY2020 are still in progress. HDVR is currently focused on data collection and validation for the VR program and will continue to engage with core partners in order to identify an automated data collection system that works for HDVR in order to pursue best practices of other core partners and improve upon or share HDVR data collection methodologies.

Goal 4.3 Upon completion of goals 4.1 and 4.2, update or purchase and install automated the data system for information collection. This goal is still in progress for PY 2023.

Goal 4.4 Train core partner staff on the use of the automated data collection system. This goal is still in progress for PY2023.

The WDC Data Management and Technology Committee is working with staff from the WDC and representatives from the WIOA Core Partners on the Hawaii Online Workforce Referral System has been developed to streamline the application process for individuals who seek employment services and integrate the participant management systems of WIOA Titles I, II, III, and IV. This project is made possible through the Reemployment Data Systems Integration Grant sponsored by the U.S. Department of Labor. This online client enrollment system works to improve both client services and reporting with respect to data analysis and client activity.

The System will provide individuals a quick way to submit minimal information by answering questions that are then sent to the appropriate WIOA partner for follow up. The development of the System is in its final stages. Project designers are completing the final design for the homepage; and the refinement of the algorithm for referrals are being thoroughly tested to ensure accuracy. The planned completion date for the project is the end of December 2019. After completion, the Hawaii Online Workforce Referral System will go through beta testing with the County of Maui so the project team can receive feedback and resolve any issues discovered in the process. Once beta testing is completed, the Hawaii Online Workforce Referral System will go live statewide.

In addition, staff from the Electronic Data Processing Systems Office (EDPSO) and the WDC traveled to each County to preview the system to staff and partner program representatives. These meetings provided important feedback for the project team and they were able to incorporate these suggestions into the system, making it more efficient and effective for jobseekers. The project is currently in Phase I which just includes the e-mail referrals. Phase II of the project will eliminate the e-mail referral process. Referrals will be sent directly into participant management information systems. This phase includes extensive training for the partner programs and the development of training material.

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

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

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

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

For WIOA Title I, Wagner-Peyser, Veteran, and Trade Adjustment Act reports, Geographic Solutions has updated HireNet Hawaii to produce required quarterly and annual federal reports.

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

All quarterly and annual reports required by the federal government are generated from HireNet Hawaii data and electronically transmitted to the USDOL. DLIR extracts information on employment status and average earnings for all exiters from UI wage records, both intra-state and inter-state. Local area staff and Core Partner staff also may enter supplementary information on jobs obtained by participants. At the end of each quarter and year, DLIR will transmit to each county and Core Partner their performance reports in the same format as the federal statewide report. Counties, Local Boards, and Core Partners will review their performance at least on a quarterly basis and take any necessary corrective actions to resolve deficiencies. Staff users can produce reports to assess and correct performance on an on-going basis. These reports, filtered by different criteria, dates, and target groups, enable staff to review different aspects of performance prior to or after outcomes are reported with the goal of continually improving performance. The new federal reporting system that will use demographics of participants exiting to determine the applicable performance goals should clarify the impact of different demographics of participants and make it easier to predict future performance without being penalized for serving persons with greater barriers to employment.

B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

The Core Programs will use the second quarter after exit, fourth quarter after exit performance results, and median wage data to measure post-program success at both the state and local levels. Additionally, WDC monitors, during their on-site monitoring, review a random selection of Adult, Dislocated Worker and Youth program physical participant files. During that review, monitors look at case notes and other documents for the required provision of follow-up services for one year after exit to confirm that follow-up services are provided. Follow up services increase retention rates of participants after exit.

The WDC Performance Measures and Accountability Committee will review performance results for all local areas, make recommendations, and establish performance action plans, as necessary.

The Division of Vocational Rehabilitation participants who obtain a post-secondary credential or high school diploma strengthen vocational assessment practices as the foundation for more

comprehensive services which will meet customer needs, identify and address barriers to employment, and maximize outcomes. The assessments also identify a network of participants that have been successfully rehabilitated as mentors. These mentors can provide inspiration and advice to people on how to be successful in post-secondary education and work. They can model and reinforce high expectations.

The Adult Education program will continue to report performance measures through the National Reporting System as required under WIOA. The National Reporting System is an accountability system for reporting core indicators of performance for federally funded adult education programs (as required under WIOA, AEFLA subsection). This reporting system includes a set of student measures to assess the impact of adult education services and for continuous improvement.

The Adult Education program uses two student assessment systems: the Test of Adult Basic Education (TABE) for English speaking students, and the Comprehensive Adult Student Assessment System (CASAS) for non-English speaking students. These assessments deliver comprehensive diagnostic and prescriptive information, establish measurable learner goals, document learner outcomes and report program effectiveness to students, staff, administrators, policy makers, and funders.

Hawaii continues to integrate academic competencies with instructional strategies to evaluate, in part, the effectiveness of the adult education system. Both CASAS and TABE are approved standardized assessments by the U.S. Department of Education. The Adult Education program will continue to use TOPSpro Enterprise, a computerized database management system offered as part of CASAS, to track student information and performance. TOPSpro Enterprise is designed to automate CASAS scoring, generate reports for staff, track student progress, provide individual and class profile data, report individual and program results and serve as a source of data for state and federal accountability.

C. USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORD DATA

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

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

WDD staff participates in the quarterly, SWIS (State Wage Record Interchange System) Advisory Group's conference calls. WDD is signatory to the new SWIS agreement as an access Performance Accountability and Customer Information Agency (PACIA); WDD has signed as a non-access PACIA and UI has signed as the access State Unemployment Insurance Agency (SUIA). This agreement allows WDD and WDC access to interstate wage and employment records for performance accountability in addition to the intrastate data.

D. PRIVACY SAFEGUARDS

The State is aware that a key element of success to utilizing data across agencies for either improved customer service or improved measurement and tracking of outcomes is ensuring the integrity of all data and ensuring confidential data is treated as such. This is accomplished with

various technical safeguards and ensuring personnel handling this data are properly trained in all relevant regulations and the fundamentals of handling personal and confidential data. Technical safeguards may include:

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

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

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

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

7. PRIORITY OF SERVICE FOR VETERANS

Workforce Development Division shall ensure program delivery and services directly funded in whole or in part, by the USDOL, provide priority of service to a veteran and covered person over a non-veteran or non-covered person at all levels (local, branch and administration offices) in WDD operations and in American Job Centers (AJC).

At every point of entry, WDD staff shall identify veterans and covered persons and inform them of their entitlement to priority of service and providing information on services and programs. The priority of services for "non-veteran" and "non-covered" person and "and "veteran" and "covered" person are outlined below:

A. Non-Veteran or Non-Covered Person

At the point of entry, AJC staff will ask each individual to self-identify whether the person is a veteran or covered person. Based on the information, the non-veteran or non-covered person who does not meet the definition of "veteran" or "covered person" shall be provided with career services, case management, job search assistance and referral to training as appropriate.

B. Veteran or Covered Person

If an individual self-identifies as a veteran or covered person at intake, the individual shall be provided immediate priority of service without the need for verification. AJC Staff will inform them of their entitlement to priority of service to the full array of AJC services and determine which DOL funded programs they are eligible for and desiring to participate in. Referrals will be made to the appropriate programs for priority of service.

Virtual services self-identification. Internet web sites operated by staff, programs, or agencies funded in whole or part, by the USDOL, must explain priority of service and provide instructions on where to self-identify as veterans or covered persons through virtual signup. Once identified through virtual access points, AJC Staff **will** contact the veteran or covered person to inform them of their entitlement to priority of service to the full array of AJC services and determine which DOL funded programs they are eligible for and desiring to participate in. Referrals will be made to appropriate programs for priority of service.

Pre-recorded announcements. Pre-recorded greetings on voicemail systems shall inform callers about priority of service for veterans and covered persons.

A veteran or covered person shall be **given precedence** over a non-veteran or non-covered person. This means they receive access to services **earlier in time** than the non-covered person, or if the service is limited, the covered person receives access to the service **instead of or before** the non-covered person.

Veteran and covered persons are to move ahead (receive first priority) over non-veterans or non-covered persons on any waiting list that is maintained for any program and service that meets the definition of a Qualified Job Training Program. However, once a participant (covered or non-covered person) is enrolled in a program such as WIOA, or has a confirmed start date, he or she may not be displaced by a veteran or covered person for that program.

1. **Universal access programs and services.** For workforce programs that operate or deliver services, such as Basic Career Services, to the general public without targeting specific groups, veterans and covered persons must receive priority of service over all other program participants.

2. **Programs with Eligibility Criteria.** Eligibility criteria identify basic conditions each participant in a specific program is required to meet. The WIOA Adult, WIOA Dislocated Worker, and Senior Community Service Employment Program are examples of such programs. A veteran or covered person must first meet any and all of the program statutory eligibility criteria in order to be considered eligible for: (i) enrollment in the program; (ii) receipt of priority for enrollment in the program; and (iii) priority receipt of services.

Verifying veteran and covered person status.

It is important to distinguish between identifying a veteran or covered person for priority of service and verifying that individual's status. At the point of entry, it is neither necessary nor appropriate to require verification of the status of veteran or covered person. If an individual self-identifies as a veteran and covered person, that individual shall be provided immediate priority in the delivery of all employment and training services such as basic career services as well as other services, e.g., Career Services and/or Training Services, as appropriate.

1. When a veteran or eligible spouse undergoes eligibility determination and subsequent registration and enrollment in a program using federal resources outside of Jobs for Veterans State Grant funds, e.g., Wagner-Peyser or WIOA programs, and the applicable program requires verification of veteran or eligible spouse status, then staff will proceed with verifying status.

1. In those instances in which eligibility determination and enrollment occur at the point of entry, a veteran or covered person who meets program-specific criteria and is otherwise eligible for enrollment shall be provided immediate priority, enrolled and then permitted to follow-up subsequently with any required verification of his or her status as a veteran or covered person. If documentation later fails to support the status of veteran or covered person, staff should revise status in HireNet Hawaii. DVOPs who are

serving these persons shall refer them for appropriate services provided by other programs.

1. For programs or services that cannot rely on self-attestation, verification only needs to occur at the point at which a decision is made to commit outside resources to the individual enrolled. In contrast, the commitment of services other than individual career services or training services does not require verification of status by a veteran or covered person.

C. Significant Barriers to Employment

The WP/AJC staff will determine whether the individual meets the eligibility criteria of a veteran or covered person in accordance with the 38 U.S.C sections 4101, 4211. If a person is a veteran or covered person, Priority of Service will be provided. The WP/AJC staff will then ask the veteran/covered person to voluntarily complete an assessment to determine if the person has a significant barrier to employment (SBE) that will make them eligible for the Jobs for Veterans State Grant program. If they attest to one or more SBEs, they will be referred to a DVOP for employment services.

DVOPs will provide individualized career services for veterans and covered persons with SBE's. These services include a comprehensive assessment of the skill levels and service needs of the veteran or covered person. The assessment will lead to the development of an individual employment plan (IEP). The plan will include the SBE for JVSG eligibility, education and employment history, employment goal, barriers to achieving the employment goal and a plan to overcome the barriers and achieve employment. Services can include basic career services, workforce preparation activities, career planning, job search assistance, relocation assistance, financial literacy services, providing labor market information to focus on high demand jobs and growing industries and referral to the WIOA and other partner programs for occupational training, as appropriate.

The DVOPs will utilize the case management approach to serve veterans and covered persons with barriers to employment and with special workforce needs. Per VPL 03-14, case management is a process and not a service and the DVOP will provide facilitation and coordination of services with the ultimate objective of employment. DVOPs will leverage resources at the AJC's, partner agencies, or learning institutions to help individuals with specific resources to aid in self-improvement. Case management activities are divided into three areas: 1) Comprehensive assessment to determine realistic employment goals and identification of barriers to achieve those goals; 2) A documented plan of action to overcome the barriers; and 3) Consistent contact, which is the documented interaction between DVOP and client both during employment search and follow up after employment.

DVOPS will continue to provide job search assistance until the veteran or covered person is successfully employed and exited from the program. Follow-up services will be provided to ensure the veteran or covered person remains employed 2nd quarter and 4th quarter after exit from the program.

Monitoring Compliance.

Qualified job training programs that have served, at the national level, an average of 1,000 or more covered persons each year for the three most recent years, are required to collect and report data on covered entrants. Covered persons are called covered entrants at the point of entry. [20 CFR 1010.300]. Six programs meet the reporting threshold: (1) WIOA Adult; (2) WIOA Dislocated Worker; (3) National Dislocated Worker Grants; (4) Wagner-Peyser State Grants; (5) Trade Adjustment Assistance (TAA); and (6) Senior Community Service Employment Program. The Information Collection Request (ICR) requires: (1) a report on covered entrants; and, (2) application of the new definitions for veterans and covered persons in existing reports on covered participants.

These programs must collect individual record data on covered persons from the point of entry. 120 CFR §I 0I0.330(a)(l) & (c)1. For both covered and non-covered persons in qualified job training programs information collected includes, but is not limited to [20 CFR §I010.330(c)(l)(i- iv)): (1) status of all persons receiving services; (2) types of services provided; (3) dates that services were received; and (4) employment outcomes. The HireNet Hawaii virtual operating system network of labor exchange services, funded by USDOL and operated by the State of Hawaii Department of Labor and Industrial Relations, is the automated database used by the State to collect and report data on covered entrants to USDOL.

The JVSG Program Staff will conduct quarterly desk reviews of HireNet Hawaii data to assess performance against goals and levels of service provided to veterans and covered persons. The review will include analysis of the individual career service rate to ensure that the rate exceeds the minimum 90% required. Performance outcomes will be compared against performance measures goals. In addition, expenditure rates in total, by type of budget line item, and by cost per staff will be analyzed against planned expenditures. Any underperformance will be identified and explained, and corrective actions will be described in quarterly reports submitted to DOL. Case records will be reviewed periodically by JVSG program staff and JVSG staff supervisors to ensure they are complete, well-documented, and lead to success to the greatest extent possible. On-site monitoring of AJC actions that demonstrate priority of service to veterans and covered persons from point of entry to exit will be conducted periodically by JVSG and other WDD program staff. Numerical data such as the rate of referrals to training or job openings as compared to the total client population may be examined with the policy and procedures of the AJCs that result in the requisite priority of service.

8. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES

The Americans with Disabilities Act (ADA) defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activity. According to the Centers for Disease Control and Prevention's Disability and Health Data System (DHDS) Disability Estimates report for 2017, 25.6 percent of adults in the United States of America and its territories have a disability.

Table 4.1. Income, Education, Employment of Adults with and without Disabilities

Demographics	Adults with Disabilities	Adults without Disabilities
Income <$15,000	22.3%	7.3%
Income $50,000+	27.6%	55.7%
Graduated High School	63.7%	57.8%
Graduated College	14.0%	32.1%
Employed	40.4%	65.3%
Out of Work	10.0%	4.7%

DLIR appointed a State-Level EO Officer. The State-Level EO Officer, formerly known as the Civil Rights and Equal Opportunity Officer, is responsible for developing the Nondiscrimination Plan as well as working with the Local-Level EO Officers to ensure compliance with the equal opportunity and nondiscrimination provisions of WIOA. The State-EO Officer's position description may be found at https://labor.hawaii.gov/wp-content/uploads/2019/06/Element-Two-Exhibit-A.pdf.

The State-Level EO Officer and Local-Level EO Officers, who are designated by their respective counties, are responsible for ensuring that the AJCs are in compliance with WIOA Section 188

and the applicable provisions of the Americans with Disabilities Act of 1990. The State-Level EO Officer and Local-Level EO Officers work together to conduct annual monitoring of the AJCs. This annual monitoring includes confirming that the AJCs are accessible to those with disabilities, that AJC staff display or provide participants documents that inform them of equal opportunity, and that only appropriate case managers have access to participants' disability information. In addition, the State-Level EO Officer maintains ongoing communication with Local-Level EO Officers, which includes sharing updates and discussing issues, including complaints. WIOA NDP Bulletin No. 1-19, WIOA Nondiscrimination Plan and Recipient Obligations is available at: https://labor.hawaii.gov/wdc/files/2019/07/WIOA-NDP-Bulletin-No.-1-19.pdf. DLIR's Nondiscrimination Plan may be found at labor.hawaii.gov/wioa-eo.

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS

As described in item (6)(A) above, HireNet Hawaii is the State's internet based, self-service and staff service data base for core programs. To serve customers with limited English proficiency (LEP), the home page provides a link to ten different languages that advise the individual to seek assistance by telephone or in person. These languages are the most commonly encountered in Hawaii.

DLIR updated its LEP Plan in 2019. The updated LEP Plan includes policies and procedures for how DLIR employees, which includes employees at the AJC, to serve LEP individuals. DLIR also created an online LEP training video that explains how employees should serve LEP individuals. In addition, the State-Level EO Officer works with the Office of Language Access to inform employees of LEP trainings and updates. DLIR ensures that its employees maintain awareness of their obligations to LEP customers by requiring employees to annually an LEP training video or attend a training that focuses on how to better serve LEP individuals.

The LEP Plan is incorporated in the Nondiscrimination Plan and may be found at https://labor.hawaii.gov/wp-content/uploads/2019/06/Element-Three-Exhibit-L.pdf.

IV. COORDINATION WITH STATE PLAN PROGRAMS

WIOA Core Partners and Mandatory Partners meet quarterly or as needed to update each other on program performance, opportunities for improving performance, opportunities for co-enrollment, and successful program integration that can be replicated in all AJCs.

However, monthly planning sessions were conducted to prepare core and mandatory partners for the unified state plan. From October to December 2019, statewide facilitated listening and collaboration sessions were conducted with local Workforce Development Boards' members and staff, core and mandatory partners, stakeholders and interested community members to: 1) align WIOA core programs and mandatory partners (CP&MP); 2) identify resources needed to achieve fully integrated consistent with strategic vision and goals; and 3) strengthen the weaknesses identified in workforce development activities. Notes from the sessions were shared with each county's local area to assist with the LWDB local plans.

At the local level, LWDBs convene community and AJC partners to coordinate programs in the local area. Core Partners are members of the local boards and report program results to the boards. AJC One-Stop Operators convene partner program staff for continuous education on programs offered at the AJC to ensure seamless delivery of service for participants and appropriate referrals. Continuous education of AJC staff on all partner programs is one of the factors for AJC Certification.

The WDD has conducted training on MOUs and IFAs for each county to provide hands-on information and assistance. The WDC developed a toolkit for each LWDB based on the USDOL guidance.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The State Plan must include	Include
1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;	Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes;	Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;	Yes
4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;	Yes
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;	Yes

The State Plan must include	Include
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);	Yes
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;	Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;	Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;	Yes
10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA);	Yes
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and	Yes
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.	Yes

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

Some content in this area is under revision.

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES UNDER TITLE I-B

A. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

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

1. The City and County of Honolulu (Oahu)

2. The County of Maui (includes the islands of Molokai and Lanai)

3. The County of Hawaii (Hawaii Island)

4. The County of Kauai (The State will act as the local area)

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

In September 2021, the State assumed temporary management of the Kauai local area. This was done in response to the County of Kauai's request to have an alternate entity administer WIOA Title I services. The State Department of Labor and Industrial Relations Workforce Development Division assumed provision of services in place of the local area. This will be done through State-merit staff located at the American Job Center Kauai. This will occur until the Governor selects an alternate entity or the County of Kauai administration requests to resume management of Title I activities for the local area of Kauai.

The DLIR has taken all necessary steps to provide the local area of Kauai technical support and assistance to effectively carry out the functions of a local workforce development board. Unfortunately, the County of Kauai has informed the DLIR that it no longer wishes to operate as a local area workforce development board in delivering Title I services including Adult, Dislocated Worker and Youth. The Kauai local WDB is therefore requesting the State to assume this role in delivery of direct client services.

To ensure continuation of Title I services to the residents of the County of Kauai, the DLIR will leverage state-merit Wagner-Peyser staff to deliver all services and activities under WIOA Title I. Additionally, no State or local area regulatory policy limits the Governor's authority to require a regional plan or utilize the State Workforce Board in place of a local workforce board.

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

1. The smallest are for federal Labor Market Information ("LMI") data is the county level. State LMI data is collected for the islands and the counties but is not available for sub-areas.
2. On the neighbor islands, the State's community college system conforms with county jurisdictions. Oahu has four community colleges, with each campus assigned as the lead for subject areas, such that cumulatively, they serve the entire county.
3. The State's public-school districts are county-wide on the neighbor islands. Oahu has four Department of Education districts.
4. An area with too small a population would have difficulty filling and financially supporting the large local boards mandated by the applicable federal legislation. It would also likely receive insufficient funds to run programs. Correspondingly, combining counties or parts of counties would mean additional coordination between Mayors.
5. Hawaii County, which has the largest geographical area and different demographics between east-and west-sides, has government agencies and services in both East and West Hawaii which serve the single count.
6. The counties are well-established political divisions of Hawaii. The WDC consulted with the Mayors of the respective counties at that time and it was agreed that the counties were the most appropriate designations. Further, the City and County of Honolulu meets the criteria for automatic designation, because of its population size. In March 1999 the Governor designated the four counties as workforce investment areas and those areas will continue to be designated under WIOA. In 2021, the County of Kauai designated the State to act as the local workforce development area.

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

"Performed Successfully" - means the Local Area met or exceeded the negotiated levels of performance for the core indicators in a Program Year and the local area has not failed any individual measure for the last two consecutive Program Years before WIOA enactment, or if the local area is operating under a Performance Improvement Plan approved by DLIR. For youth programs, successful performance is defined as meeting 5 of 7 measures in a Program Year and 2 of 3 measures in the next Program Year. "Met" is performance that is equal to 80% or more of negotiated levels.

"Sustained Fiscal Integrity" - with respect to a Local Area, means that the Secretary, or the State in place of the Secretary, has not made a formal determination, during either of the last two consecutive years preceding the determination regarding such integrity, that either the subgrantee or the administrative entity of the area misspent funds provided under subtitle B (or, if applicable, title I of the Workforce Innovation and Opportunity Act of 2014 as in effect prior to the effective date of such subtitle B) due to willful disregard of the requirements of the provision involved, gross negligence, or failure to comply with accepted standards of administration.

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

As of September 2021, the State has resumed responsibility of Title I services to the local area of Kauai. The DLIR WDD has the capacity to operate Title I services as the current statewide operator for Title III/Wagner-Peyser Act employment services, Jobs for Veterans State Grant (JVSG), Senior Community Services Employment Program (SCSEP) and Trade Adjustment Assistance (TAA). The State will submit a waiver request to the U.S. DOL ETA outlining a plan and justification for the request.

Attachment 1: WIOA Waiver Request Form

1. The statutory and/or regulatory requirements the state would like to waive;

The State of Hawaii Department of Labor and Industrial Relations (DLIR) Workforce Development Division (WDD) and Workforce Development Council (WDC) formally requests a waiver to 20 CFR §679.310 allowing the State to serve in place of the Kauai County Local Area Workforce Development Board as described in 20 CFR §679.240 subsection C. This structure is reflected in the modification to the State of Hawaii WIOA Unified State Plan for 2020-2023.

2. Actions the state has undertaken to remove state or local barriers;

The DLIR has taken all necessary steps to provide the local area of Kauai technical support and assistance to effectively carry out the functions of a local workforce development board. Unfortunately, the County of Kauai has informed the DLIR that it no longer wishes to operate as a local area workforce development board in delivering Title I services including Adult, Dislocated Worker and Youth. The Kauai local WDB is therefore requesting the State to assume this role in delivery of direct client services.

To ensure continuation of Title I services to the residents of the County of Kauai, the DLIR will leverage state-merit Wagner-Peyser staff to deliver all services and activities under WIOA Title I. Additionally, no State or local area regulatory policy limits the Governor's authority to require a regional plan or utilize the State Workforce Board in place of a local workforce board.

3. A description of the state's strategic goal(s);

The State of Hawaii's workforce development system strategic goals are as follows:

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

The primary goal to be achieved through approval of this waiver is to ensure continuation and expand upon services for Kauai County and maximize available monies to be directed toward service delivery, particularly training and work-based learning opportunities. Overall, the DLIR expects to provide services to a greater number of participants across all Title I activities.

4. A discussion of how the waiver complements Department of Labor priorities (i.e. expansion of apprenticeship, improved employer engagement, etc.);

Provided this waiver, the DLIR will ensure continued employment and training services to Kauai County. In addition, the DLIR will provide comprehensive services to the community leveraging all existing workforce development resources among the WIOA core partners. This shall include expanded opportunities for employer engagement through the Hawaii Sector Partnerships initiative, outreach and recruitment for pre and registered apprenticeship programs, resume and other job-seeker workshops, and expanded availability of training through the eligible training provider list (ETPL).

Additionally, the Workforce Development Council continues to serve as the State board with membership from business representatives and partners from government, education, labor, and community-based organizations. The WDC, through its eight committees, help to support employer engagement, work-based learning opportunities and facilitates collaboration between employers/businesses and training services.

5. Quantifiable projected programmatic outcomes resulting from implementation of the waiver;

The DLIR is committed to meeting or exceeding all negotiated WIOA performance indicators for Program Years 2022 and 2023. This represents a collective performance measurement of all WIOA activity including that of the Kauai local area.

The DLIR is working to increase staffing at the Kauai American Job Center Hawaii to support Title I activity. In the interim, State staff from other local areas including Oahu, will contribute to providing direct support and client services utilizing virtual capabilities via Microsoft Teams and Zoom.

Provided this waiver, the State anticipates a 50% increase over PY20 and PY21 participant enrollment totals across all Title I programs, Adult, Dislocated Worker and Youth for PY22.

6. Individuals, groups, or populations benefitting, or otherwise impacted by the waiver from the waiver;

County of Kauai residents and all individuals and employers involved with the local workforce development system will benefit from this waiver through uninterrupted Title I services provided by DLIR staff at the American Job Center Kauai.

Without this designation, Title I services including those servicing in-school and out-of-school youth and training opportunities provide through ETPL will not be available for eligible individuals seeking training.

7. How the state plans to monitor waiver implementation, including collection of measurable waiver outcome information;

Since initial implementation, operation of Title I activities by the State has reduced overhead and maximized the available monies directed toward employer engagement and program services, including training and work-based learning opportunities. In alignment with our WIOA goals, the State has emphasized spending of program funds toward those individuals most in need and who can benefit from intensive case management and training while also supporting businesses and employers.

This has also allowed for strengthened administrative oversight and accountability processes. Prior to this, administrative deficiencies resulted in less than desirable performance indicators and low participant enrollment. A strengthened administrative structure under this waiver will continue to minimize disallowed costs, redirect administration funding to direct clients services, increasing performance and enrollment across all programs.

The State will continue to conduct annual monitoring of both fiscal and programmatic activities across all Title I services. For the Kauai County Title I operations, the DLIR will contract with an external agency to conduct monitoring in accordance with U.S. DOL regulations and the ETA's Core Monitoring Guide.

This monitoring procedure will be similar to what is currently conducted for Title III – Wagner Peyser Act program services that are currently administered through the DLIR WDD.

The appeals process is described in WIOA Bulletin 03-15:
http://labor.hawaii.gov/wdc/files/2013/01/SN-03-WIOA-03-15-Initial-Designation.pdf.

An appeal must be in writing and filed with the WDD within fourteen days after notification of the decision. The appeal must contain a specific statement of the grounds upon which the appeal is sought. The process allows an opportunity for an informal resolution and a hearing to be completed within 60 days of the filing of the grievance or complaint. The WDD will refer the appeal to the DLIR Employment Security Appeals Referees' Office, that office will have 90 days to review the appeal and make a recommendation to the Governor. The final decision rests with the Governor or designee. If the appeal does not result in designation, the entity may request review by the Secretary of Labor. The second level of appeal must be sent within 14 days.

Appeals Process

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

1. Within 30 days from the date of receipt of the notice of state infrastructure funding determination by the state, the partner(s) may file an appeal to the Director of the State

Department of Labor and Industrial Relations in writing indicating why the partner is in disagreement with the determination of the state infrastructure funding contribution.

2. The Director of the State Department of Labor and Industrial Relations will review the request for appeal.

3. The Director of the State Department of Labor and Industrial Relations will notify the partner of its actions in writing.

2. STATEWIDE ACTIVITIES

WDD as the current administrative entity for Title I funds will issue WIOA bulletins starting in 2021. These bulletins provide policies and guidance for the statewide workforce development system for the use of state funds for the workforce investment activities. For accessibility to the workforce system, WIA and WIOA bulletins are posted on the WDC website at: http://labor.hawaii.gov/wdc/wia-docs/. (Other policies are listed under the Operating System section.)

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

Fiscal Policies/Budget Documents:

Adult/Dislocated Worker (DW)/Local Administrative Cost (LAC) Forms

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

Youth Forms

- Instructions: Budget Detail A
- Budget Detail A
- Instructions: Budget Detail A-1

- Budget Detail A-1, Personnel Costs of Subrecipient Staff
- Instructions: Budget Detail A-2
- Budget Detail A-2, Equipment Purchases
- Instructions: Budget Detail A-3
- Budget Detail A-3, Travel: Intra-State
- Instructions: Budget Detail A-4
- Budget Detail A-4, Travel: Inter-State
- Instructions: Budget Detail A-5
- Budget Detail A-5, Contractual Services-Subcontractors
- Instructions: Budget Detail B
- Budget Detail B, Worksheet Funding by Source
- Instructions: Budget Information Summary
- Budget Information Summary

Rapid Response Form

- Instructions: Budget Detail A
- Budget Detail A

WIOA Bulletins:

1. SN-01 WIOA 01-15 Communication System
2. SN-01 WIOA 01-15 Attmt, Mailing List
3. SN-02 WIOA 02-15 PY 15 Allocations
4. SN-02 WIOA 02-15 Attmt, HireNet Maint. Fee
5. SN-03 WIOA 03-15 w-Attmts, Initial Designation
6. SN-03 WIOA 03-15 Initial Designation
7. SN-03 WIOA 03-15 Attmt 3 PY 12, 13 Data Tables
8. SN-03 WIOA 03-15 Attmt 2 Performance Summary
9. SN-03 WIOA 03-15 Attmt 1 Initial Designation Application
10. SN-04 WIOA 04-15 Change 1 w-Attmts, LWDB Certification
    a. SN-04 Attachment 1 LWDB Membership Requirements
    b. SN-04 Attachment 2 Nomination Form for Board Members of LWDB
    c. SN-04 Attachment 3 LWDB Membership Certification Request
11. SN-04 WIOA 04-15 w-Attmts, LWDB Certification
12. SN-04 WIOA 04-15 LWDB Certification
13. SN-05 WIOA Bulletin 05-16 Distribution of WIOA Bulletins

14. SN-06 WIOA Bulletin 06-16 Federal Poverty Income Guidelines
15. SN-07 WIOA Bulletin 07-16 Change 1, Revised PY 16 Allocations
16. SN-07 PY16 WIOA Allocations Bulletin 07-16
17. SN-08 WIOA 08-16, 2016 Lower Living Standard Income Level Attachments
18. SN-08 WIOA Bulletin 08-16, 2016 Lower Living Standard Income Level Guidelines
19. SN-09 WIOA Bulletin 09-16 Initial Local Plan Guidance
    a. SN-09 WIOA Local Plan Attachment I
    b. SN-09 WIOA Definitions Attachment II
20. SN-10 WIOA Bulletin 10-16 Change 1 Eligible Training Provider Policies and Procedures
    a. NEW Eligible Training Provider Site
    b. Sample ETP Application
    c. Sample UH System Application
    d. LWDB ETP Approval Request
21. SN-10 Proposed Bulletin 10-16 Change 1, Eligible Training Provider Policies and Procedures for Public Comment
    a. Summary of Proposed Changes
22. SN-10 WIOA Bulletin 10-16 , Eligible Training Provider Policies and Procedures
    a. Hawaii ETP Policies and Procedures Attachment ISummary of ETP Changes Attachment II
    b. ETP Public Comments Received
    c. ETP Suggested Fillable Application
23. SN-11 WIOA Bulletin 11-16 Conflict of Interest
24. SN-12 WIOA Bulletin 12-16 Change 2 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline
25. SN-12 WIOA Bulletin 12-16 Change 1 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline
26. SN-12 WIOA Bulletin 12-16 One Stop Infrastructure Funding and Memoranda of Understanding
27. SN-13 WIOA Bulletin 13-16 One Stop Certification Change 1
28. SN-13 WIOA Bulletin 13-16 One Stop Certification
29. SN-14 WIOA Bulletin 14-16 Change 1 Adult Program Eligibility and Priority of Service
    a. Attachment 1 Workforce Innovation and Opportunity Act Adult Program Eligibility and Priority of Service Policies & Procedures
    b. Attachment 2 Coordination with Programs Serving Individuals At-Risk for or Experiencing Homelessness

30. SN-14 WIOA Bulletin 14-16 Adult Program Eligibility and Priority of Service
31. SN-15 WIOA Bulletin 15-16 Change 2 Financial Reporting Forms, Budget Documents, Instructions, and Additional Procedures
32. SN-15 WIOA Bulletin 15-16 Change 1 Financial Reporting Forms and Instructions
    a. Form WIOA 1 (Revised 9/20) – Subrecipient's Request for Advance or Reimbursement
    b. Form WIOA 1 – Subrecipient's Request for Advance or Reimbursement
    c. Form WIOA 1 (Revised 9/20) Instructions, Subrecipient's Request for Advance or Reimbursement
    d. Form WIOA 1 – Instructions, Subrecipient's Request for Advance or Reimbursement
    e. Form WIOA 2 (Revised 9/20) Expenditure Register; Local Adult, Dislocated Worker, and Administrative Programs
    f. Form WIOA 2 – Expenditure Register; Local Adult, Dislocated Worker, and Administrative Programs
    g. Form WIOA 2 (Revised 9/20) Instructions, Expenditure Register, Adult, Dislocated Worker, and Administrative Programs
    h. Form WIOA 2 – Instructions, Expenditure Register, Adult, Dislocated Worker and Admin. Programs
    i. Form WIOA 3 (Revised 9/20) Expenditure Register, Local Youth Program
    j. Form WIOA 3 – Expenditure Register; Local Youth Program
    k. Form WIOA 3 (Revised 9/20) Instructions, Expenditure Register, Youth Program
    l. Form WIOA 3 – Instructions, Expenditure Register, Youth Program
    m. Form WIOA 4 – Expenditure Register; Program Income and Non-Federal Funds
    n. Form WIOA 4 – Instructions, Expenditure Register, Program Income and Non-Federal Funds
    o. Form WIOA 10 (Revised 9/20) Equipment Listing
    p. Form WIOA 10 (Revised 9/20) Instructions, Equipment Listing
33. SN-15 WIOA Bulletin 15-16 Financial Reporting Forms and Instructions
34. SN-16 WIOA Bulletin 16-16 Policy on Salary and Bonus Limitations
35. SN-17 WIOA Bulletin 17-16 Procurement Policy and Standards
36. SN-01 WIOA Bulletin 01-17 WIOA Methods of Administration
37. SN-02 WIOA Bulletin 02-17 Change 1 WDC Policy WIOA Methods of Administration (Nondiscrimination Policy)
38. SN-02 WIOA Bulletin 02-17 WDC Policy -WIOA Methods of Administration
39. SN-03 WIOA Bulletin 03-17 Local Board Review of AEFLA Applications
40. SN-03 WIOA Bulletin 03-17 Change 1 Local Board Review of AEFLA Applications

41. SN-04 WIOA Bulletin 04-17 Allowable Cost
42. SN-05 WIOA Bulletin 05-17 Items of Cost
    a. WIOA Bulletin 05-17 Attachment-Matrix of Specific Items of Cost
43. SN-06 WIOA Bulletin 06-17 Cash Management
44. SN-07 WIOA Bulletin 07-17 Policy on Audit Requirements and Resolutions
45. SN-08 WIOA Bulletin 08-17 Policy on Records Retention and Access to Records
46. SN-09 WOIA Bulletin 09-17 PY17 Planning Estimate Allocations
47. SN-10 WIOA Bulletin 10-17 Policy on Oversight and Monitoring
48. SN-11 WIOA Bulletin 11-17 Policy on Property and Inventory Management
49. SN-12 WIOA Bulletin 12-17 Closeout Reporting Forms & Instructions
    a. Form WIOA 5: Closeout Check List (excel)
    b. Form WIOA 6: Closeout Reconciliation
    c. Form WIOA 7: Subrecipient Release Form
    d. Form WIOA 8: Subrecipient Assignment Form
    e. Form WIOA 9: Inventory Certification
    f. Form WIOA 10 (Revised 9/20) Instructions for Inventory Listing
    g. Form WIOA 10: Instructions: Instructions for Inventory Listing
    h. Form WIOA 10: (Revised 9/20) Equipment Listing
    i. Form WIOA 10: Equipment Listing (excel)
    j. Form WIOA 11: Subrecipient's Tax Closeout Tax Certification
50. SN-13 WIOA Bulletin 13-17 Change 1 Program Year (PY) 2017 Revised Allocations
51. SN-13 WIOA Bulletin 13-17 Program Year (PY 17) Final Allocations
52. SN-14 WIOA Bulletin 14-17 Recapture and Reallocation
53. SN-15 WIOA Bulletin 15-17 Transfer of Funds Request
    a. Attachment I: Transfer of Funds Request Narrative (fillable pdf)
54. SN-16 WIOA Bulletin 16-18 Change 1 Recording Measurable Skills Gains in HireNet Hawaii
55. SN-16 WIOA Bulletin 16-18 Recording Measurable Skill Gains in HireNet Hawaii
56. SN-17 WIOA Bulletin 17-18 2017 Lower Living Standard Income Level Guidelines
57. SN-18 WIOA Bulletin 18-18 PY18 and PY19 State Performance Negotiations
58. SN-19 WIOA Bulletin 19-18 PY18 and PY19 Local Workforce Development Board Performance Negotiations
59. SN-20 WIOA Bulletin 20-18 Change 1 Revised Program Year (PY) 2018 Allocations
60. SN-20 WIOA Bulletin 20-18 Program Year (PY) 2018 Allocations

a. Annual Plan Instructions

b. Signature Page

61. SN-21 WIOA Bulletin 21-18 2018 Lower Living Standard Income Level Guidelines
62. SN-22 WIOA Bulletin 22-18 Guidance for Modified Local Plan
    a. Attachment 1
    b. Signature Page (fillable word form)
    c. Local Plan Definitions
63. SN-23 WIOA Bulletin 23-18 Change 1 Revised Kauai Disaster Dislocated Worker Grant (DWG) Policies and Procedures
64. SN-23 WIOA Bulletin 23-18 Kauai and Oahu Disaster Dislocated Worker Grant Policies and Procedures
65. SN-24 WIOA Bulletin 24-18 Rapid Response Activity Policies and Procedures for Oahu and Hawaii County Workforce Development Boards (WDB) and Oahu and hawaii County American Job Center Hawaii (AJCH)
66. SN-25 WIOA Bulletin 25-18 Change 1 Revised Hawaii County Disaster Dislocated Worker Grant (DWG) Policies and Procedures
67. SN-25 WIOA Bulletin 25-18 Hawaii Island Disaster Dislocated Worker Grant Policies and Procedures
68. SN-26 WIOA Bulletin 26-19 Minimum Work Experience Requirement for Youth Program Funds
69. SN-27 WIOA Bulletin 27-19 Policy on Providers of Career Services
    a. Attachment I: Providers of Career Services Application
    b. Attachment II: Request for WDC Approval Checklist
70. SN-28 WIOA Bulletin 28-19 Change 1 (Corrected) Program Year (PY) 2019 Revised Allocations
71. SN-28 WIOA Bulletin 28-19 Program Year (PY) 2019 Allocations
    a. Attachment I: Instructions for Annual Budget Plan 2019
    b. Attachment II: Signature Page (fillable pdf)
72. SN-29 WIOA Bulletin 29-19 Change 2
    a. Attachment I: Data Validation SOP Manual v1.0 (7.30.21)
73. SN-29 WIOA Bulletin 29-19 Change 1 WIOA Data Validation Policies and Procedures
    a. Attachment I: Data Element Validation List by Title I Program
74. SN-29 WIOA Bulletin 29-19 WIOA Data Validation Policies and Procedures
    a. Attachment I: Source Documentation for WIOA Core Programs Joint Data Element Validation
75. SN-30 WIOA Bulletin 30-19 2019 Lower Living Standard Income Level Guidelines

76. SN-31 WIOA Bulletin 31-19 Statewide Rapid Response/Layoff Aversion Policies and Procedures
    a. Attachment I: Rapid Response Desk Aid
    b. Attachment 2: Rapid Response Summary Report
    c. Attachment 3: WARN Layoff Report to Local RR teams
    d. Attachment 4: Recognizing Workforce Opportunity
    e. Attachment 5: Intervention Timeline Chart
    f. Employee Satisfaction Survey
    g. Employer Satisfaction Survey
77. SN-32 WIOA Bulletin 32-19 Use of Supplemental Wage Information
78. SN-33 WIOA Bulletin 33-20 Program Year (PY) 2020 Revised Allocations
    a. Attachment 1: Instructions for Annual Plans
    b. Attachment 2: Signature Page Template for Annual Plans
79. SN-34 WIOA Bulletin 34-20 Hirenet Access Request Form
    a. Attachment 1: HNH Access Request Fillable Form
    b. Attachment 2: Instructions for Completing HNH Access Request Form
80. SN-35 WIOA Bulletin 35-20 PY20 and PY21 Local Workforce Development Board Performance Negotiations for Workforce Innovation and Opportunity Act (WIOA) Title I Adult, Dislocated Worker, and Youth Programs
81. SN-36 WIOA Bulletin 36-20 2020 Lower Living Standard Income Level Guidelines
82. SN-37 WIOA Bulletin 37-20 Workforce Innovation and Opportunity Act (WIOA) Program Year 2020-2023 Local Plan Guidance
    a. Attachment 1: WIOA Local Plan Guidance Template
83. SN-38 WIOA Bulletin 38-20 Submission of Student Data by Eligible Training Providers for Program Years 2018 and 2019
    a. Attachment 1: Eligible Training Provider Reporting Tool
84. SN-39 WIOA Bulletin 39-20 Statewide Rapid Response Standard Operating Procedure Manual
    a. Attachment 1: Rapid Response SOP Manual
    b. Attachment 2: Rapid Response Business Process
    c. Attachment 3: Dislocated Worker Questionnaire (pdf)
    d. Attachment 4: Dislocated Worker Questionnaire (docx)
    e. Attachment 5: Rapid Response Event Summary Report (pdf)
    f. Attachment 6: Rapid Response Event Summary Report (docx)
85. SN-40 WIOA Bulletin 40-20 Hawaii WIOA Title 1 Youth Program Resource Guide

a. Attachment 1, 2, 3: Youth Program Resource Guide, Primary Indicators of Performance for Youth, References

86. SN-41 WIOA Bulletin 41-20 HireNet Hawaii National Dislocated Worker Grant Attachment
87. SN-42 WIOA Bulletin 42-20 COVID-19 Disaster Recovery Dislocated Worker Grant (DWG) Policies and Procedures
    a. Attachment 1: Policies and Procedures Disaster COVID-19 Disaster Recovery
    b. Attachment 2: Employee Checklist COVID-19 Disaster Recovery
    c. Attachment 3: Self-Employed Attestation COVID-19 Disaster Recovery
    d. Attachment 4: Worksite Proposal Checklist COVID-19 Disaster Recovery
88. SN-43 WIOA Bulletin 43-20 COVID-19 Employment Recovery Dislocated Worker Grant (DWG) Policies and Procedures
    a. Attachment 1: COVID-19 Employment Recovery Dislocated Worker Grant (DWG) Policies and Procedures
    b. Attachment 2: COVID-19 Employment Recovery Dislocated Worker Grant (DWG) Applicant Checklist
    c. Attachment 3: COVID-19 Employment Recovery Dislocated Worker Grant (DWG) Self-Employed Attestation
89. SN-44 WIOA Bulletin 44-21 Guidelines for Using and Sharing the American Job Center Videos
90. SN-45 WIOA Bulletin 45-21 2021 Lower Living Standard Income Level Guidelines

RAPID RESPONSE FORMS

- Instructions: Budget Detail A (Revised 9/20) Rapid Response
- Instructions: Budget Detail A
- Budget Detail A (Revised 9/20) Rapid Response
- Budget Detail A
- Form WIOA 12 (Revised 9/20) Expenditure Register Rapid Response
- Form WIOA 12-Expenditure Register Rapid Response
- Instructions WIOA 12 (Revised 12/20) Expenditure Register Rapid Response
- Instructions, Form WIOA 12, Expenditure Register Rapid Response

NATIONAL DISLOCATED WORKER GRANTS (EMERGENCY GRANTS)

- Instructions: Form WIOA 13-Expenditure Register National Dislocated Worker (DWG)
- Form WIOA 13-Expenditure Register National Dislocated Worker (DWG)

JOINT WIOA BULLETINS

1. SN-001 Joint WIOA Bulletin 001-20 HireNet Hawaii Rapid Response Event Codes
    a. Attachment 1: Sample HireNet Hawaii Rapid Response Event Codes List
2. SN-002 Joint WIOA Bulletin 002-20 Remote Signature in HireNet Hawaii
    a. Attachment 1: Remote Signature Instructions
3. SN-003 Joint WIOA Bulletin 003-20 Social Security Numbers in HireNet Hawaii
    a. Attachment 1: Assigning a Pseudo SSN at the Job Seeker's Request
    b. Attachment 2: Updating an Existing Record in HireNet Hawaii from Pseudo Number to SSN
    c. Attachment 3: Local Workforce Areas Pseudo Numbers
4. SN-004 Joint WIOA Bulletin 001-21 Common Exit Policy
    a. Attachment 1: Exclusions
5. SN-005 Joint WIOA Bulletin 002-21 Program Year (PY) 2021 Allocations
    a. Attachment 1: Instructions for Annual Budget Plan for Program Year (PY) 2021
    b. Attachment 2: Signature Page

Hawaii's guidelines for the One-Stop Infrastructure and Memorandum of Understanding:

SN-12 WIOA Bulletin 12-16 Change 2 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline

SN-12 WIOA Bulletin 12-16 Change 1 One-Stop Infrastructure Funding and Memoranda of Understanding Deadline

SN-12 WIOA Bulletin 12-16 One Stop Infrastructure Funding and Memoranda of Understanding

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

The following guidelines and goals have been established:

- Services are delivered "seamlessly" so that participants are unaware that the services provided at the AJC are being delivered by multiple agencies and through multiple funding streams.
- Comprehensive AJCs will provide the full range of services available through designated One-Stop partner programs.
- Comprehensive AJCs will serve as a primary location for employers and job seekers where they receive service provided in a seamless, integrated and efficient manner.
- AJCs can connect job seekers to the services they need to address their skills gaps: All work-related programs and services are either offered on-site or services are easily accessible through the AJCs.
- Local employers and employer organizations are active partners in the improvement of the local AJCs.

- Local area plans will also indicate how the AJCs will serve employment, re-employment, and training needs of unemployment compensation claimants; the long-term unemployed; the under-employed; dislocated workers (including trade-impacted dislocated workers and displaced homemakers); low-income individuals (including recipients of public assistance); migrant and seasonal farmworkers; veterans; individuals with limited English proficiency; homeless individuals; ex-offenders; older workers; individuals training for non-traditional employment; and individuals with multiple challenges to employment.
- To achieve this, local AJCs are required to move to a fully integrated plat-form and encouraged to leverage additional local resources as well. This includes exploring centralizing services through single locations so overhead costs are reduced. It will also include moving the provision of services through local centers toward functional integration, wherein customers from multiple programs are served together in common and fundamental processes such as workshops, assessment and career planning, job search/development and case management activities, allowing WIOA Title IB programs to be just one of several sources supporting these critical activities.

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

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

The Governor's reserve was used to support WDD staff who provide services to the Council and the Council's eight committees and quarterly board meetings by posting meeting agenda, writing meeting minutes, providing operational and grant-specific guidance, performing subject matter research, and providing reports as requested.

WDD staff also attend partner meetings representing the workforce system. The partner meetings include the Oahu AJC partner meetings, the Native Hawaiian Education Council, the Career and Technical Education Coordinating Advisory Council, the P-20 Data Exchange Partnership, Hawaii Language Roadmap Advisory Council, State Rehabilitation Council, among others.

The Workforce Information and Data Coordinator responds to questions from local areas, manages passwords and access to the HireNet Hawaii system, writes WDD data policies, manages the Re-employment Services Integration Dislocated Worker Grant which funds the development of the On-line Workforce Referral System, is a liaison with the system's vendor, Geographic Solutions, and provides training and technical assistance to the Title I staff and the AJCs. The Data Coordinator is also responsible for submitting all required federal performance reports and submitting requests for the Wage Record Interchange System (WRIS) and to ensure the transition into new systems. For example, the transition from WRIS to the new State Wage Interchange System (SWIS).

Staff are also the WDD liaison to LWDB staff to serve as the grant resource, review program and fiscal reports, make recommendation on corrective actions, perform program monitoring, provide training and orientation to LWDB staff and board members, review annual budget plans and local area plans, draft contracts with local areas, and ensure compliance with those contracts. WDD staff also prepare and submit required fiscal and program reports and respond to requests for information. WDD program staff conducts annual on-site program and financial management monitoring of the LWDBs.

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

The Governor's reserve also funds the Statewide Rapid Response Coordinator position. The Coordinator is responsible for drafting and implementing the State's Rapid Response Policy; coordinating Rapid Response sessions, tracking results of the sessions, reviewing Rapid Response budget and expenditures of the local areas as well as the cost per participant and is accountable for the effectiveness of the program.

WDD staff also write responses to discretionary grants, submit reports, review budget, financial, and expenditure reports. During the legislative session, WDD staff monitors workforce-related measures, presents and submits testimonies at hearings.

Rapid Response and Layoff Aversion

Statewide rapid response activity for dislocated workers is supported by American Job Centers (AJCs) located on Oahu, Maui, Kauai and Hawaii Island. Local area AJC rapid response teams (Team) and WDD collaborate to plan and conduct rapid response activities that help dislocated workers return to work as quickly as possible following layoff or job loss. Statewide during PY18, rapid response sessions were conducted with eight businesses serving 336 individuals. In calendar year 2020, 34,007 individuals were furloughed, with 12,306 individuals laid off.

Statewide Rapid Response Activity

The DLIR and WDD received 24 Worker Adjustment and Retraining Notification (WARN) letters from Oahu businesses between July 1, 2018 and June 30, 2019. Between January 2020 and December 2020, during the heart of the COVID-19 pandemic, WDD began capturing information submitted to DLIR and WDD (see tables below). During this time 169 WARN letters were received statewide.

Statewide Breakout of Employees Laid-Off or Furloughed (January 2020 – December 2020)

	Temporary	Permanent	Both	Total
Oahu	28	41	9	78
Hawaii	9	6	0	15
Maui	21	13	2	36
Kauai	12	7	1	20
Multi	4	7	4	15
Statewide	3	0	1	4

	Temporary	Permanent	Both	Total
Out-of-State	0	1	0	1
	77	**75**	**17**	169

Statewide Numbers of Employees Laid-off or Furloughed (January 2020 – December 2020)

	Number of Employees Furloughed	Number of Employees Laid-off	Number of Employees Included in Combined Furlough & Lay-off	
Oahu	14,544	6,292	228	
Hawaii	4,556	1,123	0	
Maui	8,762	1,769	0	
Kauai	1,710	600	0	
Multi	3,407	2,521	144	
Statewide	1,028	0	0	
Out-of-State	0	1	0	
	34,007	**12,306**	**372**	

Rapid Response Policy

Under the Rapid Response policy issued in August 2020 Rapid Response funds will be distributed to WDD to provide layoff aversion and RR services. The WDD staff will coordinate RR services with Title I DW Service Providers, UI, and TANF.

Rapid Response teams are comprised of staff from various programs from the AJCs and other partner programs which may not be co-located at the centers. Once a rapid response session is scheduled, a unique code is used in HireNet Hawaii to track the attendees/companies that utilize rapid response services. This tracking system allows the AJCs to collaborate with AJC partners to co-enroll dislocated workers into all WIOA programs for which they are eligible. Attendees at rapid response sessions are asked to sign in with their contact information allowing AJCs to follow up. Rapid response recipients can also be tracked through Unemployment Insurance services.

WDD issued WIOA Bulletin 39-20 announcing the Statewide Rapid Response Standard Operating Procedure Manual issued on August 24, 2020, rescinding WIOA Bulletin No. 31-19, Statewide Rapid Response/Layoff Aversion Policies and Procedures, issued July 3, 2019. See this link: https://labor.hawaii.gov/wdc/files/2020/08/Rev-Final-Signed-WIOA-Bulletin-39-20-Rapid-Response-Standard-Operating-Procedures-Manual-8.25.2020.pdf for the bulletin.

The link to the Manual is found here: https://labor.hawaii.gov/wdc/files/2020/08/Attachment-1-RapidResponse-SOPManual-v1.2.0-8.24.2020.pdf

Layoff Aversion

WDD's Statewide Business Services Framework plan recognizes that establishing relationships with employers is essential to developing ongoing, consistent, and sought-after services with

them. Developing business services teams at the AJCs is in its beginning stages. The strategy for layoff aversion is for the business services teams to develop relationships with employers in their local areas; use the networks of the private sector employers on their local boards to expand their contacts and to provide information on industry trends and identify potential red flags; to develop other sources of early information on potential issues within their local areas; and to develop responses to address the identified issues. The private sector employers on the LWDBs serve as mentors to the business services team.

LWDBs have started to establish Employer Engagement committees of their boards. These Committees will help develop the teams, provide guidance and recommendations, ensure professional development, establish specific goals for the teams, and track progress.

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

In the instances of natural disasters, the Governor, the Mayors of the four counties, the State's Department of Defense, Hawaii Emergency Management Agency (HI-EMA) and the counties' Emergency Management Departments assess damages, coordinate and deploy local and state services, including as necessary, the Hawaii National Guard, DLIR, DHS, DOH, local emergency responders, and also coordinate with non-governmental agencies and service providers such as the American Red Cross, local community groups, and churches. Request for assistance is generally initiated at the county level. The Red Cross determines with HI-EMA needed shelters and their locations and necessary staffing. The Federal Emergency Management Agency (FEMA) sends staff to those locations along with participating state and local agencies to provide needed services.

The State of Hawaii Office of Planning issued "Natural Disaster Economic Recovery Strategy" (December 2014) which outlined existing plans (page 12) at the federal, state, county, and community levels (http://files.hawaii.gov/dbedt/op/spb/2014_nders_final.pdf). The recovery strategy was developed by a diverse advisory group and stakeholders from governmental, non-governmental, community, and private sector organizations. Within the defined goal of "Forge partnerships between large and small businesses with government agencies to promote coordinated efforts for disaster preparedness, response, and recovery;" there is an opportunity for WDD's State Rapid Response Coordinator and for the County level coordinator to engage employers and employer groups by partnering with this preparedness effort to develop relationships prior to disasters and to provide information on employment services, layoff aversion and incumbent worker training, and as part of disaster recovery, provide Rapid Response services and funds in the local area where businesses are forced to lay off workers. WDD or the affected county, in consultation with the Mayor, the Director of DLIR and the Governor, may apply for a Disaster Dislocated Worker Grant (DDWG) during the recovery period. One of the implementation recommendations is that the State expand the use of USDOL Emergency Grants to support economic recovery and design recovery programs to maximize efficient use of those funds.

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

Use of Funds:

1. The DDWG creates temporary employment to perform demolition, cleaning, repair, renovation, and reconstruction of damaged and destroyed public structures, facilities, and lands located within the designated disaster area. Work on private property may only be performed if workers from units of local government are also authorized to conduct, and currently perform, such work.

2. The duration of temporary employment must be established and is limited to public and private non-profit agencies. The maximum level of wages paid to a participant is established, excluding the cost of fringe benefits.

Eligible Individuals:

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

2. Individuals who are long-term unemployed.

Actions:

1. When State and County partners decide to submit a DDWG, the State Rapid Response Coordinator (SRRC) will submit an application which includes a fully documented work plan and budget based on:

a. Identification of the temporary jobs and worksites which were or will be created;

b. Timeframes for project activities; and

c. SRRC monitoring and oversight of the grant.

2. Local staff working with Local Boards of the affected counties develop aspects of the plan.

3. After the DDWG is awarded, the State must provide a fully documented work plan for the assistance within 60 days.

Disaster Unemployment Assistance (DUA)

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

2. DUA provides UI benefits to individuals who are dislocated (unemployed) due to a natural disaster.

3. The FEMA Disaster Declaration will support justification for implementing DUA.

4. UI Telephone Claims Center (TCC) staff are refreshed on DUA procedures so that they may assist customers calling the center with questions related to filing for benefits.

5. The availability of DUA aligns with any previous claims currently on file.

Rapid Response

1. Options for meeting places across Hawaii will depend on the type and severity of the natural disaster along with the location of the affected workers. If there is a Presidential declaration for Individual Assistance (IA), FEMA will open Disaster Recovery Centers (DRCs). These centers may not be ideal for holding a formal presentation but will likely be a gathering place for those affected by the natural disaster. Other location options where the Rapid Response event may take place include Red Cross Stations, community buildings not affected by the disaster, and the nearest American Job Center.

2. Each county has a Rapid Response Team which is deployed to respond to emergency situations. Honolulu's Rapid Response Team is available for deployment to supplement the county team if necessary. When layoff events impact sufficient numbers (amounts vary from one local area to another) of employees, the locally assembled Rapid Response Teams provide on-site employee meetings that provide workers with information and access to unemployment compensation benefits, comprehensive AJC services, and employment and training activities including information on the Trade Adjustment Assistance program (TAA) and DDWG.

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

a. Group or Individual Registration

b. Job Search Workshops

c. Individual Assessment/Counseling

d. Job Search Strategies and Techniques

e. Resume Writing

f. Interviewing

g. TAA Orientations

h. Job fairs/Company matching

i. Other services as necessary

4. The Team(s) visit community locations in significantly impacted areas (i.e., shelters, libraries, schools, etc.) to assist businesses and impacted individuals, and to provide on-the-ground information and support regarding state-level efforts.

5. Staff does the following for impacted businesses and individuals:

a. Register them in HireNet Hawaii to facilitate eligibility for program services;

b. Connect impacted workers with appropriate employment opportunities through the DDWG;

c. Assist impacted workers to apply for DUA benefits; and post links and emergency phone numbers where businesses and workers can contact appropriate agencies for services.

Employers will send notices of closings and layoffs under the federal WARN Act and a state plant closing law to the DLIR Director. Upon receipt, the Director's Office will forward them to WDD, DLIR Unemployment Insurance Division. Companies also will transmit a notice required under WARN to the Mayor of the county in which a closing will occur.

WDD will immediately initiate contact with the affected employer to obtain details about the impending event and share information about AJC services for affected workers. If a union represents affected workers, a labor-management committee will be formed, if feasible, to jointly assess needs and implement Rapid Response services, with the understanding that services will not be a forum for any collective bargaining issues. Information about Trade Adjustment Act (TAA) benefits and qualifying conditions will be provided to the employer/Labor-Management Committee, and the employer or union will be encouraged to file a TAA petition for employees who may be eligible for TAA. If they do not file a petition, the AJC or WDD will submit one to ensure that eligible workers receive TAA benefits.

Rapid Response Team:

If the number of workers to be laid off is 50 or more, WDD will mobilize a Rapid Response Team for deployment at the employer's site or another site that is convenient for affected workers. Core members will consist of the following:

-
    - DLIR Unemployment Insurance Division
    - AJC Operator
    - Title I DW Services Provider
    - Workforce Development Division

Depending on needs of the workers, other Rapid Response Team members will include, but not be limited to, the following:

-
    - State Department of Human Services
    - Training Providers
    - Banks/Credit Unions
    - Consumer Credit Counseling Center
    - Community Based Organizations
    - State Department of Health

Group orientations on AJC services will be planned and scheduled with the employer or Labor-Management Committee, during or around work hours and prior to layoffs, to the extent possible. Each local area has dedicated laptops to use during Rapid Response sessions to enable employees to register in HireNet Hawaii at each session when assistance is available from Rapid Response staff.

Topics to be covered during Rapid Response group sessions will be customized for each layoff and generally will include the topics below. Approaches will depend on type of employer and educational and skill levels of employees.

-
    - Unemployment Insurance benefits and eligibility requirements;
    - Work registration requirements and jobs listed in HireNet Hawaii;
    - Labor market information and trends;
    - Job counseling and job training programs, including remedial/literacy education;
    - Priority of services and additional services for veterans;
    - TAA benefits (if eligible);
    - Financial assistance such as welfare, Supplemental Nutrition Assistance Program (formerly called Food Stamps), childcare subsidies, and subsidized health insurance; and
    - Survey of training needs. (This survey will be used to determine the kinds of services needed and projected costs, which will help plan training and other services and assist in determining whether formula funds are sufficient or WIOA National Emergency Grant funds should be requested.)

Other Rapid Response topics, such as the following, will be included for group sessions, as appropriate:

-
    - COBRA;
    - Credit counseling and loan assistance;
    - Grief/trauma counseling, or other mental health services;
    - Housing assistance, and/or
    - Social services provided by Community-Based Organizations.

Because of the breadth of topics covered during Rapid Response sessions, only those staff members who are experienced and knowledgeable will participate as presenters. Services for individuals, such as filing for UI (after layoff), registration in HireNet Hawaii, and applying for financial assistance may be provided immediately following group sessions, if workers need assistance for these services. Job fairs also will be scheduled, as appropriate, specifically for the laid-off workers in conjunction with, or shortly after Rapid Response sessions. In addition, job search workshops and literacy or skills training may be provided for the workers to prepare them for the job market prior to or shortly after layoff.

In addition to reacting to layoff notices, Rapid Response will include business service teams to expand the rapid response infrastructure in each local area so that Rapid Response becomes pro-active and on-going to serve businesses and their workers more effectively. Prior to layoffs occurring, during which businesses are in crisis management mode, closer working relationships with local businesses will be developed to support workforce needs of employers in a more consistent and comprehensive manner through their cycles of growth and decline. More services and tools of the One-Stop system will be made available to businesses on a continuing basis through an aggressive outreach effort, and businesses will make better use of these services to improve the capacity of their workforce. These strategies give businesses more opportunities to avert layoffs by sustaining a resilient and competitive workforce. AJC staff will be trained to detect early warning signs of possible financial difficulties of businesses and provide advance assistance and information to ease any difficulties should a plant closure occur. The improved collaborations with businesses will enable AJC staff to quickly recognize re-employment opportunities for laid off workers. In addition, stronger collaborations with more partners will be developed to expand and better coordinate the network of resources for more assistance toward employers and workers.

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

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

The committees' goals also include increasing high-quality, work-based learning opportunities for secondary and postsecondary students that lead to industry recognized credentials; and identifying new industry-recognized credentials or work-based programs that give companies confidence in skills of new hires and provide workers with more mobility.

The appropriateness of work-based training for participants is made after a needs assessment. The business services team in each AJC develops work-based training opportunities in the local community. These opportunities include internships, transitional jobs, paid and unpaid work experience, on-the-job training, customized training, and incumbent worker training. An assessment of needs of employers also determines the need to establish incumbent worker training and customized training. The business services team and the career counselor for the participant are responsible for obtaining feedback and review of the program from both employers and participants on the quality of the experience to use for continuing improvement of work-based training.

The LWDB's Employer Engagement Committee will review the work-based training offered in the local area to ensure that the trainings are aligned to industry and workforce development standards and needs, including those occupations and occupational clusters that are in-demand in the local area. LWDBs will prioritize those trainings that lead to jobs with a living wage. The Employer Engagement Committees can also serve as mentors to members of the business services team and connectors to local employers for potential work-based training.

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

ETF funds three programs:

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

The Macro Program provides grants to business associations and consortia to develop customized training projects where there are critical skill shortages. The program enhances the State's employer engagement efforts by outreaching, enrolling, and facilitation of contacts with employers and training providers for the delivery of incumbent worker training. These grants provide "seed money" for innovative education and training curricula and program design. Each plan must include, but is not limited to, a needs assessment, project guidelines, marketing and delivery plan, and a self- sufficiency component to ensure the continuation of training beyond the grant period. Business and industry consortia are required to provide at least 50% cash and/or in-kind contribution to strengthen their commitment to the project.

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

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

3) Volunteer Internship Program (VIP)

Developed by DLIR in January 2011, the Volunteer Internship Program (VIP) was created to stimulate job growth in Hawaii. Initial funding for VIP was derived through the Reed Act in early

2010 in response to significant job loss at the time. It is funded through the States' ETF program. VIP allows job seekers, especially those receiving unemployment insurance (UI) benefits, to volunteer at businesses to explore a career field, exposure to the career, and workforce training. During the internship, claimants are exempt from their three weekly job searches and continue to receive their UI benefits. Upon successful completion of training, interns receive certification of the job skills acquired and consideration for employment. Benefits to businesses include pre-screening of qualified individuals, ability to assess the intern's readiness for employment and limited medical coverage for injuries sustained by an intern. The opportunity to train through VIP is limited to 16-32 hours per week for 4-8 weeks. In PY 2016 there were 123 intern-employer matches in the State of Hawaii.

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

Work-based learning is a statewide component throughout an individual's learning pathways. Hawaii's Career Pathway System, described in Section (c) (1), the Career and Technical Education System, and Perkins V are aligned to provide high-quality grades 6-16 formal learning experiences paired with work-based learning experiences that provide all learners the knowledge, skills, and competencies to fully participate in, contribute to, and benefit from Hawaii's economy.

2. REGISTERED APPRENTICESHIP

Hawaii has adopted standards that conform to federal regulations and apprenticeship sponsors that meet the standards of apprenticeship may seek approval and registration by the DLIR Director (HRS §372-3). The legislatively established State Apprenticeship Council (SAC), an advisory body to the DLIR Director on matters concerning apprenticeship programs, consists of an equal number of businesses and labor organization members, DLIR Director, and community college, to review proposed new apprenticeship programs and their modifications and to promote the expansion of apprenticeship programs (HRS §372-4).

Three (3) federal grants were awarded to DLIR to promote the expansion of apprenticeship programs into other occupations and industries and encourage diversity in the apprentice population. As a time-honored workforce strategy, apprenticeship programs can now benefit more employers, industries, and occupations with the use of these grants to support the development of new programs. The American Apprenticeship Initiative grant originally targeted apprenticeship programs in Information Technology, and healthcare occupations were added later. Under the State Expansion Grant, apprenticeship programs primarily in healthcare and culinary occupations were developed. This grant used an intermediary, Kapiolani Community College, to perform most of the paperwork involved in developing and reporting apprenticeship programs for employers. This has proven to be an appealing feature for businesses and has succeeded in finalizing the participation of many more employers. The Accelerator grant was used mainly to promote development of apprenticeship programs and encourage diversity in apprenticeship programs through forums for businesses, educators, and workforce development professionals. It was used to convert internal manual records into electronic records to streamline reports and access data more quickly. Although these grants ended in 2021, they built the groundwork for the future growth in the Registered Apprenticeship program, which seeks to include more non-traditional apprenticeship programs.

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

WDC members include those conducting workforce training and apprenticeship programs within their organizations. Efforts to increase employer engagement will encourage employers to take a proactive role in defining training standards and shaping training curriculum and

program design so program graduates will be more likely to succeed in the employer's workplace.

Notices of recruitments for apprentices are shared with One-Stop Centers so they can refer suitable individuals to apprenticeship sponsors; lists of active apprenticeship programs and their minimum requirements are maintained on the DLIR WDD website; and coordination between AJC services and apprenticeship programs are supported to the extent possible.

All AJCs and providers are then notified when or if Registered Apprenticeship Programs are added to the Eligible Training Provider (ETP) List.

Notices of recruitments for apprentices are shared with the AJCH's so they can refer suitable individuals to apprenticeship programs; lists of active apprenticeship programs and their minimum requirements are maintained on the DLIR WDD website; and coordination between AJC services and apprenticeship programs are supported to the extent possible.

All Registered Apprenticeship Programs are eligible to be Eligible Training Providers (ETP) and can be added to the ETP List if they agree and request to be. All AJCs and providers are then notified when or if Registered Apprenticeship Programs are added to the Eligible Training Provider (ETP) List

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

WDC issued a Change 1 to the ETP policy on July 3, 2018. This new policy replaced the Kumuao website, which was in on a separate site with a site accessible from the WDD homepage. The ETP module has been added. so that the ETP list will be accessible from that system (HireNet) starting in 2022.

The new Eligible Training Provider module will give authorized training providers a secure portal to register and apply for recognition as an Eligible Training Provider. Providers will be able to create or modify course information guided by a wizard that prompts providers to provide key data on their institution and to create and submit programs for WIOA certification. The system will also allow providers to report participant enrollment and outcomes. In WIOA Bulletin 38-20, a policy was established for the submission of Student Data by Eligible Training Providers for Program Years 2018 and 2019, allowing for the establishment of a secure data collection tool and data submission guidelines.

The current policy, including appendices is posted at:

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

https://labor.hawaii.gov/wdc/files/2018/07/Final-Signed-Change-1-WIOA-Bulletin-10-16-ETP-policies-7.3.18.pdf

Attachment-1-ETP-ReportingTool-UsersGuide-v1.2.2-8.6.2020.pdf (hawaii.gov)

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

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

Providers apply to the LWDB where the training is to be provided. The LWDB reviews the applications for compliance with the established criteria, including whether the training meets the in-demand industry or in-demand job in the local area. The LWDB recommend approval to the provider and forwards the application for approval by the WDC. If approved, WDD adds the provider and their program to the ETP list which is posted on the WDD website.

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

Eligibility for New Providers

1. New providers must be evaluated based on the requirements set forth in WIOA, as follows:

a. Providers must submit an application to the LWDBs for the training program(s) they wish to offer. In addition to any local requirements, providers must provide the information outlined in "Business and WIOA Requirements" and any other information required by the LWDB; and agree to submit required student and performance data. Training Providers must submit training participant records by August 31st or the next business day following the end of the most recent program year.

b. Providers are eligible only for programs that are only approved and on the ETPL.

1. Providers must submit evidence of accreditation and/or licensure from the appropriate state or other governing body.
2. Distance learning programs are eligible only when offered by institutions that are fully accredited by a recognized accrediting body.
3. Initial eligibility is limited to a 12-month period commencing on the date when initial eligibility is approved for the applicable program. [WIOA Section 122(a)(4)(B), TEGL 41-14]
4. Once the training program is on the ETPL, the State must terminate eligibility if the eligibility requirements are no longer met or the institution commits a substantial violation.
5. A "substantial violation" is when the ETPL: (1) fails to meet the State's procedure for timely and accurately submitting required information for annual ETP performance reporting; (2) fails to meet the State's procedure for timely and accurately submitting all required information for initial or continued eligibility; (3) intentionally provides false information; or (4) violates any provision of WIOA Title I or its regulations, including the nondiscrimination and equal opportunity provisions.
6. The State will take into account exceptional circumstances beyond the ETP's control, such as natural disasters, unexpected personnel transitions, and unexpected technology-related issues, when determining if an ETP committed a substantial violation for failing to timely and accurately submit required information. If it is determined that exceptional circumstances existed, then a substantial violation did not occur. If it is determined that an ETP committed a substantial violation, the ETP is prohibited from having its program published on the ETPL for a minimum of two years and it is liable to repay any WIOA Youth, Adult , and Dislocated Worker Program funds it received during the period of noncompliance.

Registered Apprenticeship Programs

In Hawaii, in order for apprenticeship program to be considered "Registered", all programs must go through a process of approval to be registered with the State DLIR. Only programs registered with the State DLIR will be recognized by the United States Department of Labor (USDOL) Office of Apprenticeship. The USDOL is responsible for apprenticeship programs on federal property such as Pearl Harbor Naval Shipyard, and WDD as part of the State DLIR is responsible for other registered apprenticeship programs in the state as the SAA. For a list of construction and non-construction apprenticeship programs and their sponsors that are registered (approved) with the DLIR, go to: https://labor.hawaii.gov/wdd/how-do-i-join-an-apprenticeship/

1. Registered Apprenticeship programs are automatically qualified for the ETPL as long as the program remains registered with the USDOL, Office of Apprenticeship; the State DLIR or until the program asks to be removed from the ETPL by notifying WDD by email at: dlir.workforce.council@hawaii.gov.
2. Registered Apprenticeship sponsors who wish to be listed on the ETPL will send a completed application to WDD by email at dlir.workforce.develop@hawaii.gov. The application may be found at: https://labor.hawaii.gov/wdc/add-a-registered-apprenticeship-program-to-the-eligible-training-provider-list/. The following information is needed:

a. Occupations included within the Registered Apprenticeship program;

b. The name and address of the Registered Apprenticeship program sponsor;

c. The name and address of the Related Technical Instruction provider, and the location of instruction if different from the program sponsor's address;

d. The method and length of instruction; and,

e. The number of active apprentices.

1. At the end of each program year, all Registered Apprenticeship Programs that were either voluntarily or involuntarily deregistered. will be removed from the list.
2. Registered Apprenticeship Program sponsors that do not provide the Related Technical Instruction (RTI) portion of the program may be required to submit additional information about their educational provider, including the cost of instruction.
3. Pre-apprenticeship programs do *not* automatically qualify for the ETPL. They are subject to the same requirements as regular ETPs.

Apprenticeship Programs

In Hawaii, the apprenticeship program and its sponsor must be registered (approved) by the United States Department of Labor (USDOL) Office of Apprenticeship or the State Department of Labor and Industrial Relations Workforce Development Division (WDD). The federal DOL is responsible for apprenticeship programs on federal property such as Pearl Harbor Naval Shipyard, and WDD is responsible for other apprenticeship programs. For a list of construction and non-construction apprenticeship programs and their sponsors that are registered (approved) by WDD, go to: http://labor.hawaii.gov/wdd/home/job-seekers/apprenticeship/type-of-apprenticeships-available//

1. Registered Apprenticeship programs are automatically qualified for the ETPL as long as the program remains registered with the United States Department of Labor, Office of

Apprenticeship; WDD or until the program asks to be removed from the ETPL by notifying WDD by email at: dlir.workforce.develop@hawaii.gov..

2. Registered Apprenticeship sponsors who wish to be listed on the ETPL will send a completed application to WDD by email atdlir.workforce.develop@hawaii.gov.. The application may be found at: https://labor.hawaii.gov/wdc/add-a-registered-apprenticeship-program-to-the-eligible-training-provider-list/. The following information is needed:

a. Occupations included within the Registered Apprenticeship program;

b. The name and address of the Registered Apprenticeship program sponsor;

c. The name and address of the Related Technical Instruction provider, and the location of instruction if different from the program sponsor's address;

d. The method and length of instruction; and,

e. The number of active apprentices.

4. At the end of each program year, a list of all Registered Apprenticeship programs that were either voluntarily or involuntarily deregistered will be created. These programs will be removed from the list.

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

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

University of Hawaii System

1. The University of Hawaii (UH) System is exempt from the Hawaii Compliance Express, proof of liability insurance and proof of accreditation requirements.

2. All programs proposed by the UH System must meet the criteria set by the LWDBs and WDC; and the required information for each must be provided. Programs must also meet the all performance criteria and standards set by the LWDBs and WDC.

3. All programs are responsible for submitting performance reports or for ensuring that the program is participating a system that submits reports to WDC.

4. A sample UH System application is provided on the website. LWDBs may adopt this application or develop a local area specific application

Criteria to become an ETP

A. Types of Training Providers

1. Training providers must meet one of the following criteria to be eligible for the ETPL:

a. Higher education institutions that provide a program that leads to a recognized postsecondary credential;

b. Registered Apprenticeship programs under the National Apprenticeship Act;

c. Public or private training providers, which may include:

i. joint labor-management organizations; and

ii. adult education and literacy providers - if services are provided with occupational skills training;

d. Local Boards, if they meet the conditions of WIOA § 107(g)(1); and

e. Community Based Organizations (CBOs) or private organizations of demonstrated effectiveness under contract with the Local Board

B. Licensing

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

1. Training providers must be licensed or certified by the appropriate governing board or agency. Specific occupations have governing boards that issue licenses, such as the Hawaii Board of Barbering and Cosmetology or the Hawaii Motor Vehicle Repair Industry Board. Other occupations such as Nurse Aide are certified through entities contracted by the State Department of Commerce and Consumer Affairs and pilots or aviation schools are approved by the Federal Aviation Administration (FAA).

2. Trade, vocational, or technical schools are usually licensed by the Hawaii Department of Education (HIDOE) unless they are exempt or accredited by another recognized entity. Accredited postsecondary institutions with a physical presence in the state are authorized by the Hawaii Postsecondary Education Authorization Program (HPEAP), see the HPEAP website and Hawaii Administrative Rules Title 8 Chapter 101.

3. Private postsecondary training providers, who apply for a Hawaii Private Postsecondary license and are denied due to a determination that the training program is not vocational in nature, are not eligible to be listed on the ETPL.

4. Training providers that provide adult education and literacy activities in combination with occupational skills training are not required to be licensed. However, the provider of the occupation skills training must be licensed if a training license is required by law.

5. Apprenticeships are not licensed but must be registered with the Workforce Development Division in the State of Hawaii, Department of Labor and Industrial Relations.

C. Training Courses Exempt from State Department of Education Licensure

1. Schools maintained or classes conducted by employers for their own employees where no fee or tuition is charged;
2. Courses of instruction given by fraternal society, benevolent order, or professional organization to its members and which are not operated for profit;
3. Flying schools qualified under the Federal Aviation Administration;
4. Classes conducted for fewer than five students at one time and the same time;
5. Classes or courses of instruction which are conducted for twenty or fewer class sessions during any twelve-month period;
6. A vocational, hobby, recreation, or health classes or courses;
7. Courses of instruction on religious subjects given under the auspices of a religious organization; or

8. Schools registered by the State Department of Commerce and Consumer Affairs. [Eff 12/1/87; comp 3/15/01] (Auth: HRS §302A-101, §302A-424, §302A-427) (Imp: HRS §302A-1112, §302-A-101, §302-A-424, §302A-425)

D. <u>Business and WIOA Requirements</u>

Training providers must:

1. Meet the requirements of the Hawaii Post-Secondary Education Authorization Program (HPEAP), Hawaii Revised Statutes Chapter 305. Refer to: http://cca.hawaii.gov/hpeap/
2. Be a legal entity, registered to do business in Hawaii.
3. Be current with tax obligations as required by Hawaii Revised Statutes 103D-310(c) and verified by a "Certificate of Vendor Compliance" issued by Hawaii Compliance Express, https://vendors.ehawaii.gov/hce/splash/welcome.html.
4. Obtain from a company authorized by law to issue such insurance in the State of Hawaii, commercial general liability insurance in an amount of at least two million dollars ($2,000,000) coverage for bodily injury and property damage resulting from the provider's performance as a training provider. The provider shall maintain in this liability insurance in effect until the provider is removed from the ETPL AND WIOA participants have exited all programs sponsored by the provider.

The provider shall provide to the LWDB a certificate of liability insurance with the provider's ETPL application. The certificate shall provide that the State of Hawaii, Department of Labor and Industrial Relations, the City and County of Honolulu, the County of Hawaii, the County of Maui, the County of Kauai and their officers and employees are Additional Insureds.

1. **Not** be associated with occupations that pay commission only and **not** be debarred by the state or the federal government as they would not be eligible to be included on the ETPL.
2. Have provided training for at least one year at the time of application and have a proven track record of students successfully completing the programs and meeting all state performance standards. Training providers that have been training in another state for more than a year, and have recently opened a new campus in Hawaii do not need to train a year in Hawaii to be listed on the ETPL. Registered Apprenticeships do not need to complete a year of training participants to be eligible for the ETPL.
3. Have at least five (5) students enrolled in a program for the minimum performance standards to be used in determining eligibility.
4. Have refund policies specifying when refunds for tuition and other costs associated with the training program will be allowed. Refund policies that indicate that no refunds will be made are not acceptable. Refund policies must be written and published so that students are aware of how to request a refund.
5. Have a grievance policy which provides for due process for students to file complaints with an organization against faculty, staff, or other college employees. Grievance policies must be written and published so that students are aware of how to file a complaint.
6. Agree to payment policies and procedures determined by the LWDBs.
7. Offer training programs that:

a. Relate to in-demand industry sectors and occupations in Hawaii;

b. Are aligned with industry sector strategies and career pathways; and

c. Are job driven.

12. Comply with all non-discrimination and equal opportunity provisions of WIOA Section 188 and all other applicable federal and state laws.

13. Provide the information and documentation requested on the "Eligible Provider List Application Form."

E. Technology-Based Learning

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

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

F. Other Eligibility Factors

At a minimum, eligibility criteria must include performance expectations. Standards for performance are set by WDD and the LWDBs. Providers must submit accurate and timely data as listed on Appendices C and D of WIOA Bulletin 10-16 Change 1 for all students, not just WIOA participants, in their classes. Program-specific performance data will be verified by WDD at these points:

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

WDC will also consider the following factors when determining the eligibility of training providers:

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

G. ETPL Performance Standards

The following performance measures will be used in determining the standards for training programs to be included on the ETPL. LWDBs may identify additional measures and/or may propose standards that are higher than the State standards. The State will issue standards at a later date.

1. unsubsidized employment during the second (2nd) quarter after exit;
2. unsubsidized employment during the fourth (4th) quarter after exit;

3. median earnings of students who are in unsubsidized employment during the 2nd quarter after exit; and
4. the credential attainment rate.

H. Evaluation Period

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

I. ETPL Performance Reports

Training providers must annually submit performance data to WDC. Details on the process to submit the data and the specific data will be provided at a later date. It is suggested that providers begin to develop a process to collect student data.

Beginning July 1, 2018, the provider must compile required student demographic information and performance data for submission by September 30 after the first full year for performance calculation.

Performance results will be made available for all programs on the ETPL to provide customer choice information for WIOA participants. At a minimum, the following levels of performance achieved by all students in all programs on the ETPL will be made available for public distribution. Data must include all WIOA and non-WIOA students who participated in each training program [WIOA § 116(d)]:

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

J. Notification of Ineligibility or Termination

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

K. Application or Initial Eligibility Denials

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

1. The application is not complete, or information was not provided in a timely manner.

2. The training program does not meet the WIOA definition of training services, which is a program of one or more courses or classes or a structured regimen that leads to:

a. A recognized postsecondary credential, secondary school or equivalent;

b. Employment, or

c. A measurable skill gain toward such a credential or employment.

3. The training program does not result in a federally or locally recognized credential.

4. Performance data is not included with the application or does not meet the minimum performance measures.

5. The training program does not support occupations in demand within the local area.

6. The training provider is not in compliance with the WIOA statute, regulations, or any agreement executed under the WIOA.

7. The State or Local Board determines that the training provider intentionally supplied inaccurate information.

L. Reapplication

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

M. Denial or Termination Notice

Within ten days after a LWDB determines that a training provider's application does not meet the eligibility criteria, or that a provider's eligibility should be terminated, the LWDB shall issue a denial or termination notice to the training provider. A notice shall be issued listing each training program denied or terminated.

1. The notice shall be mailed to the training provider at the address listed on the application and to the attention of the contact person identified on the application. The notice shall clearly:

a. Display the "date mailed";

b. Identify the program that was denied or terminated;

c. State specific reason(s) for the action; and

d. State that the training provider has the right to appeal to the LWDB within 14 calendar days of the date the notice is mailed.

1. The LWDB shall send a copy of the notification to WDC.

N. Training Provider/Program Removals from the ETPL

1. **Removal of Training Programs**

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

a. WDD or LWDB determines that the training provider supplied inaccurate information.

b. The training program no longer meets the WIOA definition of occupational skills training.

c. The program does not meet minimum performance standards. If there were no WIOA participants in the training program during the past year, there will be no performance data to review for continued eligibility. The Local Board must examine the demand for the related occupation to determine if there is still local demand for it and decide whether to keep the program on the ETPL for another year. If no WIOA participants enroll in the training program for more than two years, it must be removed from the ETPL.

1. **Removal of Training Providers**

Training providers determined by the LWDB to have intentionally supplied inaccurate information or to have substantially violated any provision of Title I of WIOA or WIOA regulations, including 29 CFR Part 38, must be removed from the ETPL and in accordance with the enforcement provisions of WIOA Section 122(f). A provider who is terminated under these conditions must be terminated for no less than two (2) years and is liable to pay all Youth, Adult and Dislocated Worker training funds it received during the period of non-compliance. [20 CFR § 680.480]

Training providers may also be removed for the following reasons:

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

3. **Removal Due to Higher Performance Standards**

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

O. Appeal Procedure

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

1. **Administrative Reconsideration**

Within 10 working days of receiving the appeal, the LWDB shall review the appeal and may reverse the original decision if an administrative error was made, or if additional information from the training provider changes the basis of the original decision.

1. If the LWDB reverses its prior decision of termination or denial of eligibility, the LWDB shall:
    a. Forward the written decision, with the basis for the decision, and a copy of the appeal file to WDD;
    b. Notify the training provider in writing of the decision and its basis and that the LWDB has notified WDD; and
    c. Return the provider to the Initial or Renewal Eligibility process.

2. If the LWDB determines to continue to deny eligibility, the LWDB shall:

1. Inform the training provider in writing of its decision to deny reversal of the original decision, including a basis for that denial;
2. Provide the training provider with information regarding the formal appeals process.

1. **Formal Appeal**

1. Within 14 calendar days from the date the decision from 2.a. above was mailed; the training provider may file a formal appeal with the DLIR's Employment Security Appeals Referees' Office (ESARO).
2. Within 30 calendar days of the receipt of the formal appeal, a hearing officer from the ESARO will:

a. Conduct a hearing at which the training provider and the LWDB will be allowed to present their cases; no new information will be allowed;

b. Decide the case based on the review of the written record and the hearing arguments; and

c. No later than 30 working days of the conclusion of the hearing, issue a written decision to the training provider and the LWDB. The hearing officer's decision will be final and conclusive

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

P. Roles and Responsibilities

LWDB Responsibilities

LWDBs have the following responsibilities for the training provider eligibility process:

1. Issuing ETPL policies and procedures.
2. Developing a local area specific ETPL application or adopting the sample application provided by WDD (Appendix A).
3. Assisting in determining the initial eligibility of training providers;
4. Ensuring distribution and appropriate use of the ETPL through the local area One-Stop system;
5. Coordinating with WDD and training providers to ensure that training provider programs that are approved are placed on the statewide ETPL in a timely manner;
6. Determining whether proposed programs are training programs or are career services or pre-vocational training programs;
7. Monitoring training providers for compliance and performance;
8. Reviewing training programs for initial eligibility;
9. Collecting performance and cost information and any other required information related to programs from training providers;
10. Executing procedures prescribed by the State to assist in determining the continued eligibility of all training programs;
11. Evaluating performance data of all training providers during the continued eligibility review to verify that the training programs meets minimum performance standards;
12. Consulting with the State ETPL Coordinator in cases where termination of an eligible provider is considered;
13. Coordinating with WDD to ensure the removal of training programs that are found to not meet ETPL requirements and performance levels and/or are out of compliance with provisions of the WIOA;
14. Issuing written notices of acceptance or rejection of an initial application to applying entities within thirty (30) calendar days of receipt of the application and notifying the State ETPL Coordinator of denial of programs at the local level;

15. Working with the State ETPL Coordinator to ensure there are a sufficient number and types of training services, including eligible training providers with expertise in assisting individuals with disabilities and other providers with expertise in assisting adults in need of adult education and literacy activities and serving the local area; and
16. Establish policy for determining circumstances under which reconsideration of an application may be afforded to an entity whose initial application was denied;
17. Giving training providers an opportunity to appeal a denial or termination of eligibility of programs that includes an opportunity for a hearing at the local level, a timely decision and a right to appeal to WDC.

Training Provider Responsibilities

Training providers have the following responsibilities:

1. Completing and submitting the appropriate application to the LWDB where the training will take place, according to the LWDB's requirements;
2. Submitting student data and performance information as instructed;
3. Collecting information about all students attending a training program as required for reporting of performance measures;
4. Submitting updated information or changes to a training program to the appropriate LWDB as soon as the change occurs;
5. Providing periodic updates on WIOA training participants, including copies of credentials and transcripts received by WIOA participants as required and requested by the LWDB;
6. Notifying WDD and LWDB(s) of impending school move, sale or closure; and
7. Notifying WDD and LWDB(s) of change in point of ETPL contact.
8. Complying with the provisions of Title I of WIOA and WIOA regulations, including 29 CFR Part 38.

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR THE PRIORITY FOR PUBLIC ASSISTANCE RECIPIENTS, OTHER LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT IN ACCORDANCE WITH THE REQUIREMENTS OF WIOA SEC. 134(C)(3)(E), WHICH APPLIES TO INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES FUNDED BY THE ADULT FORMULA PROGRAM

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

WDD's policy was issued on October 4, 2016. The policy requires local boards to issue their own policy on priority of service by January 1, 2017 that may include other populations with additional barriers to employment. The local board has the discretion to identify populations in the local area who are not low-income, basic skills deficient, or recipients of public assistance, but who are individuals documented as having other barriers to employment. Further guidance was issued on May 24, 2021 in WIOA Bulletin No. 14-16 Change 1 naming priority of services to include recipience s of public assistance, low-income individuals, and those who are basic skills deficient. Veterans (and eligible spouses of veterans) were also to continue priority of service.

This bulletin also established the Employment and Training Administration (ETA) minimum benchmark or 50.1 percent of all participants to be from a priority of service category.

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

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

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

The State has determined that unless the funds allocated to a local area for WIOA Adult employment and training activities are sufficient to provide adequate services to at least 25% of that area's adult poverty population, the funds will be considered limited. Currently, the funds are considered limited in all the local areas, therefore, priority of service will be given to recipients of public assistance and those meeting the definition of low-income

They are identified when accessing AJC core services as well as through referrals from agencies serving this target population. Public assistance recipients are identified through coordination with the Department of Human Services (DHS), which administers the Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP) and other federal and state-funded assistance programs. The Work Opportunity Tax Credit is also available to employers as an inducement to hire this target group.

In addition to training, supportive services such as work clothes, transportation assistance, housing and child-care may be provided. Where possible, alternate funding is sought to provide other services.

5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS

WDC issued WIOA Bulletin No. 15-17 on September 20, 2017, Policy on Transfer of Funds Between Adult and Dislocated Worker Allocations.

GUIDELINES FOR TRANSFER REQUESTS

a) The transfer must not adversely impact an area's capacity to adequately provide appropriate services to individuals in need of such services provided by the program subject to the reduced funding.

b) The transfer must not adversely impact the area's ability to achieve program performance measures established for the current or subsequent years.

c) The local area must obligate, at a minimum 80% of all funds budgeted to the receiving funding stream by the end of the first program year. Funds must be 100% expended by the end of the second program year.

d) Funds not eligible for transfer requests: Youth program funds; Adult or Dislocated Worker funds re-allocated by WDC; Rapid Response funds; and other discretionary dislocated worker grants.

e) Funds may not be transferred between program years.

f) Transfer requests may be submitted anytime during the first year of the life of the funds but must be submitted at least 30 days before the end of the second year.

g) If a local area transfers 100% of its Dislocated Worker formula funds allocation, and a dislocation event occurs in the area, the request for Rapid Response funds will be considered on a case by case basis.

h) Program costs must not be shifted to or from another federal program to overcome fund deficiencies or avoid restrictions imposed by law, regulations or agreements.

i) All transfers of funds are subject to the priority of service requirement. Section 134(c)(3)(E) requires that priority of service be given to recipients of public assistance, other low-income individuals, and individuals who are skills deficient. Additionally, TEGL 3-15 further emphasizes that Local Areas must give priority of services regardless of the levels of funds.

Transfer requests must include the following information:

a) WIOA program year;

b) the amount of the proposed transfer;

c) an impact analysis describing the impact to the program from which funds are being moved and the impact to the program which will receive the funds.

The impact analysis must include the following:

1) The situation necessitating the transfer, including local conditions, labor market, economic, etc.

2) How the funds transfer will impact participant levels in both programs.

3) A description of how the receiving program's participants will benefit from the transfer as well as how the impact on the contributing program will be mitigated, including how the remaining participants will be served.

4) The transfer's effect on current providers on training and other services.

5) A description of the expected impact on WIOA performance outcomes for both programs.

C. WITH RESPECT TO YOUTH WORKFORCE INVESTMENT ACTIVITIES AUTHORIZED IN SECTION 129 OF WIOA—

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA IN AWARDING SUCH GRANTS OR CONTRACTS.[11]

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

The criteria to be used in awarding grants for youth workforce investment activities:

Program management and organizational capacity; past outcomes; program design; program components; collaboration with other youth serving agencies; budget; leveraged resources and sustainability; employer and educational institution collaboration or partnerships; ability to meet the performance accountability measures based on performance indicators for youth.

The provider must have established fiscal policies and a system of internal controls and meet federal financial requirements.

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

a) Provide an objective assessment of the academic levels, skill levels, and service needs of each youth which shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such youth, for the purpose of identifying appropriate services and career pathways. A new assessment of a youth shall not be required if it is appropriate to use a recent assessment conducted by another education or training program.

b) Develop service strategies for each youth that are directly linked to one or more of the indicators of performance described in section 116(b)(2)(A)(ii) of WIOA, and that will identify career pathways that include education and employment goals (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the youth taking into account the assessment conducted, except that a new service strategy it is appropriate to use a recent service strategy developed for the youth under another education or training program.

c) Provide the following:

i. activities leading to the attainment of a secondary school diploma or its recognized equivalent, or recognized postsecondary credential;

ii. preparation for postsecondary educational and training opportunities;

iii. strong linkages between academic instruction and occupational education that lead to the attainment of recognized postsecondary credentials;

iv. preparation for unsubsidized employment opportunities, in appropriate cases; and

v. effective connections to employers, including in-demand industry sectors and occupations of the local and regional labor market.

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

a) Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;

b) Alternative secondary school services, or dropout recovery services, as appropriate;

c) Paid and unpaid work experiences that have as a component academic and occupational education, which may include:

1. summer employment opportunities and other employment opportunities available throughout the school year;

2. pre-apprenticeship programs;

3. internships and job shadowing; and
4. on-the-job training opportunities;

d) Occupational skill training, which include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area;

e) Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

f) Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;

g) Supportive services;

h) Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;

i) Follow-up services for not less than 12 months after the completion of participation, as appropriate;

j) Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;

k) Financial literacy education;

l) Entrepreneurial skills training;

m) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and

n) Activities that help youth prepare for and transition to postsecondary education and training.

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

a) Information on the full array of applicable or appropriate services that are available by the provider or other eligible providers; and

b) Referral to appropriate training and educational programs that have the capacity to serve the youth either on a sequential or concurrent basis.

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

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

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

1. The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program;

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

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

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

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ACHIEVE IMPROVED OUTCOMES FOR OUT-OF-SCHOOL YOUTH AS DESCRIBED IN 129(A)(1)(B), INCLUDING HOW IT WILL LEVERAGE AND ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.

Hawaii supports the federal vision focusing efforts on out-of-school-youth and those with the most difficult barriers to their becoming contributing members of society. The State's strategy for providing comprehensive, integrated services to eligible youth is to ask that LWDB's, as part of their local planning process, to prepare a comprehensive youth plan that (a) identifies the percent-age of youth funds allocated for older youth, (b) concentrates on the neediest youth described at the end of this section, and (c) formalizes coordination of local agencies, which could include:

- Adult Education and Family Literacy,
- Vocational Rehabilitation,
- Department of Education, Special Education Services Branch,
- Community Services Block Grant recipients,
- Housing & Urban Development employment and training programs,
- Job Corps,
- State Office of Youth Services,
- Family Court,
- Department of Human Services -Foster Care,
- TANF (Temporary Assistance for Needy Families),
- ALU LIKE, Inc.,
- faith-based organizations and community-based organizations,

- University of Hawaii Community College System, and
- State of Hawaii, Department of Defense (Youth Challenge and About Face).

Items covered in an interagency agreement will include a description of each agency's role in achieving the following for youth with disabilities, Youth in and Aging out of Foster Care, Youth Offenders, Children of Incarcerated Parents, Homeless Youth, Pregnant and Parenting Teens:

1. Partners' recruitment of out-of-school youth from housing projects, welfare families, entry level jobs, and malls,
2. Delivery of appropriate services to ameliorate risks,
3. GED test preparation,
4. Employment preparation,
5. Post-secondary education preparation,
6. Access to financial resources and support services to assist transition into post-secondary education, and
7. Follow up with mentoring and course correction.

As discussed before, Hawaii's apprenticeship programs, work-based learning, pre-apprenticeship programs will be included in the planning of Sector Strategies and Career Pathway committee. The information on these programs is available to all case managers at AJCs and core partners so that those programs may be considered for the individual's plan. Information is also posted on the WDD website. Cross-training for staff of AJCs, Adult Education, and Vocational Rehabilitation will help to ensure participant access to these programs.

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

3. DESCRIBE HOW THE STATE WILL ENSURE THAT ALL 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2) ARE MADE AVAILABLE AND EFFECTIVELY IMPLEMENTED, INCLUDING QUALITY PRE-APPRENTICESHIP PROGRAMS UNDER THE WORK EXPERIENCE PROGRAM ELEMENT. [12]

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

Each local board will be responsible for mapping the 14 program service elements and how and where the programs are provided. The information will be available to AJC case managers and to all core partners and AJC Partners. Cross-training for staff of AJCs, Adult Education, and Vocational Rehabilitation will help to ensure participant access to all program elements.

Through monitoring, analyzing quarterly reports, and periodic review of case files, WDD will provide program oversight to ensure that participants are able to access the required program elements.

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

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

Quality pre-apprenticeship programs will be available through the State's Registered Apprenticeship Program.

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR "REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR "REQUIRING ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII). IF THE STATE DOES NOT HAVE A POLICY, DESCRIBE HOW THE STATE WILL ENSURE THAT LOCAL AREAS WILL HAVE A POLICY FOR THESE CRITERIA.

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

- Has repeated at least one secondary grade level or are one year over age for grade.
- Has a core grade point average (GPA) of less than 1.5.
- For each year of secondary education, are at least two semester credits behind the rate required to graduate from high school.
- Is an emancipated youth.
- Has aged out of foster care.
- Is a dropout or has been suspended five or more times or has been expelled.
- Has received court/agency referrals mandating school attendance.
- Is deemed at risk of dropping out of school by a school official.
- Has been referred to or are being treated by an agency for a substance abuse related problem.

- Has experienced recent traumatic events, are victims of abuse, or reside in an abusive environment as documented by a school official or other qualified professional.
- Has serious emotional, medical or psychological problems as documented by a qualified professional.
- Is gang affiliated.
- Is a refugee/immigrant.
- Has a family history of chronic unemployment.
- Has a substance abuse problem or has a history of having such a problem
- Has a parent or legal guardian who is incarcerated

5. INCLUDE THE STATE DEFINITION, AS DEFINED IN LAW, FOR NOT ATTENDING SCHOOL AND ATTENDING SCHOOL AS SPECIFIED IN WIOA SECTION 129(A)(1)(B)(I) AND SECTION 129(A)(1)(C)(I). IF STATE LAW DOES NOT DEFINE "NOT ATTENDING SCHOOL" OR "ATTENDING SCHOOL," INDICATE THAT IS THE CASE AND PROVIDE THE STATE POLICY FOR DETERMINING WHETHER A YOUTH IS ATTENDING OR NOT ATTENDING SCHOOL.

Hawaii State Statute: §302A-1132 Attendance compulsory; exceptions.

(a) Unless excluded from school or excepted from attendance, all children who will have arrived at the age of at least five years on or before July 31 of the school year, and who will not have arrived at the age of eighteen years, by January 1 of any school year, shall attend either a public or private school for, and during, the school year, and any parent, guardian, or other person having the responsibility for, or care of, a child whose attendance at school is obligatory shall send the child to either a public or private school. Attendance at a public or private school shall not be compulsory in the following cases:

Where the child is physically or mentally unable to attend school (deafness and blindness excepted), of which fact the certificate of a duly licensed physician shall be sufficient evidence;

Where the child, who has reached the fifteenth anniversary of birth, is suitably employed and has been excused from school attendance by the superintendent or the superintendent's authorized representative, or by a family court judge;

Where, upon investigation by the family court, it has been shown that for any other reason the child may properly remain away from school; Where the child has graduated from high school;

Where the child is enrolled in an appropriate alternative educational program as approved by the superintendent or the superintendent's authorized representative in accordance with the plans and policies of the department, or notification of intent to home school has been submitted to the principal of the public school that the child would otherwise be required to attend in accordance with department rules adopted to achieve this result; or

Where: (A) The child has attained the age of sixteen years; (B) The principal has determined that: (i) The child has engaged in behavior which is disruptive to other students, teachers, or staff; or (ii) The child's non-attendance is chronic and has become a significant factor that hinders the child's learning; and (C) The principal of the child's school, and the child's teacher or counselor, in consultation with the child and the child's parent, guardian, or other adult having legal responsibility for or care of the child, develops an alternative educational plan for the child. The alternative educational plan shall include a process that shall permit the child to resume school. The principal of the child's school shall file the plan made pursuant to subparagraph (C) with the child's school record. If the adult having legal responsibility for or care of the child disagrees with the plan, then the adult shall be responsible for obtaining appropriate educational services for the child.

(b) Any employer who employs a child who is excused from school attendance in accordance with subsection (a)(2) shall notify the child's school within three days upon termination of the child's employment.

(c) Beginning with the 2016-2017 school year, any parent, guardian, or other person having the responsibility for, or care of, a child who will be at least five years of age on or before July 31 of the school year shall enroll the child in a public school kindergarten unless the child is enrolled at a private school or the child's attendance is otherwise exempt under this section. [L 1996, c 89, pt of §2 and am c 162, §2; am L 2014, c 76, §3]

In addition to the State statute, WDD uses the following criteria for out-of-school youth: Out of School youth means an individual who is: not attending any school (as defined under State law); not younger than age 16 or older than age 24; and one or more of the following: a school dropout; a youth who is within the age of compulsory school attendance but has not attended school for at least the most recent complete school year calendar quarter; a recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English language learner; an individual who is subject to the juvenile or adult justice system; a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994); a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act, or in an out-of-home placement; an individual who is pregnant or parenting; a youth who is an individual with a disability; a low-income individual who requires additional assistance to enter or complete an education program or to secure or hold employment.

6. IF USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE STATE DEFINITION WHICH MUST FURTHER DEFINE HOW TO DETERMINE IF AN INDIVIDUAL IS UNABLE TO COMPUTE OR SOLVE PROBLEMS, OR READ, WRITE, OR SPEAK ENGLISH, AT A LEVEL NECESSARY TO FUNCTION ON THE JOB, IN THE INDIVIDUAL'S FAMILY, OR IN SOCIETY. IF NOT USING THE PORTION OF THE DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INDICATE THAT IS THE CASE.

Hawaii uses the Basic Skill Deficient definition in WIOA Section 3(5): an individual who is a youth that has an English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or who is a youth or adult that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

Basic skills deficient participants are determined by comprehensive and specialized assessments of the skill level using diagnostic testing and other assessment tools; in-depth interview and evaluation; school records, a referral or records from a Title II Basic Adult Education program or English Language Learner program; results of academic assessment, case notes documenting recent previous evidence of such (from another education or training program). In alignment with HIDOE and their Title II providers, Title I providers will use basic skills and English language assessments, including use of assessment systems, the Test of Adult Basic Education (TABE) or the Comprehensive Adult Student Assessment System (CASAS).

D. SINGLE-AREA STATE REQUIREMENTS

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)

2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)

3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

Not applicable to Hawaii

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS.

N/A

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

N/A

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

N/A

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

N/A

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

N/A

E. WAIVER REQUESTS (OPTIONAL)

TITLE I-B ASSURANCES

The State Plan must include	Include
1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient;	Yes
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist;	Yes
3. The State established a written policy and procedure that set forth criteria to be used by	Yes

The State Plan must include	Include
chief elected officials for the appointment of local workforce investment board members;	
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2);	Yes
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership;	Yes
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions;	Yes
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7);	Yes
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan;	Yes
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;	Yes
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.	Yes
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform	Yes

The State Plan must include	Include
Guidance under section WIOA 184(a)(3);	

ADULT PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	55.0%	60.0%	55.0%	60.0%
Employment (Fourth Quarter After Exit)	64.0%	65.0%	64.0%	65.0%
Median Earnings (Second Quarter After Exit)	$5,800.00	$6,800.00	$5,800.00	$6,800.00
Credential Attainment Rate	50.0%	58.0%	50.0%	58.0%
Measurable Skill Gains	30.0%	55.0%	30.0%	55.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	55.0%	71.0%	55.0%	71.0%
Employment (Fourth Quarter After Exit)	55.0%	76.0%	55.0%	76.0%
Median Earnings (Second Quarter After Exit)	$7,400.00	$8,500.00	$7,400.00	$8,500.00
Credential Attainment Rate	55.0%	68.0%	55.0%	68.0%
Measurable Skill Gains	50.0%	57.0%	50.0%	57.0%
Effectiveness in	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Serving Employers				

[1]

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	57.0%	68.0%	57.0%	68.0%
Employment (Fourth Quarter After Exit)	55.0%	62.0%	55.0%	62.0%
Median Earnings (Second Quarter After Exit)	$3,700.00	$4,300.00	$3,700.00	$4,300.00
Credential Attainment Rate	65.0%	65.0%	65.0%	65.0%
Measurable Skill Gains	25.0%	53.0%	25.0%	53.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1]

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM (EMPLOYMENT SERVICES)

A. EMPLOYMENT SERVICE STAFF

1. DESCRIBE HOW THE STATE WILL STAFF THE PROVISION OF LABOR EXCHANGE SERVICES UNDER THE WAGNER-PEYSER ACT, SUCH AS THROUGH STATE EMPLOYEES, INCLUDING BUT NOT LIMITED TO STATE MERIT STAFF EMPLOYEES, STAFF OF A SUBRECIPIENT, OR SOME COMBINATION THEREOF.

Hawaii will continue to utilize state merit staff employees to provide the provision of labor exchange services under the Wagner-Peyser Act.

2. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

A minimum percentage amount of the total funds allotted for Wagner-Peyser will be used for capacity building to ensure staff has the necessary tools and training to provide high-quality of

basic career services to job seekers and services to employers. In addition, leveraged funds will be used to increase training for AJC staff to ensure that job seekers are dually enrolled in programs for wrap-around services to successfully secure gain and/or retain employment. Joint training will be conducted at least twice per year between the core programs and other partner agencies, which include the National Farmworker Jobs Program.

3. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION

UI staff will provide training to core program staff, including Employment Services and WIOA staff, about UI eligibility issues so that AJC staff will have basic knowledge about key eligibility items such as being able and available for work. As changes occur, UI will provide update training to staff. Regular communications and quarterly meetings will take place among core partners and UI contacts to assess any issues and implement corrective actions, as needed.

B. EXPLAIN HOW THE STATE WILL PROVIDE INFORMATION AND MEANINGFUL ASSISTANCE TO INDIVIDUALS REQUESTING ASSISTANCE IN FILING A CLAIM FOR UNEMPLOYMENT COMPENSATION THROUGH ONE-STOP CENTERS, AS REQUIRED BY WIOA AS A CAREER SERVICE

The Wagner-Peyser (WP) staff are co-located at each of the three (3) American Job Centers (AJC) in Hawaii and Maui Counties and the City and County of Honolulu to provide meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation. The staff are trained to assist customers with completing an application for Unemployment Insurance (UI) benefits through on-line, in person or telephone. The WP staff works collaboratively with the UI Division to continuously improve services to UI claimants. UID trains the WP staff to ensure that the WP staff can provide meaningful assistance to individuals with filing their claims and to answer common questions to manage their claims. In situations where it requires a more technical response and WP has exhausted the knowledge or the resources available at http://labor.hawaii.gov/ui, the WP staff will refer the UI claimants to UID for additional assistance.

The training by the UID also allows WP staff the ability to identify possible eligibility issues and refer those issues to the UI staff for adjudication or follow-up. UI claimants who are required to seek work are directed to register within seven (7) days in the state's labor exchange system, HireNet Hawaii at www.hirenethawaii.com.

WP staff provides UI claimants with the necessary wrap-around services to assist UI claimants with their reemployment efforts by leveraging the resources available at the AJC, which include but are not limited to, developing individual reemployment plans, referring them to job openings and job readiness workshops, guiding UI claimants toward established career pathways and providing UI claimants guidance to navigate Hawaii's labor market information through Hawaii Workforce Infonet (HIWI), to make informed decisions about their career choice.

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UI CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS

Since September 2008, the staff of the DLIR, Workforce Development Division (WDD), had been conducting Reemployment and Eligibility Assessment (REA) services in coordination with the UI Division to facilitate the transition of initial UI claimants to employment.

Effective January 2016, the Reemployment Services and Eligibility Assistance (RESEA) program superseded REA. The initial UI claimants selected for the program are separating military

veterans and those claimants most likely to exhaust UI benefits. The selection of those most likely to exhaust is automated, based on an analysis of characteristics associated with exhaustion in consultation with US DOL. The required components of RESEA are similar to REA, with an increased emphasis on more in-depth and individualized services to a population that has traditionally experienced higher unemployment rates than the general population.

In addition to RESEA services, which are funded by UI Division, Wagner-Peyser staff provides on-going assistance to UI claimants and other unemployed job seekers through the electronic job board (HireNet Hawaii), special recruitment services, and job search workshops. Due to social distancing requirements caused by the COVID-19 Pandemic, the RESEA Program converted services to on-line scheduling; and virtual group orientation sessions and one-on-one meetings. UI claimants selected for the RESEA Program are now able to self-schedule their group orientation appointment on-line, which is conducted by Zoom.

Most UI claimants are required to register in the Wagner-Peyser program, and have at least one online resume posted in HireNet Hawaii, the State's electronic job bank, to qualify for UI benefits. Thus, UI claimants are currently part of the workforce system in the State, and UI claimants will have access to other workforce programs operated by WDD offices and other agencies that are part of the WIOA system.

D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE INCLUDING THE FOLLOWING:

WDD will continue to utilize Wagner-Peyser funds to provide labor exchange services to UI claimants and other individuals interested in seeking employment. The Wagner-Peyser non-administrative staff who are responsible for providing direct services are co-located in the AJCs and are available to provide basic career services to UI claimants. These services include, but are not limited to, resume-preparation services, assistance to job listings, labor market information and referral to Title I services and other services available from the core partners and other agencies, as needed.

WDD will continue to use an inter-agency communication system with UID to relay information to UID regarding UI claimants enrolled in training or placed in a job. The same communication system also enables WDD to inform UID about restrictions on a claimant's availability for work.

UI claimants are required to register for work and post an online resume in HireNet Hawaii within seven (7) days of filing their initial claim for benefits.

As explained in (2) above, UI claimants are required to register and post a resume in HireNet Hawaii to be eligible for UI benefits. In addition to RESEA services described in c. above, Wagner-Peyser non-administrative staff assists UI claimants by assisting them in becoming familiar with the job search and other features in HireNet Hawaii through the RESEA program, and other services, as needed. To the extent possible, Wagner-Peyser funded non-administrative staff also refers UI claimants to jobs, training, and other resources that would enhance their employability and improve their opportunities for work. Any issues identified regarding the claimant's eligibility for UI benefits are reported to the UID through the UI-WDD 1 form.

Whether a claimant has fulfilled the resume and work registration requirement in HireNet Hawaii is electronically determined and UID is made aware of any non-compliant claimants.

UI claimants and other job seekers are provided information about training and resources available to improve their skills and become more acquainted with other careers. Claimants served through the RESEA program receive a comprehensive orientation to services available and are referred to at least one service offered in the American Job Center. Potential claimants addressed through Rapid Response sessions are also notified of education and training opportunities in WIOA, Adult Education, DVR, and community colleges.

A. RICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE AN ASSESSMENT OF NEED. AN ASSESSMENT NEED DESCRIBES THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

1. ESSMENT OF NEED. PROVIDE AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

Hawaii Top 5 Commodities

Commodity	Rank	Value of production ($1,000)
Seed Crops	1	$120,800
Macadamia nuts	2	$53,900
Cattle	3	$43,177
Coffee	4	$43,774
Other: Aquaculture	5	$41,177

Hawaii Farms by Land and Acres

Type	2017	2012
Land in farms (number)	7,328	7,000
Land in farms (acres)	1,135,352	1,129,317
Land in cropland in farms (acres)	296,480	323,641
Harvested cropland (acres)	84,767	99,031
Harvested cropland (farms)	5,316	5,293
Irrigated Land in farms (acres)	45,452	81,813
Irrigated Land in farms (number)	2,250	2,498

2017 Hired Farm Labor

Type	Workers	Farms
Hired Farm Labor	11,891	2,073
Worked 150 days or more	6,272	970
Worked less than 150 days	5,619	1,572

Type	Workers	Farms
Migrant Farm Labor on Farms with hired labor	569	77
Migrant Farm Labor on Farms Reporting only contract labor	224	43

2017 Farming Sales

Counties	Total Number Sales ($1,000)
Hawaii	269,188
Honolulu	151,383
Kauai	61,025
Maui	82,206
State Total	563,803

Top Five Labor Intensive Crops

Type of Crop	Months of heavy activity	Prime Geographic Areas and Acres
Taro	March to July- Year-round	Hilo, Hawaii- 76 Acres
Macadamia Nuts	Begins July 1st ends June 30 of following year	Hilo, Hawaii-18,170 Acres
Coffee	August to December	Hilo, Hawaii- 5,491Acres
Papaya	March to November	Hilo, Hawaii- 1,019 Acres
Pineapples	April to September	Hilo, Hawaii- 98 Acres

The State of Hawaii is not a significant State for MSFW. There are four Local Office Monitor Advocates (LOMA's) assigned to the four local areas in the state. The LOMA is responsible for coordinating agriculture employer services and farmworker outreach activities within his or her respective service delivery area, as needed, in conjunction with farmworker service providers. The WDD Maui County Branch Manager is serving as the part-time the State Monitor Advocate (SMA). The SMA provides technical assistance to LOMA staff ensuring they have the tools needed to properly implement outreach service strategies at the local level. The Wagner-Peyser Program provides funding for .75 FTE for the SMA and LOMAs to conduct outreach services to the MSFW population.

The prevailing employment service need of Hawaii's migrant seasonal farmworkers is staff assisted service with Wagner-Peyser registration and job referrals when the customer is filing for unemployment insurance (UI) benefits. The great majority of MSFW who files for UI benefits plan to return to their farming jobs and generally has no interest in pursuing other types employment opportunities. For MSFW who seeks other job opportunities or interested in pursuing a vocational change, the Wagner-Peyser staff provides individualize services and refers the MSFW to the NFJP grantee, Adult Program, under Title I of WIOA or other services in

the community. These services are targeted to individuals inquiring about better paying jobs or jobs that are less demanding physically.

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

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

Electronic service delivery is permissible, encouraged, and carried out via the internet-based labor exchange system, www.HireNetHawaii.com. Access to bilingual staff or telephonic interpreting services is available at AJCs across the state. When identified by staff, migrant seasonal workers receive appropriate interpreter services.

2. ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY, AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS' NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE

Top Five Labor Intensive Crops

Type of Crop	Months of heavy activity	Prime Geographic Areas and Acres
Taro	March to July- Year-round	Hilo, Hawaii- 76 Acres
Macadamia Nuts	Begins July 1st ends June 30 of following year	Hilo, Hawaii-18,170 Acres
Coffee	August to December	Hilo, Hawaii- 5,491Acres
Papaya	March to November	Hilo, Hawaii- 1,019 Acres
Pineapples	April to September	Hilo, Hawaii- 98 Acres

Agricultural Employers Need

53% of the States farmworkers sustained employment in farming 150 days or more, the other 47% of farmworkers worked less than 150 days. In 2017, Department of Labor & Industrial Relations (DLIR) annual wage data reveals the average wage for labor farmworkers was $6,000. In 2019, the average wage for labor farmworkers was $5,000 which shows a decline in wages but an increase in the number of employed farmworkers and acreage for farming.

Employers are more likely to thrive in their business if employees are steady during the off seasons and employees are able to return to the same employer during the prime harvesting season. Therefore, it's essential for employers to retain workers from season to season.

The American Job Center provides assistance to employers and their employees about labor market information and other services which include but are not limited to, Unemployment Insurance, licensures and certifications, occupational skills training and other employment opportunities. The Maui Economic Opportunity, Inc. as the National Farmworker Jobs Program (NFJP) grantee can provide supportive services, such as housing and transportation assistance to eligible MSFW.

Agriculture employers may also be eligible to receive reimbursement for On-the-Job Training (OJT) services through the NFJP grantee. The OJT reimbursement helps to offset the employer's extraordinary costs during the time they spend training an employee to be proficient in their job.

In January 2019, the Memorandum of Understanding (MOU) between DLIR and Maui Economic Opportunity (MEO) was executed. The MOU outlines each agency's responsibilities for ensuring the coordination of services to the MSFW population. The plan details the collaborative efforts of the State Monitor (SMA), Local Monitor Advocates (LOMAs) and NFJP in their efforts to conduct outreach to the MSFW population. In addition, the strong partnership between DLIR and MEO continues to be strengthened through their participation at the AJC's quarterly meetings. To continue to increase the outreach efforts to farmworkers, DLIR will continue to collaborate with the NFJP grantee to leverage the limited resources.

Economic, natural, or other actors affecting agriculture in the State or any projected factors that will affect agriculture in the State.

Farming Technology.

The agriculture industry is experiencing advances regarding the influence of machines and robotics. The trend in many States and throughout the Nation has revealed the popular use of robotics within the farming industry. In 2019 approximately 1,750 farms on Hawaii were asked to complete a survey by the State Department of Agriculture. The survey revealed that the utilization of farming technology is lucrative because farming machines and robots offers the potential to decrease overall cost of production and cost per employee, thus, increasing revenues.

2017 Hawaii Farm Technology Survey, Number used, Number Wanted, 2019	Number Used	Number Wanted + Number Used
Tablet for farm use (i.e. Apple iPad, Samsung Galaxy Tab)	1,210	1,512
Satellite Phones	634	737
Unmanned Aerial Vehicle for farm use (i.e., drone)	182	872
Video Surveillance	1,516	3,383
Hand Held Sensors (moisture, plant health, etc.)	364	1,085
Field Sensors (moisture, soil conditions, etc.)	251	1,153
GPS- Guided Equipment	148	414
GPS/RFD Livestock Tracking	69	2,778

2017 Hawaii Farm Technology Survey, Number used, Number Wanted, 2019	Number Used	Number Wanted + Number Used
Smart Phone Apps (field conditions, yield information etc.)	1,263	1,208
Computer Applications (budget, farm operations, etc.)	1,945	1,357
Third Party Service Application (i.e., fee for service plan)	322	266

The survey reveals that farmers in Hawaii are advancing to farm technology. Based on the date, it shows that Hawaii farmers will transition to the use of additional farm technology in the near future. Items such as Unmanned Aerial Vehicles (UAV) are in high demand, approximately 50% of farmers on this 2019 survey would like to use this device. A device such as the UAV would allow farm owners to capture a large-scale aerial view. UAV's paired with editing software will allow the benefit of high definition video's, still pictures, zoom and cropping. This technology replaces the activity of physically transporting employees in vehicles to capture the same data. This tool also allows farmers to collect data of their crops throughout the year and maintain a record for business analysis and projection. UAV capabilities also in collaboration with climate data will assist farmers with vital information that will not require dense human labor. As the popularity for farming technology and promotions continue, it would likely affect the farming labor workforce.

Economic Projection

Service	2016	2026 Projected
Office & Administrative Support	26.9%	27.8%
Management, Business & Financial	13.3%	12.4%
Education, Legal, Comm. Svc, Arts & Media	10.7%	10.8%
Sales & Related Occupations	9.5%	9.1%
Transportation & Material Moving	6.3%	6.4%
Construction & Extraction	6.0%	6.0%
Healthcare Practitioners & Technical	4.6%	4.9%
Computer, Engineering, & Science	4.0%	4.0%
Installation, Maintenance & Repair	3.7%	3.7%
Production	2.4%	2.3%
Farming, Fishing & Forestry	0.6%	0.5%

Hawaii's economy represents a strong service-oriented industry. The service industry will continue to show an increase in employment and thrives as a backbone to the States economic sustainability. The farming industry serves less than 1% of the economic traits in Hawaii and will show some decrease in the next ten years. This decline includes the popularity for farming technology and the broad options for farmers to gain revenue on machines instead of output

cost per human capita. This could create a negative effect on individuals who rely on farming employment for a steady income. It also shows the need to upgrade the skillset of these individuals to ensure sustainability in their employment.

To counter the booming of robotics, CTAHR led a trial with the support of HDOA, and USDA to partner with Greenwell Farms to conduct research regarding methods of coffee pruning in Hawaii.

Research discovered that single or double vertical hand-hedged trees provide approximately 1.5 times more harvest. However, this method requires twice the labor force which thus far can only be accomplished by the human touch. The State is enthusiastic and determined to promote locally grown food to obtain local sustainability and food source self-sufficiency. This effort will also support the States local economy, will sustain our farming industry and further enhance farming employment. DLIR will support the farming workforce and agriculture employers by further implementing the AJC's services and outreach efforts.

3. ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWS IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION

U.S. DOL Migrant Indicators of Compliance (MIC) report period from 1 July 2019 to 30 September 2019 reveals:

Reporting Element MIC Performance Indicators	Actual Number Accomplished for Total MSFW's	Actual Number Accomplished for All Non-MSFW Applicants
Total Active Participants	106	7,789
Referred to Employment	13	698
Referred to Support Services	0	0
Received Staff Assisted Services	31	1,406
Complete Applications	86	5,601
Job Development Contact	6	110
Career Guidance	21	659

The State of Hawaii is not a significant State for MSFW. There are four Local Office Monitor Advocates (LOMA's) assigned to the four local areas in the state. The LOMA is responsible for coordinating agriculture employer services and farmworker outreach activities within his or her respective service delivery area, as needed, in conjunction with farmworker service providers. The Maui County Branch Manager at the WDD Maui Office is the Part-time State

Monitor Advocate (SMA). The SMA provides technical assistance to LOMA staff ensuring they have the tools needed to properly implement outreach service strategies at the local level. The Wagner-Peyser Program provides funding for .75 FTE for the SMA and LOMAs to conduct outreach services to the MSFW population.

The prevailing employment service need of Hawaii's migrant seasonal farmworkers is staff assisted service with Wagner-Peyser registration and job referrals when the customer is filing for unemployment insurance (UI) benefits. The great majority of MSFW who files for UI benefits plan to return to their farming jobs and generally has no interest in pursuing other types employment opportunities. For MSFW who seeks other job opportunities or interested in pursuing a vocational change, the Wagner-Peyser staff provides individualize services and refers the MSFW to the NFJP grantee, Adult Program, under Title I of WIOA or other services in the community. These services are targeted to individuals inquiring about better paying jobs or jobs that are less demanding physically.

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

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

Electronic service delivery is permissible, encouraged, and carried out via the internet-based labor exchange system, www.HireNetHawaii.com. Access to bilingual staff or telephonic interpreting services is available at AJCs across the state. When identified by staff, migrant seasonal workers receive appropriate interpreter services.

4. TREACH ACTIVITIES

1. **Contacting Farmworkers who are not being reached by normal intake.**

Correspondence, brochures, presentations, job fairs, rapid response outreach, partnership resources, and worksite visits are examples of outreach activities and methods used by AJCs to locate and contact farmworkers. The successful achievement of outreach relies on the availability of staff resources to perform outreach but more importantly, it is staff having awareness of the location of farms and farmworker populations in each service delivery area. AJC managers and their Local Office Monitor Advocates (LOMA) will rely on their agriculture service provider partners, who are well connected to the farming community, to gain essential information on how best to access farmworkers.

DLIR WDD manages the MSFW program and partners with Maui Economic Opportunity, Inc., the NFJP grantee, to conduct outreach and offer services statewide. Four LOMAs are assigned to the four local areas who provide comprehensive employment services to the agriculture industry in their respective service delivery areas. LOMAs are the primary staffs involved with consistent contacts with the agriculture community. All LOMAs are funded by the Wagner-Peyser program. In partnership with the NFJP and other agriculture service providers, LOMAs offer workers and employers a comprehensive menu of state and federally funded services. Site visits are vital due to the demographics and the existing barriers of transportation and distance to job centers.

An existing MOU with MEO provides WDD a key partner in its outreach efforts to the MSFW community. MEO provides employment and training services statewide targeting low-income

farm workers and their families. WDD's continued ties with the State Department of Agriculture and the Hawaii Farm Bureau Federation helps maintain an integral link to the agricultural community. WDD will continue to leverage the knowledge and relationships that these agencies have within the local farming communities to promote services available to the MSFW population.

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To provide the best Technical Assistance to Outreach workers a thorough study of the labor market will target proper strategies and core competencies within the farming industry. SMA's will produce strategies such as conducting an analysis of businesses to collect key needs, concerns and a data that will determine the number of employed farmworkers in that area. This will establish a current understanding of the industry and transfer the proper provisions to outreach workers. Currently Hilo has the most farming acreage, and employee's, TA will be focused on Hilo to enhance overall performance compliance.

Administrative support will be provided to outreach workers for continuity of federal compliance, policies and guidelines. WDD will provide coordination of services and implement best practices relating to service delivery through One-stop delivery systems. Technical assistance will address all farmworker rights, the complaint system, and all key issues to establish articles of significant challenges such as under-enrollment within specific Counties or programs and the identification of Unemployment Insurance (UI) eligibility issues.

SMA and LOMA's are State Merit staff that are available to participate in professional development activities as they become available to ensure high quality of services are provided to both jobseekers and employers.

LOMA's will be required to arrange quarterly site visits which allow farmworkers and employers to feel comfortable in their own environment allow them to give more time to LOMA's. Transportation for workers is a significant barrier to receiving services, information, intake etc. Site visits help to increase opportunities and awareness of programs available to help

enhance the lives of participants and their families. LOMA's will present options to workers regarding assistance on transportation to training, planning, scheduling, labor market information and referrals to any additional services clients may be eligible for. Bringing the information to clients will help to enhance the opportunities for services. The LOMAs regular site visits helps to establish a connection between the farmworker and the agriculture industry.

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The SMA is located on the island of Maui and is accessible to the LOMAs located in the four Counties. The SMA will travel to the outreach staff as needed without unnecessary delay.

The goal established for each program year by the State for the total number of farmworkers who will be contacted, include the following considerations: the ambitious aim to reach out to as many farmworkers as possible based on historical estimated total farmworker population data; the number of LOMAs and MEO staff dedicated to outreach; LOMAs and MEO will rely on its resources to perform the majority of outreach activities. The SMA, LOMAs and NFJP will continue to collaborate its outreach efforts as outlined in the MOU between DLIR and MEO. In addition, the partnership with MEO continues to be strengthened through their participation at the AJC's quarterly meetings.

5. RVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM

i. How career training services required under WIOA Title I will be provided to MSFWs through the one-stop centers.

The WIOA Title 1 section 167 grantee in Hawaii, Maui Economic Opportunity, (MEO), and the DLIR WDD will coordinate to assess the effectiveness of the statewide outreach strategy on an annual basis. For example, they will assess whether outreach efforts are sufficient to locate and contact farmworkers. The partnership will evaluate its efforts in recruiting agriculture service providers which include public and private community service agencies and MSFW groups and encourage their participation to continue the collaborative partnership to increase the outreach efforts to the MSFW population.

Title I services are provided at each of the American Job Centers in Hawaii through the City and County of Honolulu, Goodwill Industries and the State. Employment services staff for both Title I and III will be provided technical assistance and other training to ensure employment services are improved and best practices are shared.

ii. How the State serves agricultural employers and how it intends to improve such services.

Farmworkers have unique service needs. A variety of employment services is customized to meet their specific concerns. DLIR WDD will continue to utilize the expertise of the Agricultural Boards to share information on AJC services. Further, as part of the Wagner-Peyser Program, staff continually conduct employer engagement to share information about HireNet Hawaii which is the State Job Board. Staff continues to provide group presentations, distribute outreach materials, and conducts Job Fairs to meet the employers' workforce needs.

A common service need in the migrant population is language assistance.

Whether it is at outreach events or at the AJC, staff are trained to identify when interpretation services are needed. In Hawaii, the common languages spoken in addition to English within the MSFW population Ilocano, Spanish, Thai, and to a lesser extent; Mandarin, Lao, and Khmer.

The AJC has access to interpreter services that is facilitated through its partnership with the DLIR's Office of Language Access (OLA). OLA provides centralized oversight, coordination, and technical assistance to State agencies and organizations that receive state funding, regarding the implementation requirements of the Hawaii Language Access Law. The goal of the OLA is to ensure that no person is denied access to State or State-funded services due to their limited ability to speak, read, write or understand the English language.

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

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

Brochure with the phone numbers, street and website addresses of the AJCs will be developed. Because, it is common for job seekers to browse the internet to learn about government services, DLIR WDD, will continually update its website and inform partner agencies of these updates. Further, DLIR WDD will purchase banners for each local area for use at job fairs and other employer events. The customer will have a choice on how he or she will access government services. More and more jobseekers feel comfortable with the internet to access services. In promoting the full array of services at the AJCs, outreach staff is trained to highlight the computer resources at the Centers. Not only are the computers connected to the internet, but software tools and staff assistance is available to assist farmworkers with creating a resume.

Presently, the majority of employers use the ARS system as part of the H-2A program. With designated LOMA's in each county and an increased emphasis on agricultural outreach and field checks, WDD plans to enhance the integrity of the domestic worker recruitment, referral and hiring process.

6. HER REQUIREMENTS

A. COLLABORATION

A current MOU has been executed between DLIR and MEO which shows the commitment to collaborate and leverage its resources to serve the agriculture community with a focus on the Migrant Seasonal Farmworker population and economically disadvantaged farmworkers and their dependents.

DLIR and MEO will leverage their public, private, and non-profit community network of agriculture stakeholders to grow a coalition of service providers serving the interests of the MSFW community. New partners will be encouraged to cement its commitment to the coalition with a formal MOU. Upon consent by partners to participate in an MOU, DLIR will post newly implemented MOUs on the DLIR website within 30 days after the MOU is signed by any participating party.

WDD and its AJC network partners deliver services to agricultural employers through outreach; at the AJC; via the internet labor exchange system, HireNet Hawaii; marketing information; job fairs, etc. Employers utilize HireNet Hawaii (www.hirenethawaii.com) in posting job openings within their company. Staff provide customized information products according to the needs of the employers and to the needs of the migrant seasonal farmworkers. Key services include orienting employers to the H-2A Foreign Labor Certification of temporary and seasonal agriculture workers program, referral of qualified U.S. citizens to farm job openings, and timely agriculture labor market information.

B. REVIEW AND PUBLIC COMMENT

Copies of this plan will be provided to the following agencies:

Maui Economic Opportunity Inc. (National Farmworker Job Program Grantee)

99 Mahalani Street

Wailuku, HI 96793

(808) 243-4365

USDA NASS PRO Hawaii Field Office

1428 South King Street Honolulu, HI 96814

(808) 973-9588

Further, the plan is posted for review and comments on the State of Hawaii Department of Labor and Industrial Relations, Workforce Development Division web site at www.labor.hawaii.gov/wdd. Any comments and/or recommendations may be submitted to the State Monitor Advocate (SMA) as provided below:

Mr. Kevin Kimizuka

State Department of Labor and Industrial Relations, Workforce Development Division

Kevin.K.Kimizuka@hawaii.gov. (808) 984-2091

As of May 26, 2022, no public comment has been received by the DLIR.

C. DATA ASSESSMENT

The ETA Migrant Indicators of Compliance reveals that the State met at an average of 4 out of the 8 performance areas. The areas met regularly, referred to employment, received staff assisted services, and career guidance. In the last 4-years, the State has met the MSFW federal performance indicators approximately 30% of the time. The American Job Centers has a quarterly average of 82 MSFW participants as compared to an average of 7,700 of non-MSFW

participants. Hawaii is not a significant State, however, MSFW services are established at each of the American Job Centers and employment specialist are trained to provide services to eligible participants.

The State Monitor Advocate reports on progress toward meeting equity and minimum service level indicators on a quarterly and annual basis. The equity measures compare key services delivered to MSFWs compared to Non-MSFWs while the minimum service indicators require reporting on key measures such as outreach contacts per staff, timely processing of complaints, number of MSFWs placed in a job, etc.

D. ASSESSMENT OF PROGRESS

Although Hawaii had minimal physical outreach efforts in PY 2019, information about MSFW services are available at each of the four AJCs. Hawaii intends to expand its outreach efforts in PY 2020. Wagner-Peyser staff are available to provide basic and career services at each of the AJCs. In addition, Wagner-Peyser staff continue to screen records in the State's data system, HireNet Hawaii, for MSFW population and provide outreach to the MSFW population.

Hawaii under performed in physical outreach in PY19 and PY20. Although services and registrations of MSFW's remained consistent, the lack of guidance from the Administration level due to the pandemic and staffing shifts prevented an increase in performance and service delivery. In PY21 a part-time SMA (Maui) was assigned to oversee the statewide MSFW service delivery and a LOMA was designated to represent each of the other islands (Hawaii, Oahu, Kauai).

Hawaii intends to expand its outreach efforts in PY 2021. Wagner-Peyser staff are available to provide basic and career services at each of the AJCs. In addition, Wagner-Peyser staff continue to screen records in the State's data system, HireNet Hawaii, for MSFW's and Ag employer's, provide increased outreach efforts, and increase the present level of services to the State's MSFW and Ag employer population.

E. STATE MONITOR ADVOCATE

The State Monitor Advocate has provided oversight of this plan and has reviewed and approved it.

WAGNER-PEYSER ASSURANCES

The State Plan must include	Include
1. The Wagner-Peyser Act Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time (sec 121(e)(3));	Yes
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers	Yes

The State Plan must include	Include
Wagner-Peyser Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	
4. SWA officials: 1) Initiate the discontinuation of services; 2) Make the determination that services need to be discontinued; 3) Make the determination to reinstate services after the services have been discontinued; 4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	Yes

WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	54.0%	54.0%	54.0%	54.0%
Employment (Fourth Quarter After Exit)	52.0%	52.0%	52.0%	52.0%
Median Earnings (Second Quarter After Exit)	$6,500.00	$7,300.00	$6,500.00	$7,300.00
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

A. ALIGNING OF CONTENT STANDARDS

The Hawaii Department of Education (HIDOE) Adult Education Program (AEP) is aligned with the K-12 Hawaii Core State Standards through the implementation of the College and Career Readiness Standards (CCRS) for Adult Education. The CCRS is recommended in a 2013 report commissioned by the Office of Career, Technical and Adult Education (OCTAE). The CCRS are content standards selected from the K-12 Language Arts and Mathematics Common Core Standards that are most applicable to adult learners and which were chosen by a panel of experts.

While the HIDOE AEP uses the CCRS operationally, work will continue with a process to formally adopt the CCRS. A standards review panel consisting of stakeholders from multiple role groups will review the CCRS and make recommendations for final approval to the Hawaii Board of Education. Additionally, the process to formally adopt the research-based Adult Education English Language Proficiency Standards (ELPS) for English Language Learners (ELL) will continue. The ELPS has the capability to integrate academic content standards in English Language Arts, Adult Basic Education, and career pathways programs.

Adult school teachers have participated in professional development to implement the CCRS and continuous professional development is planned.

The implementation of the CCRS and ELPS is foundational to provide all students with life-changing educational experiences to help them succeed as a worker, parent, and citizen through career pathways that lead to meaningful certificates and degrees.

B. LOCAL ACTIVITIES

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

Local Activities Funding

Overview

HIDOE AEP requires all eligible providers for sections 225, 231, and/or 243 to use the same process of Request for Proposals (RFPs). This ensures that all RFPs are evaluated using the same rubric and scoring criteria. The HIDOE AEP ensures that all eligible providers have direct and equitable access to apply for funding to provide adult education and literacy services. It also ensures that the same announcement of availability of funds, RFP, and proposal process is used for all eligible providers.

During the initial period of the RFP submission process, any eligible provider that contacts the HIDOE AEP with an interest in applying will be provided the information needed. The HIDOE AEP believes that these approaches meet the requirements specified in AEFLA and is satisfied that every effort is made to ensure direct and equitable access.

The HIDOE AEP uses the considerations specified in section 231(e) of WIOA to fund eligible providers by incorporating each of the considerations into the narrative portion of the RFP. The HIDOE AEP attaches a point-based scoring rubric weighting each of the considerations. Eligible providers must provide narrative detail to demonstrate how they will meet each consideration.

The RFP process is designed such that eligible providers will be invited to apply for funding from Section 231, and/or Section 225, and/or Section 243 funds, in one or more counties, depending upon their infrastructure, service area, and expertise. The criteria for funding is prioritized around the funding considerations outlined in WIOA Section 231(e).

The RFP will include separate sections for each category of funding and requires detailed descriptions of services, budget narratives, etc., broken down by Section and by county or counties to be served.

The HIDOE AEP will compete title II funds every three years to operate programs that must provide adult education and literacy activities within the State; each year grantees will receive continuation funding based on the submission of an annual application and effective performance, provided a federal title II allocation award is received.

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

Eligible Providers

Eligible providers that may apply for a grant award under the title II of WIOA include:

- A local education agency;
- A community-based organization of demonstrated effectiveness;
- A volunteer literacy organization;
- An institution of higher education;
- A public or private nonprofit agency;
- A library;
- A public housing authority;
- A nonprofit institution that is not described above in this section and has the ability to provide adult education and literacy activities to eligible individuals;
- A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described above this section; and
- A partnership between an employer and an entity described above.

RFP Process

The HIDOE AEP will adhere to the RFP process developed for this purpose. The following timeline will be utilized in the RFP process. The grant competition will be held in 2022.

Event	Timeframe
Funding Availability Notification	June 2022
Formation of Screening Committee	May 2022
RFP Submission Deadline	July 2022
Review and Rating of RFPs	July 2022
Acceptance/Rejection Notification	July 2022
Final Notification of Grant Awards	August 2022
Program Year Begins	September 2022

Funding Availability Notification

The HIDOE AEP, in collaboration with WIOA core partners, will develop the RFP and announce the availability of funds under the auspices of title II of WIOA. The announcement will be for all eligible providers and disseminated through online statewide news and information websites, specifically on the Hawaii Adult Education and Workforce Development websites.

The notification will contain information pertaining to the type of services to be provided, submission due date, contact person to obtain RFP guidelines that include the use of funds for the purpose of 1) establish or operate programs that provide adult education and literacy activities 2) can only be used for eligible individuals as defined in title II of WIOA, and other pertinent information.

RFP Submission

Eligible providers will be required to submit their completed RFP by the specified deadline via email to The Hawai'i State Director, Sylvia Carter: sylvia.carter@k12.hi.us or by mail to:

Hawaii Department of Education
Adult Education
475 22nd Avenue, Room 219
Honolulu, HI 96816

HIDOE will screen submitted RFPs for completeness and check sent or postmark date to ensure only those sent by the deadline are considered for acceptance.

Determining an Eligible Provider with Demonstrated Effectiveness

1. The HIDOE AEP will determine if any organization submitting a RFP is an eligible provider of demonstrated effectiveness in order for their RFP to be reviewed to receive AEFLA funds. An eligible provider must demonstrate past effectiveness by providing two years of performance data on its record of improving the skills of eligible individuals, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the State's application for funds. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training.
2. There are two ways in which an eligible provider may meet the requirements of demonstrated effectiveness:
    a. An eligible provider that has been funded under title II of the Act must provide performance data required under section 116 to demonstrate past effectiveness.
    b. An eligible provider that has not been previously funded under title II of the Act must provide performance data to demonstrate its past effectiveness in serving basic skills deficient eligible individuals, including evidence of its success in achieving outcomes listed in paragraph (1) of this section.

Review and Selection Committee

The RFP review and selection committee will be comprised of the USP partners and other relevant stakeholders deemed appropriate by the core partners. This includes representatives from each Workforce Development Board (WDB) in the state to evaluate the alignment of the RFPs to each local plan and how it will support the American Job Centers as described in WIOA section 232.

The committee will evaluate and rate each proposal based on screening criteria. Once the committee has made recommendations to the HIDOE AEP regarding tentative acceptance/rejection of proposals, the providers are notified.

Selection Process

RFPs to provide adult education services as described and authorized under title II of the WIOA will be reviewed by the Selection Committee. The HIDOE AEP will attach a point-based scoring rubric weighting the considerations, including those specific to each subpart (225, 231 and 243).

Section 225 (Corrections)

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

Section 231 (Adult Education and Literacy Activities)

Eligible providers who apply for funds to offer adult education and literacy services within the context of the state will be evaluated according to the same proposed criteria outlined in the table below. In addition, the RFP will be required to include the assurance that funds will be used for the establishment or operation of programs to provide adult education and literacy services and will benefit only eligible individuals as defined in title II of WIOA.

Section 243 (Integrated English Literacy/Civics Education)

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

All eligible providers will be required to provide narrative detail, including a budget narrative, to demonstrate how they will meet each consideration.

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

Criteria	Point Value
Measurable Goals The eligible provider will explain how the delivery of adult education and literacy activities demonstrate alignment with the strategy and goals of the WDBs across the state as well as the activities and services of the one-stop partners. This is to ensure a unified effort towards measureable goals. The eligible provider will explain how it will meet the State-adjusted levels of performance for the primary indicators of performance identified in the State's Unified Plan.	10
Past Effectiveness	5

Criteria	Point Value
The eligible provider will provide evidence that must include data, which validates previous success in improving the literacy of eligible individuals, especially those individuals who have low levels of literacy, and will enable the eligible agency to satisfy its State-adjusted levels of performance for the primary indicators of performance. The data must demonstrate improvement in the content domains of reading, writing, mathematics, English language acquisition, and other subject areas relevant to the services contained in the RFP. An eligible provider must also provide information regarding its outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. • Employment (Second Quarter after Exit); • Employment (Fourth Quarter after Exit); • Median Earnings (Second Quarter after Exit); • Credential Attainment Rate; and • Measurable Skill Gains	
Serving Most in Need Based on the economic and workforce information provided in the Common Elements Section II of Hawaii's Unified State Plan, the eligible provider will describe how it will offer services on areas critical for Hawaii to address within the workforce development system which include: Providing services to homeless individuals and Native Hawaiians with the intent of getting them into the workforce; Providing integrated education and training services to low-skilled job seekers along career pathways with the intent of transitioning them into postsecondary or employment; and Providing more workplace training programs to help under-employed youth and adults advance in employment to a sustainable wage.	10

Criteria	Point Value
This may include individuals with low literacy skills, individuals who are English Language Learners and individuals with disabilities including learning disabilities.	
Intensity of Services The eligible provider's program will demonstrate that it is of sufficient intensity and quality, and utilizes research-based practices on reading, writing, speaking. Mathematics, and English language acquisition instruction to maximize the learning gains of participants.	10
Effective Practices The eligible provider will explain how its instructional activities, including whether reading, writing, speaking, mathematics, and English language acquisition are based on the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice.	5
Technology The eligible provider will explain how its program activities effectively use technology, services and delivery systems, including distance education, sufficient enough to increase the amount and quality of learning, and how such technology, services, and systems lead to improved performance.	5
Contextualization/Career Pathways The eligible provider will explain how its activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship. The eligible provider will explain how it will coordinate with postsecondary education institutions, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, in the development of contextualization and career pathways. The eligible provider will determine if there is a demonstrated need for additional English language	10

Criteria	Point Value
acquisition programs and civics education programs where their program services are offered.	
Staffing The eligible provider will ensure that instruction guided by research-based and best practices are delivered by instructors, counselors, and administrators that meet the minimum qualifications established by the State.	10
Coordination and Collaboration The eligible provider will explain how it will coordinate with other available education, training, and social service resources in the community to provide wrap around support to participants including individuals with special needs, by establishing partnerships with K-12 schools, postsecondary educational institutions, and institutions of higher education, the Division of Vocational Rehabilitation, Department of Health and Department of Human Services. The eligible provider will provide a description of any cooperative arrangements with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. The eligible provider will provide a description of how it will provide services in alignment with the local workforce development plan, including how it will promote concurrent enrollment in programs and activities under title I, as appropriate. The eligible provider will describe how it will fulfill, as appropriate, required one-stop partner responsibilities to - Provide access through the one-stop delivery system to adult education and literacy activities; Enter into a local memorandum of understanding with the WDB, relating to the operations of the one-stop system; Use a portion of the funds made available under the Act to maintain the one-stop delivery system, including payment of the infrastructure costs for the one-stop centers, in accordance with the methods agreed upon by the and described in the memorandum of understanding; Participate in the operation of the one-stop system	10

Criteria	Point Value
consistent with the terms of the memorandum of understanding, and the requirements of the Act; and Provide representation to the State board.	
Flexibility and SupportThe eligible provider will explain how instructional activities will be offered to provide flexible schedules for participants and coordination with support services (such as child care, transportation, mental health services, and social services) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.	10
Data Management The eligible provider will explain how it maintains a high-quality information management system that has the capacity to report measurable participant outcomes as required by WIOA section 116 and to monitor the program performance.	5
Budget The eligible provider will provide a budget on how the funds from title II will be used to operate the program and be spent consistent with the requirements of title II of WIOA. Not more than five percent of an award to an eligible provider can be expended to administer a program under title II. An eligible provider receiving an award under this part may consider costs incurred in connection with the following activities to be administrative costs: Planning; Administration, including carrying out performance accountability requirements; Professional development; Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under title I, as appropriate;Carrying out the one-stop partner responsibilities described in section 121 of WIOA, including contributing to the infrastructure costs of the one-stop delivery system.	10

Criteria	Point Value
Staff Development PlanThe eligible provider will describe how it will provide instructors and other staff, access to high-quality professional development, including through electronic means on an ongoing basis to ensure participants receive high quality instruction using best instructional practices.	5
TOTAL	**100**

Family Literacy applicants with programs that offer a comprehensive family literacy component will be evaluated according to the same proposed criteria outlined above as well as the following additional criteria.

Criteria	Point Value
Interactive Parent/Child Activities The eligible provider will describe how it will provide interactive literacy activities between parents or family members and their children.	10
Parent Education The eligible provider will describe how it will provide parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.	10
Adult Education The eligible provider will describe how it will provide training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.	10
Child Education The eligible provider will describe how it will provide an age-appropriate education to prepare children for success in school and life experiences.	10
Total	**140**

Summary

The HIDOE AEP ensures that all eligible providers will have direct and equitable access to apply for funds through a single notification announcement, and the same RFP process will be used for all eligible providers interested in providing adult education and literacy services to the State.

Local Activities - Scope, Content and Organization

Overview

Adult Education and Literacy programs, activities, and services provide Hawaii's adult learners

with the skills to become successful workers, citizens, and family members. Working cooperatively with other state agencies, integrated education and training initiatives have been implemented to ensure success for Hawaii's adult population. AEFLA funding is utilized to continue implementing new opportunities in integrated education, training, and workplace literacy.

Making Skills Everyone's Business

The HIDOE AEP made an alignment to the strategies identified in the U.S. Department of Education report entitled "*Making Skills Everyone's Business: A Call to Transform Adult Learning in the United States*" with the local agencies. Application of these strategies is intended to establish workplace skills, effective relationships, and applied knowledge for Hawaii's low-skilled adults and disconnected youth.

Strategy 1: Act Collectively to Raise Awareness and Take Joint Ownership of Solutions

- Build partnerships with public and/or private agencies to engage in a call-to-action plan and assist targeted populations with learning opportunities.

Strategy 2: Transform Opportunities for Youth and Adults to Assess, Improve, and Use Foundational Skills

- Bridge the digital literacy divide by examining traditional instructional practices that can be enhanced by digital tools to improve instructional practices and enrich learning.

Strategy 3: Make Career Pathways Opportunities Available and Accessible statewide

- Implement a statewide career pathway system model with core program areas.

Strategy 4: Ensure that All Students Have Access to Highly Effective Teachers, Leaders, and Programs

- Pool State Leadership funds with Local Educational Agency (LEA) funding to coordinate delivery of high-quality professional development opportunities that support HIDOE's adult education teachers.

Strategy 5: Create a "No Wrong Door" Approach for Youth and Adult Services

- Sustain efforts to bridge literacy education and employability skills with local workforce boards and the State Workforce Development Board to build a solid foundation of academic skills and a strong and viable work environment.

Strategy 6: Engage Employers to Support Upskilling More Front-Line Workers

- Work with state and local providers to increase coordination of education and training programs to better service individuals with low skills, with limited English abilities, and/or with disabilities, and to improve employment outcomes.

- Develop job-shadowing opportunities and internships with local business agencies.

Strategy 7: Commit to Closing the Equity Gap for Vulnerable Subpopulations

- Enhance work-based learning and community engagement to assist adults to become economically self-sufficient and to help businesses improve productivity.

Adult Education

The HIDOE AEP will emphasize priority to the most in need and hardest to serve populations as described in the Needs Assessment. The HIDOE AEP works with its WIOA core partners and other state and local stakeholders to identify and provide access to adults in need of basic and secondary education and training services.

The HIDOE AEP objectives are:

- To provide eligible adults with basic and secondary academic and social capital skills that help them become more productive members of the workforce and community;
- To help eligible adults meet personal and life goals, such as developing academic, employability, and job training skills to assist in the advancement of career pathways toward finding employment, advancing on the job, and supporting themselves and their families;
- To provide eligible adults with the necessary college and career readiness skills; and
- To provide eligible adults with a safe environment so that they are able to meet their education and career goals.

Family Literacy

The HIDOE AEP supports family literacy services so that eligible adults who want to enhance their own educational skills are able to do so simultaneously with their children. The HIDOE AEP is gaining momentum in the number of family literacy projects at elementary and middle schools through literacy resources and classes for parents.

Family literacy programs are structured around families that have at least one parent who is eligible to receive adult education services and at least one young child. These programs promote positive interactive literacy activities between the parent and child, provide educational services to the parent so they become partners in the education of their children, and contribute to building and maintaining strong family systems, which promote growth and development.

The family literacy program reports progress according to the following core indicators established under the Title II of WIOA family literacy definition of activities:

- Interactive literacy activities between parents and their children;
- Training for parents to be primary teachers and full partners in the education of their children;
- Parent literacy training that leads to economic self-sufficiency; and
- Age-appropriate education to prepare children for success in school and life.

Workplace Adult Education and Literacy Activities

Workplace literacy classes play an important role in the community. The HIDOE AEP supports classes for adult literacy and basic skills, secondary education services that may lead to a Hawaii Adult Community School Diploma (HACSD), the update/upgrade of skills for workers, and improved competency of adult workers in speaking, listening, writing, reasoning, and problem solving.

Workplace literacy programs focus on the literacy and skills education workers need to gain new employment, retain present jobs, increase productivity, and advance in their careers. The focus of these programs includes life skills training and employability skills, such as adult basic education, English Literacy, civics, and training in job readiness.

Highly effective statewide professional development for instructors and school-level staff has been initiated to ensure that College and Career Readiness (CCR) standards- based instructional materials and methods are geared to individual learning styles and educational needs. In addition, The HIDOE AEP is currently licensed to administer the National Workplace Readiness Credential.

iCAN

The Individualized Career Achievement Network (iCAN) program is part of the Workplace Adult Education and Literacy Activities. This program is aimed at transitioning students to workplace and/or postsecondary education and training, and is being expanded. iCAN is a partnership addressing adult education and improving work and college readiness. It is a bridging program that provides a statewide solution in preparing adult learners with skills necessary to enter into the University of Hawaii/Community Colleges system or enter into Hawaii's workforce.

Presently, there are iCAN programs at six local adult education sites, four community colleges, and the American Job Center on Oahu. Their purpose is to increase the number of adult learners successfully completing entry and mid-level certification programs in four fast growing sectors: Energy, Agriculture, Healthcare, and Hospitality. Wrap-around services exist and include academic counseling, career exploration, Department of Labor support services, tutoring, and learning labs. Sustainability and funding efforts is a joint venture of the WIOA core programs.

The HIDOE AEP has actively engaged in conversations with the WIOA core and mandatory partners to provide streamlined services with iCAN. An example is a referral protocol with the community colleges that assists counselors and instructors to identify at-risk students and make direct referrals to the iCAN program for developmental education.

A newly developed workplace literacy program is the Workforce Development Diploma Program (WDDP) to address the needs of the Adult Basic Education students. The WDDP emphasizes integrated education and training that provides adult education and literacy activities, concurrently and contextually, with both workforce preparation activities and workforce training for a specific occupation or occupational cluster, and is for the purpose of educational and career advancement. Upon successful completion of the educational and training component, the adult student will earn a Workforce Development Diploma. Hawaii's American Job Centers are promoting the WDDP with their clients who are seeking entry-level employment or are interested in a pre- apprenticeship in the state's trade industries.

A statewide career pathways system was implemented to emphasize transitions to postsecondary education, apprenticeships, and other career training for employability and to strengthen the alignment with the One-Stop delivery system. As part of the career pathway system, the HIDOE AEP continues to support programs and services to increase the present workforce activities in the hotel industry, other businesses, and the military.

Career Pathways - Integrated Education and Training

A career pathway is a series of connected education, employability, and job training as well as support services that enable individuals to secure employment within a specific occupational sector and to advance to successively higher levels of education and employment in that sector.

Adult Education Career Pathways Service Delivery Model:

Component	Strategies
1 Partnerships	Formal partnerships with WIOA core partners and other key stakeholders at the local level that support education and workforce development. Partners include education and training systems, business and industry, workforce and economic development, and community based organizations.
2 Alignment	Services align to other education and training systems, such as postsecondary education, so

Component	Strategies
	that students are able to transition into entry level employment and postsecondary programming without the need for remediation.
3 Culture	College and career readiness will be the focus of adult education programs to create an environment that supports college and career success.
4 Intake/Orientation	Intake and orientation activities will incorporate career assessment, exploration and goal-setting with approved standardized academic assessments for appropriate placement for services. WIOA partners will explore a centralized referral, intake, orientation, and assessment process to ensure efficient service delivery within the workforce development system.
5 Education, Career, and Life Planning	All students will have an Education, Career, and Life Plan that includes short- and long-term education, career, and life goals and planning. Service will be guided by individual plans and students are involved throughout the process.
6 Ongoing Assessment and Learning	Ongoing formal and informal assessment of students is conducted to monitor progress, ensure focus, and direct services towards achievement of academic and career success.
7 Career Advising	Students will have the opportunity to receive ongoing academic and career advising services as needed, to keep them progressing through their Education, Career, and Life Plans and to assist them with post-program transitions.
8 Contextualized Services Along Pathways	Articulated statewide career pathways are developed and utilized among WIOA partners for service delivery that supports local labor market demands and workforce development client needs. Contextualized academic and career-related services will be provided that are aligned to the College and Career Readiness Standards. Employers and workforce development partners are involved in the development and

Component	Strategies
	implementation of career-related services. Instructional practices incorporate focus, knowledge, coherence, evidence, complexity, and rigor. Services are flexible and are of sufficient intensity and duration in order that students efficiently meet academic and career goals. Participatory learning strategies are utilized so the students are in control of their own learning and progress.
9 Support Services	Job exposure opportunities for students such as internships, job shadowing and apprenticeships will be offered. Study skills and college support activities are provided to ensure postsecondary transition success. Referral to other necessary support services are provided, such as transportation and childcare, to ensure access and persistence in education and training.
10 Data Management	State required data is collected through an information- management system to ensure compliance and effectiveness.
11 Evaluation/ Continuous Improvement	Performance outcomes are monitored on an annual basis for continuous improvement purposes.
12 Professional Development	Ongoing professional development opportunities are provided for continuous improvement and increased effectiveness, particularly in the area of College and Career Readiness Standards, Effectiveness Instruction Practices, and Career Pathways.

The use of rigorous and challenging academic standards and career pathways that contextualize learning are recognized strategies to promote readiness for postsecondary education and work; therefore, integrated academic and career services play a key role in adult education under WIOA.

Students have the opportunity to receive both adult basic education and career-related services, in collaboration with core partners and other relevant stakeholders (such as employers). The goal is to prepare students to transition as seamlessly as possible to the career pathways opportunities, i.e. certificate and credential programs offered primarily by the University of Hawaii Community College system, labor unions, and others, so that all eligible adults have what they need to transition into sustainable employment.

Adult literacy and basic education services, English language proficiency, and high- school equivalency preparation continue to be provided; however, under WIOA, in collaboration with core partners and other key stakeholders, these services are integrated with a focus on career services so that adults gain, retain, and/or advance in employment.

In addition, adult education emphasizes employability skills defined as the non- technical skills, knowledge and understanding that are necessary to gain employment and participate effectively in the workplace. Often referred to as employability skills, they include skills such as:

Skill	Definition
Verbal and Written Communication	The ability to express ideas clearly in speech and in writing.
Teamwork	The ability to work confidently within a group.
Initiative/Self-motivation	The ability to act on initiative, identify opportunities, and be proactive in putting forward ideas and solutions.
Planning and Organizing	The ability to plan activities and carry them through effectively.
Flexibility	The ability to adapt successfully to changing situations and environments.
Time Management	The ability to manage time effectively, prioritizing tasks, and being able to work to deadlines.
Self-awareness	The awareness of achievements, abilities, values, weaknesses, and what you want out of life.
Confidence	The presentation of a strong, professional, positive image to others which inspires confidence and commands respect.
Integrity	The ability to adhere to standards and procedures, maintain confidentiality, and question inappropriate behavior.
Tolerance	The ability to maintain effective performance under pressure.
Independence	The acceptance of responsibility for views and actions and the ability to work under one's own direction and initiative.
Professionalism	The care and attention to quality in all words; the support and empowerment of others.
Interpersonal Sensitivity	The ability to recognize and report different perspectives; being open to the ideas and views of others.

It is imperative that workers today engage in effective teamwork and problem-solving strategies, use technology, adapt to a changing work environment, communicate effectively, respect people and perspectives, take responsibility for the quality of their work, and learn new

skills. It is the goal of the HIDOE AEP to ensure adults being served through the adult education program will acquire the knowledge and skills in order to be successful in today's workforce.

Integrated English Literacy and Civics Education

English Language Proficiency in the HIDOE AEP serves adults whose native language is other than English. Since Hawaii has a significant and growing immigrant population, English language services comprise a large part of the adult education enrollment. Currently, these services are designed to help adults learn English so they can meet their personal, academic, employment, and citizenship goals as well as for acculturation. However, emphasis on serving English language learners is being carried out through integration of employability and job training skills.

Under WIOA, the program retains the focus on English language proficiency and civics education instruction, but includes supports for stronger ties to employment and the workforce system.

In order to receive Section 243 funds, the eligible provider will offer workforce training related to in-demand occupations. Since tourism and hospitality are economic growth areas, partnerships have been established with the hotel and travel industry, as well as with restaurateurs, to offer on-the-job training and instruction of employability skills.

English Literacy

Literacy is the ability to understand and employ printed information in daily activities at home, at work and in the community. The English Literacy focus is on teaching adults whose native language is other than English. English literacy programs are designed to help adults learn to communicate in English so they can meet their personal, academic, employment, and community goals.

Programs will utilize proficiency-based instruction, whole language, language experience, learner-generated curriculum, and participatory approaches, as well as work/textbook, video, online, blended learning models, and other commercially prepared adult English Literacy materials.

Additionally, a statewide curriculum for the Integrated English Literacy and Civics Education (IELCE) program is in place to achieve competence in academic skills that leads to the attainment of employment and/or a postsecondary education and training. This may also increase the Educational Functioning Levels (EFLs) of the English Language Learners (ELL).

To be an effective community member, English is essential to make informed decisions and to take sound actions that make a positive difference in communities and the world. This is accomplished by integrating the following:

- Communicate so that others understand;
- Read, view, and think critically;
- Convey ideas effectively in writing; and
- Value the uniqueness of all.

Content areas in English Literacy include:

- Listening, speaking, reading, and writing in areas of interest and relevance;
- Reading comprehension strategies;
- Social and interpersonal skill development;
- Appreciation of own and others' cultures and values; and

- Conversation strategies in real-life settings.

Specifically, adult learners require instruction contextually in vital life-navigating skills, ranging from community expectations, fiscal management, personal development, and employability, through such subjects as:

- Citizenship, civic responsibilities, and government institutions, including background in history, laws, and local customs;
- Financial institutions, personal budget, and fiscal management;
- Health institutions, proper health, nutrition, and lifestyles;
- Educational institutions and opportunities;
- Conflict resolution strategies and how to cope with change and new work experiences; and
- Awareness of work benefits, rights, laws, and procedures.

By applying this concept of practical learning, the HIDOE AEP supports new or expanded acculturation and citizenship courses. This would specifically include instruction in:

- Community expectations, such as civic duty and awareness;
- Fiscal management skills, such as personal banking and budget planning; and
- Proper health, nutrition, and living.

As part of the planning and collaborative process, partnerships have been established between Adult Basic Education (ABE), English Literacy (EL), and Adult Secondary English (ASE) educators and other appropriate programs in order to incorporate relevant content of these additional life skills.

Based upon past experience under WIA, a typical example of what IELCE service delivery looks like at the local level is similar to the following. An eligible provider provides the classroom (English language acquisition and civics education) instruction to a specific cohort of students, while partnering with another nonprofit or social entrepreneurial organization that then provides or coordinates timely and well-aligned occupational skills training.

For example, a HIDOE adult education school partners with a non-profit organization to work with a cohort of Pacific Islander immigrants. The adult education school provides contextualized English language acquisition instruction that includes general employability, workplace, and financial vocabulary as well as instruction on the rights and responsibilities of citizenship and civic participation. The non-profit organization provides hands-on training and skill building opportunities in, for example, agricultural irrigation system installation.

Interagency Collaboration

Under WIOA, the HIDOE AEP emphasizes a systemic, collaborative interagency approach to adult education and will support more links to and partnerships with job training programs.

Since 2014, the HIDOE AEP has been collaborating with core partners and other key stakeholders in order to strategize the foundations for a comprehensive career pathways service delivery system. This group is comprised of professionals in labor, education, business and industry, social services, health, and policy makers. The stakeholder group collaborates with the HIDOE AEP in the following ways:

- Assist adult education with developing and implementing a comprehensive career pathways service delivery model, including seamless transitions to established career pathways;

- Integrate adult education services with other key support services, particularly those of mandated core partners under WIOA, through the development of the WIOA Unified State Plan and other interagency agreements and memoranda of understanding;
- Forge additional partners with other key state and local stakeholders involved with workforce and economic development; and
- Ongoing collaboration with business and industry to establish articulated career pathways, workplace literacy, work-based learning opportunities such as internships and apprenticeships, and other resources.

WIOA demands strong collaboration among core partners and other state and local agencies in order to provide integrated, aligned, and streamlined services to low-skilled adults. The following agencies/stakeholders are part of this collaborative:

- Hawaii Community Schools for Adults;
- Hawaii Department of Education;
- Hawaii Department of Labor and Industrial Relations, Employment Services;
- Hawaii Department of Public Safety, Division of Corrections;
- University of Hawaii, Community College System;
- Job Corps;
- Hawaii Department of Immigration Services;
- Hawaii Department of Human Services, Division of Vocational Rehabilitation;
- Workforce Development Boards, One-Stop System;
- Career and Technical Education;
- Hawaii State Legislators;
- U.S. Armed Forces;
- Business and Industry;
- Office of the Governor; and
- Workforce Development Council.

Reporting and Assessment

The HIDOE AEP will continue to report performance measures through the National Reporting System as required under WIOA.

The National Reporting System is an accountability system for reporting core indicators of performance for federally funded adult education programs (as required under WIOA, AEFLA subsection). This reporting system includes a set of student measures to assess the impact of adult education services and for continuous improvement.

The HIDOE AEP uses two student assessment systems, the Test of Adult Basic Education (TABE) for English speaking students, and the Comprehensive Adult Student Assessment System (CASAS) for non-English speaking students. These assessments deliver comprehensive diagnostic and prescriptive information, establish measurable learner goals, document learner outcomes, and report program effectiveness to students, staff, administrators, policy makers, and funders. Hawaii continues to integrate academic competencies with instructional strategies

to evaluate, in part, the effectiveness of the adult education system. Both CASAS and TABE are approved standardized assessments by the U.S. Department of Education.

The HIDOE AEP will continue to use TOPSpro Enterprise, a computerized database management system offered as part of CASAS, to track student information and performance. TOPSpro Enterprise is designed to automate CASAS scoring, generate reports for staff, track student progress, provide individual and class profile data, report individual and program results, and serve as a source of data for state and federal accountability.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

Under WIOA, the AEFLA subsection requires that "each eligible agency will carry out adult education for incarcerated adults, and allows 20% of the 82.5% of the direct-service funding to support the cost of this program and that priority be given to those individuals who are within five years of release from incarceration." HIDOE will award 20% of the 82.5% direct- service grantee funding for correctional education.

The following services are provided in Hawaii's correctional facilities:

- Adult education and literacy services;
- English language and civics education services;
- Integrated education and job training;
- College and career readiness services; and
- High school equivalency preparation.

The HIDOE AEP and the Department of Public Safety work in coordination to provide jointly-funded basic skills education programs and services to Hawaii's eligible incarcerated population. Program offerings for the institutionalized are similar as those for the non-institutionalized target populations. Special education programs are offered by HIDOE's Special Education Section to meet unique needs of the institution's eligible population.

The HIDOE AEP prioritizes serving individuals who are likely to leave incarceration and transition back into society with five years of participation in adult education.

Adult education services are offered in the following types of correctional facilities:

- Prisons;
- Jails;
- Reformatories;
- Work Farms;
- Detention Centers;
- Halfway Houses; and
- Community-based Rehabilitation Centers.

The purposes of correctional education is to:

- Reduce recidivism by supporting incarcerated and formerly incarcerated individuals' access to career pathways opportunities through innovative approaches that support academic achievement and transition to postsecondary training;

- Prepare individuals for life outside of the institution and provide job readiness in collaboration with workforce partners; and
- Increase the number of incarcerated adults completing a HSE credential, entering postsecondary education and training, entering/retaining employment, and improving basic or English language skills.

The HIDOE AEP requires all applicants for Sections 225, 231, and/or 243 to use the same application process. This ensures that all applications are evaluated using the same rubric and scoring criteria. The HIDOE AEP ensures that all applicants have direct and equitable access to apply for grants or contracts. It also ensures that the same grant or contract announcement, application, and proposal process is used for all applicants through the grant management system.

During the initial period of the grant submission process, any eligible agency that contacts the HIDOE AEP with an interest in applying will be provided the information needed. The HIDOE AEP believes that these approaches meet the requirements specified in AEFLA and is satisfied that every effort is made to ensure direct and equitable access.

The HIDOE AEP uses the considerations specified in section 231(e) of WIOA to fund applicants by incorporating each of the considerations into the narrative portion of the application. The HIDOE AEP attaches a point-based scoring rubric weighting each of the considerations. Applicants must provide narrative detail to demonstrate how they will meet each consideration.

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

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries, including how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities.

English Language Proficiency in the HIDOE AEP serves adults whose native language is other than English. Since Hawaii has a significant and growing immigrant population, English language services comprise a large part of the adult education program enrollment. Currently, these services are designed to help adults learn English so they can meet their personal, academic, employment, and citizenship goals as well as for acculturation. However, emphasis on serving English language learners is being carried out through integration of employability and job training skills.

Under WIOA, the program retains the focus on English language proficiency and civics education instruction, but includes supports for stronger ties to employment and the workforce system.

In order to receive Section 243 funds, the eligible provider will offer workforce training related to in-demand occupations. Since tourism and hospitality are economic growth areas, partnerships have been established with the hotel and travel industry, as well as with restaurateurs, to offer on-the-job training and instruction of employability skills.

<u>English Literacy</u>
Literacy is the ability to understand and employ printed information in daily activities at home,

at work and in the community. The English Literacy focus is on teaching adults whose native language is other than English. English literacy programs are designed to help adults learn to communicate in English so they can meet their personal, academic, employment, and community goals.

Programs will utilize proficiency-based instruction, whole language, language experience, learner-generated curriculum, and participatory approaches, as well as work/textbook, video, online, blended learning models, and other commercially prepared adult English Literacy materials. Additionally, a statewide curriculum for the Integrated English Literacy and Civics Education (IELCE) program is in place to achieve competence in academic skills that leads to the attainment of employment and/or a postsecondary education and training. This may also increase the Educational Functioning Levels (EFLs) of the English Language Learners (ELL).

To be an effective community member, English is essential to make informed decisions and to take sound actions that make a positive difference in communities and the world. This is accomplished by integrating the following:

- Communicate so that others understand;
- Read, view, and think critically;
- Convey ideas effectively in writing; and
- Value the uniqueness of all.

Content areas in English Literacy include:

- Listening, speaking, reading, and writing in areas of interest and relevance;
- Reading comprehension strategies;
- Social and interpersonal skill development;
- Appreciation of own and others' cultures and values; and
- Conversation strategies in real-life settings.

Specifically, adult learners require instruction contextually in vital life-navigating skills, ranging from community expectations, fiscal management, personal development, and employability, through such subjects as:

- Citizenship, civic responsibilities, and government institutions, including background in history, laws, and local customs;
- Financial institutions, personal budget, and fiscal management;
- Health institutions, proper health, nutrition, and lifestyles;
- Educational institutions and opportunities;
- Conflict resolution strategies and how to cope with change and new work experiences; and
- Awareness of work benefits, rights, laws, and procedures.

By applying this concept of practical learning, the HIDOE AEP supports new or expanded acculturation and citizenship courses. They would specifically offer instruction in:

- Community expectations, such as civic duty and awareness;
- Fiscal management skills, such as personal banking and budget planning; and

- Proper health, nutrition, and living.

As part of the planning and collaborative process, partnerships have been established between Adult Basic Education (ABE), English Literacy (EL) and Adult Secondary English (ASE) educators and other appropriate programs in order to incorporate relevant content of these additional life skills.

English Language Proficiency and Civics Education and English Literacy is integrated throughout the ELL program under WIOA. Priority of services will be given to students who need to acquire English language skills and job training as they work toward citizenship and employment.

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

The HIDOE AEP requires all applicants for sections 225, 231, and/or 243 to use the same application process. This ensures that all applications are evaluated using the same rubric and scoring criteria. The HIDOE AEP ensures that all applicants have direct and equitable access to apply for grants or contracts. It also ensures that the same grant or contract announcement, application, and proposal process is used for all applicants through the grant management system.

During the initial period of the grant submission process, any eligible agency that contacts the HIDOE AEP with an interest in applying will be provided the information needed. HIDOE believes that these approaches meet the requirements specified in AEFLA and is satisfied that every effort is made to ensure direct and equitable access.

The HIDOE AEP uses the considerations specified in section 231(e) of WIOA to fund applicants by incorporating each of the considerations into the narrative portion of the application. The HIDOE AEP attaches a point-based scoring rubric weighting each of the considerations. Applicants must provide narrative detail to demonstrate how they will meet each consideration.

Section 243 (Integrated English Literacy/Civics Education) eligible providers who apply for funds to offer literacy services within the context of Integrated English Literacy and Civics Education will be evaluated according to the same proposed criteria outlined in VI-AEFL B.1. In addition, their applications will be evaluated based on their specific plans to provide English language acquisition and civics education concurrently and contextually with occupational training as part of an integrated education and training program.

The State's application for IELCE (i.e., section 243) funds will require applicants to describe how they plan to provide English language acquisition and civics education concurrently and contextually. The proposed activities and budget will be reviewed by the State to ensure that they meet all statutory requirements.

Based upon past experience under WIOA, a typical example of what IELCE service delivery looks like at the local level is similar to the following. An eligible provider provides the classroom (English language acquisition and civics education) instruction to a specific cohort of students, while partnering with another nonprofit or social entrepreneurial organization that then provides or coordinates timely and well-aligned occupational skills training.

For example, a HIDOE adult school partners with a non-profit organization to work with a cohort of Pacific Islander immigrants. The adult education program provides contextualized English language acquisition instruction that includes general employability, workplace, and financial vocabulary as well as instruction on the rights and responsibilities of citizenship and civic participation. The non-profit organization provides hands-on training and skill building opportunities in, for example, agricultural irrigation system installation.

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

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Integrated English Literacy and Civics Education

Workforce Preparation for unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency includes:

- A statewide curriculum for the Integrated English Literacy and Civics Education (IELCE) program, to achieve competence in academic skills that leads to the attainment of employment and/or a postsecondary education and training; this may also increase the Educational Functioning Levels (EFLs) of the English Language Learners (ELL);
- English Literacy program for adults whose native language is other than English, which are designed to help adults learn to communicate in English so they can meet their personal, academic, employment, and community goals;
- Civics Education including literacy and English language instruction on the rights and responsibilities of citizenship and civic participation as well as workforce readiness and employability skills training, and includes a partnership with the United States Citizenship and Immigration Services (USCIS) to offer naturalization test preparation sessions; and
- Employability skills defined as the non-technical skills, knowledge and understandings that are necessary to gain employment and participate effectively in the workplace woven throughout the adult education program.

Workforce placement in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency include the following:

- IELCE participants will receive advising and support services through Transition Coordinators, who provide opportunities and individualized support for students to gain employability skills, and enter employment or post-secondary training.
- IELCE participants will have several options that place them in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.
    - Co-enrollment in a workforce training program provided through an American Job Center in Hawaii.
    - Co-enrollment in the eligible provider's workforce training program, such as Career Technical Education.
    - Co-enrollment in a series of workforce training courses within a career pathway offered by multiple partners designed to lead to employment.
    - Co-enrollment in a post-secondary program that leads to an industry recognized credential in an in-demand occupation.

- Working directly with an employer in an identified in-demand industry in Hawaii such as healthcare through apprenticeship, pre-apprenticeship, or on the job training.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

The Goals of the Workforce Development System in Hawaii are:

1. To provide coordinated aligned services to clients through the American Job Centers.
2. To develop sector strategies and a career pathways system for in-demand industries.
3. To engage employers in the workforce development system.
4. Prioritize services to vulnerable population with barriers to employment as described under WIOA.
5. To increase access to employment services for clients in remote locations.

The IELCE program is designed to integrate with the Hawaii workforce development system by aligning the IELCE program with the WDB plans from each region and being accessible as a co-enrollment workforce preparation program that is available through the American Job Centers.

The design will address workforce development system goal 1 by coordinating through the American Job Centers and offering the IELCE program as a co-enrollment opportunity.

The alignment of the IELCE program with WDB plans from each region will provide IELCE program services for ELL participants in the region, which may include participants with barriers to employment, along with workforce preparation, training and placement through co-enrollment options with in-demand industries and occupations specifically for that region. Co-enrollment options includes the regional American Job Center workforce training programs, post-secondary institutions or other partners.

The integration design will require collaboration across the state with partners, and will include the one-stop activities in section 121 of WIOA.

E. STATE LEADERSHIP

1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA

The HIDOE AEP will use funds made available under section 222(a)(2) to enhance the quality of programming in the adult education system. The HIDOE AEP will use 12.5% of its funding for state leadership activities, primarily in the form of professional development for state and local program/eligible provider staff.

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

Collaborative work with core programs and partner agencies to continue alignment and coordination of services for program participants. Leadership funds will be used to continue the capacity building of grantees to coordinate and align services by cross-training staff on intake/orientation, eligibility screening, and referral between partners and other joint mechanisms developed through agency partnerships. In addition, the development of all components of career pathways will continue to be a priority with a focus on bridge programming and integrated education and training.

Support for the statewide Adult Basic Education professional development (PD) advisory committee that meets quarterly to identify key present and future PD needs, develop PD plans

and resources, identify and implement best practices in PD, coordinate PD activities, and review evaluation data from activities for continuous improvement of an efficient and effective PD system.

- State leadership funds will continue to be used to support PD activities that focus on a variety of areas of emphasis, including content standards implementation, evidence-based reading instruction (EBRI), adult learning, research-based instructional methodologies, volunteer training and management, effective program management, integrated education and training, bridge programming, transition to postsecondary education, use of technology, distance education, universal design, serving students with disabilities, and volunteer training and recruitment.
- The HIDOE AEP contracts for ABE professional development services related to research-based literacy, numeracy, English language instruction, content standards, and transitions.
- These PD activities include Student Achievement in Reading (STAR) training and technical assistance, EBRI study circles, online courses and resource dissemination, and implementation of content standards.
- In addition, the HIDOE AEP contracts to deliver PD and technical assistance in the arena of serving adults with disabilities. The disabilities service provider also provides training on using Universal Design for Learning principles and strategies to address the varied needs of adult learners.

The HIDOE AEP will deliver technical assistance to eligible providers to enhance program effectiveness, increase the ability of providers to meet established performance standards, and fulfill obligations associated with being a one-stop partner. Specific areas of focus will include:

- Increasing the capacity of instructors and programs to provide quality instruction in the areas of reading, writing, speaking, mathematics, English language acquisition, and distance education via implementation of professional development activities and associated technical assistance such as:
    - STAR training and Evidence-Based Reading Instruction study circles;
    - EBRI and writing online courses;
    - Annual Language and Literacy Institute;
    - Low-literacy Adult ESL Study Circles;
    - Adult Numeracy Initiative (ANI) cohort training;
    - Annual Math Institute;
    - Distance learning professional development cohorts;
    - Distance Learning Basics online course; and
    - Online resource libraries in the areas of EBRI, STAR, writing, adult ESL, numeracy, writing, content standards, transitions, content standards, and project-based learning.
- Enabling providers to establish, build upon, or maintain effective relationships with other core providers via training on referral systems, data sharing/reporting, integration of education with occupational training, and transition strategies for postsecondary enrollment or employment.

- Using technology to improve program effectiveness through training and technical assistance focused on preparing instructors and program administrators to identify and utilize technology to enhance instruction, programming, and distance education. The HIDOE AEP contracts to provide PD in the area of technology through activities such as face-to-face and online training in a variety of areas, including educational technology, digital literacy instruction, and distance learning. In addition, other training and technical assistance focuses on effective use of the statewide data system to maintain accurate student data and continuously improve programming.

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

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

Based on a program needs assessment conducted previously, the HIDOE AEP will continue to emphasize the following professional development:

- College and Career Readiness Standards;
- Developing and Implementing Career Pathways; and
- Providing Contextualized Instruction.

The HIDOE AEP will look at program data, along with funding availability, to determine professional development that will be offered each year to improve teacher quality and program effectiveness.

The LEAs will be responsible for budgeting adequate funds to compensate instructors and other staff members for their required participation in professional development.

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

Approximately half of the State Director's position will be devoted to analyzing enrollment trends, service area gaps, and benchmark attainment, and to promoting infrastructure and institutional culture changes to address these issues. The State Director will coordinate and facilitate new partnerships with WIOA core partners as well as partnerships with employers and other agencies to strengthen the services offered by service providers. In addition, the State Director will oversee and orchestrate the implementation of professional development opportunities, use of data to drive decisions at both the state and local level, and allocation of resources to target specific deficits.

Leadership funds will be used to pay for two state-level part time positions. This support is critical since the State Director is the only full-time position in the state office of adult education. One position is devoted to compiling timely and accurate data on enrollment and benchmark attainment and disseminating this information to administrators and stakeholders (including teachers) to facilitate forthright discussion, analysis, and "course corrections" to meet student needs. The second position is devoted to providing assistance to the State Director in areas

deemed to be priorities, including assistance in coordinating professional development. These positions will be open to apply in Fall 2022.

Leadership funds will be earmarked for essential out-of-state travel to allow key personnel to attend national meetings and conferences in order to bring back and disseminate information on promising practices. In addition, funds are allocated for local provider agency personnel to attend quarterly meetings to promote cohesion, coordination and timely data analysis for ongoing improvement efforts. For example, these funds will also be used for to assist with data monitoring through monthly data analysis trainings aimed at improving performance goals.

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

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE

NA

F. ASSESSING QUALITY

The HIDOE AEP uses various means of assessment in its annual and ongoing evaluation process, including site monitoring visits, desk monitoring, program improvement processes, and performance and financial audits. The results of these processes determine program improvement actions which include the leadership activities from section 223(a)(1)(B) of WIOA. The focus of evaluation will be the effectiveness of eligible providers in attaining core indicators of performance that are negotiated with the U.S. Department of Education, as well as the efficiency and effectiveness measures among core partners of the Unified State Plan.

The HIDOE AEP will monitor strategies and processes in attaining performance measures, and will track student performance, persistence, progress towards goals, and transition outcomes through a variety of methods.

- A comprehensive evaluation by the HIDOE AEP of the eligible provider will be conducted annually and will address the extent to which eligible providers are meeting the priorities for AEFLA funding.
- Desk monitoring will be done on a quarterly basis to serve as an early warning system on key performance indicators.
- All eligible providers are required to submit mid-year and annual reports that reflect participation and performance measures.

The evaluation will include the following criteria:

Criteria	Specifications
Measurable Goals	The degree to which the eligible provider will establish measurable goals for participant outcomes that are aligned to federal core indicators of performance.
Past Effectiveness	The past effectiveness in improving the educational functioning level of students and in achieving academic and career goals, including transition into postsecondary

Criteria	Specifications
	and/or employment. After the state has negotiated performance measures, the state must take into account how well the provider met or exceeded such measures, especially with respect to those adults who are hardest to serve and most in need.
Serving the Most in Need	The commitment of the eligible provider to serve individuals in the community most in need of adult education services, including individuals with low- income or who have the lowest skill levels.
Intensity of Services	The degree to which the program is of sufficient intensity and duration for participants to achieve substantial learning gains and achieve education and career goals and uses evidence- based instructional practices that are aligned to the College and Career Readiness Standards.
Effective Practices	The degree to which the academic and career services being provided are evidence-based.
Technology	The degree to which the services effectively integrate current technology, both as a tool for learning and the use of computers.
Contextualization/ Career Pathways	The degree to which adult education services are provided in a contextualized manner so that students are able to apply their learning to the real world, particularly in the context of job and career.
Staffing	The degree to which local providers have well-qualified and experienced teachers and program staff providing adult education services.
Coordination and Collaboration	The degree to which local providers are coordinating adult education services with services of other local providers through well-defined, formal partnership agreements.
Flexibility and Support	The degree to which adult education providers accommodate flexible schedules and offer support services for access and persistence.
Data Management	The degree to which local providers manage a comprehensive and secure information management system in order to report state and federal outcomes, as well as monitor performance for continuous improvement.

Criteria	Specifications
Budget	The degree to which the proposed budget and detailed budget narrative logically supports the services being provided as well as the outcomes that are intended.
English Language Proficiency and Civics Education	The degree to which the local area in which the eligible provider is located has a demonstrated need for additional English language acquisition programs and civics education programs.

Each local provider/eligible provider must report on the following student performance measures:

Measures	Specifications
Educational Gain	Standardized assessment gains in the lowest skill area upon placement in reading/writing, math, or English language proficiency
Transition	Placement and retention in postsecondary education, advanced job training, unsubsidized employment or career advancement
High School Equivalency	Receipt of a high school equivalency diploma
Student Goals	Attainment of learner-identified goals
Family Literacy	English Language Proficiency, including age-appropriate performance measures for participating children

The HIDOE AEP will conduct annual site visits to monitor performance and to provide technical assistance to local providers/eligible providers for the purpose of evaluation and continuous improvement. Monitoring and technical assistance will be provided in the following areas:

- Extent to which adult education services are being provided to the "most in need";
- Whether evidence-based education and training services are being provided;
- Whether services are being provided along articulated career pathways, in a contextualized manner and aligned to the College and Career Readiness Standards;
- Whether providers are collaborating with core partners and other stakeholders locally to ensure streamlined, efficient education and training services, seamless employment and postsecondary transition, and critical support services are being provided;
- Whether local programs are offering flexible schedules to ensure access;
- Whether the program is offering IELCE;
- Whether the program is using highly-qualified teachers and program staff; and
- Whether the program is using an effective data management system and conducting appropriate follow-up of academic and transition goals.

Actions to Improve Program Quality including activities from section 223(a)(1)(B) of WIOA

- Quarterly meetings will be convened with eligible provider teams to review NRS student performance outcomes data, and desk monitoring results. Teams will analyze data to identify areas of improvement and create strategies to implement to address the area of improvement.
- Based on the needs from the quarterly meetings and the comprehensive annual evaluation, professional development will be organized to address the area of improvement.
- Leadership activities from section 223 of WIOA will include the implementation of a high quality online professional development system for instructors to provide ongoing and accessible professional development. The online system will provide researched-based instructional strategies in literacy, ELA and mathematics.
- Technical assistance will be provided to the eligible provider in the areas of the role of eligible providers as a one-stop partner to provide access to employment, education, and training services; and assistance in the use of technology, including for staff training, to eligible providers, especially the use of technology to improve system efficiencies.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

The State Plan must include	Include
1. The plan is submitted by the State agency that is eligible to submit the plan;	Yes
2. The State agency has authority under State law to perform the functions of the State under the program;	Yes
3. The State legally may carry out each provision of the plan;	Yes
4. All provisions of the plan are consistent with State law;	Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;	Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;	Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and	Yes
8. The plan is the basis for State operation and administration of the program;	Yes

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include	Include

The State Plan must include	Include
1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not-supplant requirement);	Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;	Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;	Yes
4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.	Yes
5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	Yes

AUTHORIZING OR CERTIFYING REPRESENTATIVE

APPLICANT'S ORGANIZATION	**Enter information in this column**
Applicant's Organization	Hawaii Department of Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	**Enter information in this column**
First Name	Dan
Last Name	Miyamoto
Title	Administrator
Email	dan.miyamoto@k12.hi.us

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

Designed to provide all students. significant opportunity to receive a fair, equitable, and high quality education, and to close educational achievement gaps. Applicants of the WIOA Title II

funding will engage in provisions such as extended seat time, use of large-print materials and tests, and admission into the Workforce Development Diploma program. Furthermore, the applicants will:

1. Assess the special needs of individuals requiring accommodations and ensure that the campus' facilities for individuals with physical impairments allow access to the building, classrooms, and restrooms.

2. The Transition Counselors, Registrars, Vice Principal or designee will serve as the counselor for students with special needs and will assist with the planning for the individual's with special learning needs and for coordinating the delivery of appropriate educational services at each campus.

3. Assess the academic level of each student to ensure proper placement and provide reasonable accommodations as a part of the enrollment process at each campus. Administer the CASAS or TABE as appropriate for each participant utilizing the state assessment policy as a reference if needed.

4. The registrars will establish a data collection and data entry process to ensure that any student who meets the NRS definition of Disabled is accurately reflected in the data.

5. Registrars, Vice Principals or designee will direct students to the GED or HiSET Administrator for special accommodations for GED or HiSET test. Once approved, the testing center examiners will ensure that these accommodations are made available to the examinee. (Refer to GED or HiSET policy regarding accommodations for exams and the process for requesting accommodations.)

6. Make available an orientation or brochure regarding program offerings at each campus. Also, refer potential students to McKinley Community School's website for in-depth information regarding the school, mission, programs, semester offerings, etc.

7. When appropriate refer students to the Division of Vocational Rehabilitation if they are interested and meet the requirements of the program.

All eligible providers have the right to compete for funds at the state level to ensure equitable access. Funding decision under AEFLA are considered based on criteria in section 231, which includes "past effectiveness" in improving the literacy skills of adults and families and the success of meeting or exceeding performance measures established under section 212.

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	16.0%	25.6%	16.0%	25.7%
Employment (Fourth Quarter After Exit)	16.0%	24.0%	16.0%	24.5%
Median Earnings (Second Quarter After Exit)	$7,200	$7,200	$7,200	$7,300
Credential Attainment Rate	3.0%	6.5%	3.0%	6.7%

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Measurable Skill Gains	30.0%	38.7%	30.0%	38.8%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (COMBINED OR GENERAL)

Some content in this area is under revision.

A. INPUT OF STATE REHABILITATION COUNCIL

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

The Hawaii State Rehabilitation Council (SRC) is the advisory and oversight body for the Hawaii Division of Vocational Rehabilitation (HDVR). SRC members make recommendations for establishing priorities and provide requests to DVR for sharing key information with advisory members to inform recommendations.

HDVR shared priorities and upcoming goals and requested assistance from the SRC State Plan Committee to provide input for the PY 2022 Unified State Plan modifications. The SRC has provided input and their recommendations have been and will continue to be incorporated into HDVR's plans to achieve these goals and priorities. At each quarterly SRC meeting, HDVR provides a data report to the SRC that includes 1) the status of HDVR' active Order of Selection (OOS), 2) status on the number of applications, the number determined eligible for Vocational Rehabilitation (VR) services, the number of Individualized Plans for Employment (IPE) developed, and the number of cases closed, and 3) Information on HDVR's cases closed in competitive integrated employment by county to include average wages, hours worked per week, and types of positions obtained. HDVR has also shared the 2019, 2020, and 2021 Consumer Satisfaction Survey results with the SRC as well as the status of the Comprehensive Statewide Needs Assessment.

Addressing the staffing and fiscal factors that lead to HDVR's OOS, beginning in October 1, 2017, is a top priority for the SRC and HDVR. As of April 13, 2022, HDVR has resolved the OOS Priority 1 Category, which now remains open. All applicants who are determined eligible under Priority Category 1 will no longer be placed on the OOS waitlist, instead these eligible individuals will go directly into developing an IPE to begin VR services. HDVR has begun to remove individuals off the OOS Priority 2 Category waitlist effective April 18, 2022 and is working to resolve the OOS Priority 2 and Priority 3 Categories waitlist by September 2022. In relation to this goal, HDVR will continue to inform the SRC of the number of eligible individuals removed from the deferred services waitlist OOS Priority Category 2 to receive HDVR services, the number of applicants for HDVR services, case closure rates, and the status of filling of staff vacancies as these are additional priority areas that the SRC tracks.

During FFY19-20, HDVR shared with SRC the Hawaii USP annual estimates on eligible individuals for services as included in the 2020-2023 conditionally approved USP, as well as estimates for eligible individuals DVR planned to serve under the active Order of Selection. The SRC was provided with updates to these estimates in FFY20-FFY22 based on the Governor's Emergency Proclamation issued in March 2020 with the implementation of a hiring freeze affecting staff vacancies, as well as the legislative decisions in FFY2020-21 which defunded eleven HDVR vacancies, with current legislation being considered to restore funding to fill these vacancies and resolve the active OOS deferred list for all categories.

The SRC also reviews key performance accountability measures and supports HDVR to establish processes and services to improve the employment retention rates in the 2nd and 4th quarter after exit, median earnings 2nd quarter after exit, credential attainment and measurable skill gains rates of HDVR program participants. Additionally, SRC has been provided updates on the effectiveness of DVR's program services associated with RSA's on-site monitoring in 2019, in compliance with section 107 of the Rehabilitation Act, as amended by WIOA, and findings RSA has required DVR to address through corrective actions.

The Triennial Comprehensive Statewide Needs Assessment (CSNA) provides HDVR and the SRC with information regarding the rehabilitation needs of individuals with disabilities statewide. Supporting access, awareness, and participation in the CSNA by people with disabilities and stakeholders and utilizing the information from the assessment to address VR service needs of the community is a top priority of the SRC. The CSNA for the periods 2018-2020 and 2021-2023 are expected to be completed by 2023, as delayed by the pandemic. The contract to complete the CSNA is currently being routed for signatures with an execution date of June 2022. Once the data is gathered from the CSNA covering the period 2018-2023 (triennial 2018-2020 and 2021-2023), HDVR will work with the SRC and other stakeholders to address the findings in the CSNA and determine goals and strategies to address the rehabilitation and service needs of any identified minorities with most significant disabilities. The CSNA for PY 2024 - 2026 will be completed in the calendar year 2026.

The consumer satisfaction survey (CSS) report for FFY2020 and FFY2021 have been shared with the SRC along with the highlights summarizing results and recommendations for improvements provided to HDVR. The Consumer Satisfaction Survey, designed and administered by the University of Hawaii, Pacific Disabilities Center in Honolulu, Hawaii, elicits answers regarding satisfaction from clients whose cases closed during the past two Federal fiscal years (October 2019 – September 2020, and October 1, 2020-September 30, 2021). In response to the most recent CSS, the SRC has begun to strategize to establish an ad hoc media committee to assist HDVR in advocating for potential applicants to fill vacancies and make public service announcements to increase community awareness about the VR services provided by HDVR and available to individuals with disabilities statewide. In FFY19, HDVR presented SRC with updates to the Personnel Standards and Personnel Development Requirements consistent with the Comprehensive System for Personnel Development to include having newly hired VRS obtain their Certification as Rehabilitation Counselors, in alignment with best practices, which SRC supported as reflected in the 2020-2023 Unified State Plan.

SRC and HDVR will continue to work together through established committees (Legislative Committee, Membership Committee, Policy and Procedures Committee, Needs Assessment Committee, State Plan Committee, and any ad hoc committee), to address HDVR vacancies, participant concerns shared from CSS 2020-2021 reports, improve employment outcomes, strengthen partnerships, and access to more resources for participants and HDVR staff to promote overall positive outcomes for HDVR participants.

Hawaii's SRC members are dedicated to working with HDVR to develop strategic elements of planning to ensure HDVR is focusing on the right targets and the partnership is proactive to

support community needs. SRC wants HDVR to understand that the SRC is here in a supportive role for planning services, while also being an advocate for consumers.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

Based on an initial review of the DVR portion of the State Plan, the SRC's State Plan Committee made recommendations for HDVR administration to address any updates needed to the Plan during the public review period prior to final submission of the plan.

SRC members were provided the draft of DVR's proposed submission for Hawaii's FY 2020 State Unified Plan prior to December 15, 2019 and have provided input and feedback during the public comment period as noted above in Section a.1. Input of State Rehabilitation Council. HDVR continues to provide quarterly updates about the VR program and services as requested by the SRC to promote informed planning and strategies to achieve HDVR priorities and goals. The SRC has provided feedback and HDVR has accepted all feedback. HDVR will propose to add DVR's four priorities and the goals under each priority addressed in this USP with modifications to SRC quarterly meeting agendas for on-going, regular discussion and facilitation of opportunities for recommendations and feedback from the SRC.

HDVR and Hawaii's SRC members are dedicated to working together to develop strategic elements of planning to ensure DVR is focusing on the right targets and the partnership is proactive to support community needs. HDVR understand SRC is engaged in a supportive role for planning HDVR services, while also being an advocate for consumers.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

HDVR continues to have a good working relationship with the SRC, and has accepted SRC input for the PY2022 State Plan modifications.

B. REQUEST FOR WAIVER OF STATEWIDENESS

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

DVR has not requested a waiver of state-wideness for services.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

Not applicable.

3. REQUIREMENTS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN WILL APPLY TO THE SERVICES APPROVED UNDER THE WAIVER.

Not applicable.

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

DVR's interagency cooperative partnerships are guided by DVR's MISSION: VR exists to serve its participants. We work as a team so participants can achieve their hopes and aspirations for meaningful employment through timely and individualized vocational rehabilitation services.

DVR's interagency coordination, memoranda of understanding, and cooperative agreements may or may not involve funding contributions from DVR, and may include a third party cooperative agreement involving funding from another public agency when applicable.

DVR is primarily responsible for assuring that services within the Scope of Services (34 CFR 361.48) are available to assist eligible participants with developing and implementing an Individualized Plan for Employment (IPE) to achieve their employment goals. Additionally, DVR is responsible for providing career exploration supports for potentially eligible students with disabilities in collaboration with the Hawaii State Department of Education (DOE), and accredited public or private educational institutions.

DVR has a Memorandum of Understanding (MOU) with the Department of Education (DOE) to facilitate the shared responsibility for preparing students with disabilities for a smooth and successful transition to achieve competitive integrated employment. The most current MOU was signed by DOE's State Superintendent and the Department of Human Services (DHS) Director in June 2019.

DVR has an updated 2019 Data Exchange Agreement that supersedes a prior agreement from 2010, between the Department of Labor and Industrial Relations (DLIR), Unemployment Insurance Division (UID), and DVR. This agreement establishes the conditions, safeguards, and procedures for the disclosure of unemployment insurance data to DVR from the UID. This data validates VR participants competitive integrated employment activities, and allows DVR to request reimbursement with the Social Security administration (SSA) for costs of vocational rehabilitation (VR) services that have led to gainful employment for certain individuals with disabilities served by DVR. Additionally, the MOU supports reporting requirements for WIOA performance accountability. This MOU was signed in January 2019 by DLIR and DHS Directors. In partnership with Hawaii's Department of Labor and Industrial Relations, DVR has access to the federal U.S. Departments of Labor and Education (Departments) State Wage Interchange System (SWIS) Data Sharing Agreement (Agreement). This represents an opportunity for Hawaii to exchange interstate quarterly wage records for individuals who received DVR services and obtained employment in other states, and validate their job retention and employer information for DVR's performance accountability and effectiveness.

DVR also has established MOU's with the City and County of Honolulu, the Oahu Workforce Development Board (OWDB), and the American Job Center (AJC) One-Stop partners. The purpose of the AJC MOU is to establish a viable framework in which OWDB and its partners will be able to provide one-stop services for employers and their employees in Hawaii, those seeking employment, and other interested parties within the City and County of Honolulu. This MOU was signed in August 2018 by the Mayor of Honolulu, the Chair of the OWDB, and DVR Administrator. Signed MOU's have also been in place since August 2018 for the same purpose with the Counties of Hawaii, Maui, and Kauai for neighbor island AJC services to be accessible for DVR participants. Separate MOU's for job readiness supports with the City and County of Honolulu are being updated to leverage comparable resources within the AJC partnership, and support individualized job readiness training needs for clients with most significant disabilities.

DVR signed Infrastructure Funding Agreements (IFAs) with the City and County of Honolulu, OWDB, as well as Hawaii, Maui and Kauai Counties. The purpose of this IFA is to establish terms and conditions of how services and operating costs of the local workforce system will be funded. These IFA's were signed by the Mayor of Honolulu, the Chair of OWDB, and DVR Administrator in November 2018 for Honolulu County (Oahu), and the Mayor of Maui, the Chair of MCWDB, Director of the Office of Economic Development, and the Administrator of DVR for Maui County. Hawaii County's IFA was signed in January 2020. An updated IFA with Maui County is pending execution based on final review and signature by a core partner, and is expected to be completed in 2022.

DVR has an MOA with the DOE, the Department of Health (DOH) – Developmental Disabilities Division (DDD), and the State Council on Developmental Disabilities (SCDD) for collaborating, creating and changing system policies and practices, and promoting competitive integrated employment of individuals with Intellectual and Developmental Disabilities (I/DD). These collaborative efforts will include but not be limited to planning meetings, policy writing, development of procedures and best practices, and training/implementation of policies that effectively prepare and transition youth and young adults with I/DD from secondary or post-secondary education to competitive integrated employment. This MOA was signed by all parties in July 2012. DVR continues to be an active participant in this partnership, and is working on updating this agreement.

DVR has an MOA with the University of Hawaii (UH) system. The UH system includes all the public institutions (universities and community colleges) statewide. As the agreement is with the statewide system and not the individual institutions, only one MOA is needed. The agreement includes the roles and financial and programmatic responsibilities of both DVR and the UH system, to include basics of common understandings. The MOA was signed in April 2008 by the UH President and the Director of DHS. This MOA was reconfirmed by both UH and DVR in September 2017 with an update of procedures to provide appropriate supports to students with disabilities at all campuses statewide as well as procedures to ensure that there is no duplication of services. Review of this agreement was conducted in October 2021, with no identified changes at that time.

DVR's Services for the Blind Branch (SBB) entered into an MOU in 2017 with the State Judiciary for adults/juvenile (clients) to provide work sites for community service associated with the client's sentence. SBB identifies work sites and approves referrals for meaningful work assignments in compliance with OSHA standards, and provides adequate health and safety measures for the protection of clients and employees. SBB staff provide instruction, training, adequate supervision, and reporting as indicated for clients participating in work assignments under this MOU.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

DVR does not carry out any programs under Section 4 of the Assistive Technology Act of 1998.

DVR competitively bids for services to provide Assistive Technology to DVR clients statewide, as funded by the federal Rehabilitation Services Award (RSA) and Hawaii required state match. DVR's services for Assistive Technology for DVR participants do not come from the federal Administration for Community Living (ACL) award, and the services provided to DVR's participants are defined in Hawaii Administrative Rules §17-401.1-28. From FFY 2016 though FFY 2018 DVR had two vendors for Assistive Technology Services and both were able to provide services statewide. From FFY 2019 through FFY 2020 DVR has one vendor for Assistive Technology services providing all services statewide. DVR is planning to rebid for services in FFY 2021.

The separate funding for services exists because the state of Hawaii has insufficient financial and infrastructure support for Assistive Technology needed to address the level of demand for the entire population of individuals with disabilities, not limited to DVR participants. By allowing the funds allocated under section 4 of the Assistive Technology Act of 1998 as amended to be available in their entirety to non-DVR participants, while DVR provides Assistive Technology services to DVR participants separately, the greatest number of individuals with disabilities are able to be served with the limited funds available and within the limited technology infrastructure available.

This funding approach is not related to the budget of DVR or the Order of Selection, but is a reflection of the fact that Hawaii is the only island State in the Union; a challenge we share with

the Territories such as American Samoa and Puerto Rico. Many Assistive Technology Services cost more in Hawaii due to a wide number of factors including but not limited to additional shipping costs, lack of competition among vendors, the need to transport vendors from Oahu to the neighbor islands or from the mainland to Hawaii, and even the need to ship devices that require maintenance from Hawaii back to the mainland for servicing. Some services simply are not available in Hawaii at any price, for example certain vehicle modifications require the vehicle to be shipped to California because the only company in Hawaii with authorization from any automobile manufacturer and vehicle modification manufacturer is not licensed by all such manufacturers.

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

DVR does not have any programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture.

4. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

DVR does not have agreements with noneducational agencies serving out-of-school youth, however, VR counselors collaborate with several different partners to assist out-of-school youth with a variety of services, based on their needs, goals and abilities.

- American Job Center , Work Hawaii Youth Program, is designed to assist young adults in achieving educational and employment goals through services such as study skills training, paid and unpaid work experiences, financial literacy, and post-secondary education.
- Job Corps services youth aged 16-24 years old with job training, obtaining their GED, and a residential program.
- Access to Independence and Aloha Independent Living have a Youth Transition Program that introduces youth with disabilities to independent living focused on areas such as self-care, social awareness, financial literacy, and housing resources.

5. STATE USE CONTRACTING PROGRAMS.

DVR does not have state-use contracting programs.

D. COORDINATION WITH EDUCATION OFFICIALS

1. THE DESIGNATED STATE UNIT'S PLANS, POLICIES, AND PROCEDURES FOR COORDINATION WITH EDUCATION OFFICIALS TO FACILITATE THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO THE RECEIPT OF VR SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, AS WELL AS PROCEDURES FOR THE TIMELY DEVELOPMENT AND APPROVAL OF INDIVIDUALIZED PLANS FOR EMPLOYMENT FOR THE STUDENTS

HDVR is the designated State unit (DSU) within DHS responsible for partnering with the Hawaii DOE(HIDOE) to implement an interagency agreement that defines necessary relationships, policies, and procedures between HDVR and HIDOE, the State Educational Agency (SEA). The interagency SEA agreement provides both agencies with a common understanding of respective roles and responsibilities, and clarification on each partner's collaborative efforts regarding services which will ultimately improve employment outcomes for students with disabilities statewide. The SEA agreement is in the process of being updated which will be referred to as the SEA Agreement and include the statutory requirements under the Rehabilitation Act of 1973, as amended by the WIOA.

HIDOE is responsible for providing and paying for the services required for students with disabilities who are eligible for services under the Individuals with Disabilities Education Act (IDEA), and HDVR is responsible for providing and paying for the services agreed to in an eligible individual's Individualized Plan for Employment (IPE) under Section 612(a)(11) of the IDEA and Section 101(a)(9) of the Rehabilitation Act. Potentially eligible students who have not applied for VR services may receive pre-employment transition services (Pre-ETS) for their career exploration activities. Pre-ETS supports are available to students with disabilities who are potentially eligible and eligible for VR services. As such, Pre-ETS supports are available prior to and after application, as well as under an IPE (34 C.F.R. 361.48.(b)(18)). Being determined eligible for VR services does not preclude a student from receiving Pre-ETS, as long as the Pre-ETS supports began prior to the student with disabilities being determined eligible for VR services.

When the responsibilities of HIDOE and HDVR appear to overlap in the provision of required services for students with disabilities, the updated SEA Agreement delineates the parameters for resolving any interagency disputes. The updated SEA agreement allows for an on-going arrangement that best reflects current procedures, polices and protocols established to serve students with disabilities who need transition services and are referred to HDVR for VR services.

1. DSU's Plans

The DSU's plans, policies, and procedures for coordination with education officials are designed to facilitate the transition of students with disabilities from school to the receipt of VR services, including Pre-ETS, as well as timely development and approval of IPE's for students to fulfill their goals for competitive integrated employment.

Pre-ETS is offered to transition aged high-school students with disabilities (ages 14-21) using 15% of HDVR's federal award on an annual basis. Students determination of eligibility for VR services, development and approval of an IPE for each eligible student, and ongoing monitoring of the effectiveness of the interagency SEA Agreement, are regularly reviewed as further described below.

HDVR recommends HIDOE students with disabilities apply for VR services as soon as individualized needs for supports are identified, preferably two years prior to graduation to support their transition from school. Following receipt of referrals for students with disabilities, the Vocational Rehabilitation Specialists (VRS) counselor provides support with the completion of the student application for VR services. Students with disabilities may initially be referred as potentially eligible (PE) for the provision of VR's Pre-ETS program services, before completing an application for individualized VR services and eligibility determination.

As HDVR is currently operating under an active Order of Selection (OOS), it may be in the student's best interest to begin to receive at least one Pre-ETS service as a Potentially Eligible (PE) student with a disability prior to applying for VR services in order for them to continue to receive Pre-ETS supports as needed. Should the student later be determined eligible for VR services and be placed on the OOS deferred waitlist for VR services, Pre-ETS supports will continue to be made available to PE students. Once a student applies for VR services and is determined eligible under an active OOS, they are assigned a disability priority and will be taken off the waitlist for VR individualized services in compliance with HDVR's procedures to address the resolution of this waitlist.

Students with disabilities may also choose not to access Pre-ETS program services for career exploration and apply directly for individualized VR services which will preclude their receipt of Pre-ETS program services until they have been determined eligible for VR services, have been taken off the OOS deferred list, and have identified Pre-ETS program services along with other individualized VR services under an IPE (34 C.F.R. 361.48.(b)(18)). When a student is found

eligible for VR services, the VRS counselor will participate in the student's IEP meeting at the request of the HIDOE, student, and their family, whenever possible. Students participate in the discussion of all decisions associated with any amendments to their IPE for VR services. At the request of the IEP team, the VRS counselor will review and make amendments to the IPE as approved by the student for their VR services.

Pre-ETS includes: job exploration counseling, counseling on opportunities for enrollment in comprehensive transition or post-secondary educational programs, instruction in workplace readiness training to develop social skills, as well as self-advocacy, peer mentoring, and Work-Based Learning Experiences (WBLE). The WBLE opportunities include after school work outside the traditional school setting, and internships provided in an integrated setting.

VRS counselors provide counseling in job exploration and transition or post-secondary training/education activities. Service providers (e.g. Community Rehabilitation Programs/CRP's, partnering public sector agencies) may be contracted for workplace readiness training and WBLE, as well as instruction in self advocacy. Comparable resources will also be used when indicated with community providers for Pre-ETS program services for students with IPE's.

HDVR has five branches; two branches located on the island of Oahu; one each on Maui, Kauai, and Hawaii Island. HDVR's branches provide transition services in coordination with stakeholders and the designated HIDOE high schools statewide. The VRS counselors often carry a mixed caseload of students, youth and adults with disabilities whom they support with implementation of their IPE for competitive integrated employment.

VRS counselors in the Oahu Branch Deaf Services Section serve the Hawaii School for the Deaf and Blind, however, VRS counselors are available to support all schools on Oahu based on community needs, with VRS counselors on neighbor islands supporting community needs on all islands. VRS counselors in DVR's Services for the Blind Branch are available to support all schools on Oahu with students who are visually impaired or blind. The remaining Oahu Branch VRS counselors are each designated liaisons to specific HIDOE schools for students with disabilities to access VR transition and Pre-ETS program services on Oahu.

HDVR staff use the `Ohana Nui approach when interacting with students and their families, as well as rapid engagement and motivational interviewing techniques to build rapport and engage students and stakeholders in the student's services.

As defined by the DHS initiative, `Ohana Nui is Hawaiian for "extended family." With the high cost of living and a demand for housing that far exceeds the supply, many local families are comprised of three and sometimes four generations under one roof. For DHS staff, `Ohana Nui is the mantra describing the way we do our work to support these multi-generational families.

"The Department's `Ohana Nui initiative, adapted from the Aspen Institute's two-generation philosophy, aims to concurrently address the whole family's needs when providing services and supports. The name `Ohana Nui was thoughtfully developed by young adults who were formerly engaged with DHS as foster youth. In selecting the name, which translates from Hawaiian as "extended family", they intended to recognize and express gratitude for those who had contributed to their successful growth and development, such as teachers, coaches, spiritual advisors, aunties and uncles, many of whom were not related to them by blood."

The `Ohana Nui initiative responds to research demonstrating that the well-being of parents and their children are highly interrelated; that improving the lives of parents has a marked positive impact on their children, and, ensuring the success of children serves as a powerful motivator for parents. `Ohana Nui places the family at the center of the system, requiring that we listen to and involve them when providing services and supports for all family members in concert, and not in a piecemeal fashion. The result is better outcomes for the whole family and the best

chance of breaking the inter-generational cycle of poverty in which many of the families DHS serves find themselves.

Responding to the collective needs of parents and children, as well as grandparents and sometimes even great grandparents in the home, requires DHS to develop integrated approaches to service delivery, both within DHS and externally, in collaboration with partner providers and the business community. Pivoting away from providing services based solely on where someone "signs up" in the system, DHS is transforming its services by actively creating processes to address all family members' potential needs at any given entry point.

HDVR neighbor island branches have designated VRS counselors serving the Counties of Hawaii, Kauai, and Maui, inclusive of the islands of Molokai and Lanai as points of contact for all schools. The role of the VRS is to have a presence at their designated schools to engage with students and educators. They provide consultation and technical assistance to school staff, students and their families with information regarding HDVR's goals and mission, access to Pre-ETS supports, eligibility criteria, scope of services, rights, remedies, and connect the HIDOE students with disabilities to community paid work based learning experiences through HDVR's contracted Community Rehabilitation Providers (CRPs).

VRS counselors receive direct referrals of students with disabilities from the school, at any time during the school year. They provide consultation and technical assistance to school staff during their school visits, and during IEP meetings for students who are seeking Pre-ETS program services and/or were found eligible for VR services. When a student is found eligible for VR services the VRSA will attend IEP meetings, at the request of the HIDOE, as available and agreed to with stakeholders. If unable to attend, VR information is provided by the VRS to the IEP team. The VRS will review the student's IPE and allow for amendments at the request of the student and their IEP team.

In addition, the role of the VRS is to provide introduction and guidance to post-school alternatives, support planning and coordination for work experiences in a competitive integrated setting to improve employment outcomes.

HDVR continues to collaborate with the HIDOE to deliver paid and unpaid community-based work-based learning experiences (WBLE) in competitive integrated settings for students with disabilities. HDVR is updating the inter-related components for students with disabilities to access career exploration services, including classroom experiences, in-school integrated unpaid WBLE, and integrated community unpaid or paid WBLE, workplace readiness and self-advocacy services in order to expand inclusion of Perkins V programming (Career Technical Education) opportunities. The HIDOE classroom experience is designed with a workplace readiness component for students to explore career pathways. HIDOE in-school experiences are designed to continue workplace readiness training with integrated WBLE (unpaid) at the HIDOE school. Integrated community WBLE, workplace readiness and self-advocacy activities are usually provided in the community. All paid WBLE are made available through HDVR's CRP's and compensated at competitive wages, and in compliance with Department of Labor's Fair Labor Standards Act.

2. INFORMATION ON THE FORMAL INTERAGENCY AGREEMENT WITH THE STATE EDUCATIONAL AGENCY WITH RESPECT TO:

A. CONSULTATION AND TECHNICAL ASSISTANCE TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING VR SERVICES;

DVR and DOE are in the process of updating the current interagency SEA Agreement to include the statutory requirements under the Rehabilitation Act of 1973, as amended by the WIOA. DVR anticipates that the recommended updates will be executed during 2022.

Consultation and technical assistance will be provided by DVR to DOE personnel in planning for the transition of students with disabilities from school to post-school activities, formally and informally throughout the school year. Statewide transition team meetings coordinated with DOE, DVR, Department of Health (DOH), and community stakeholders serve to support this initiative. In addition to IEP and 504 meetings, these transition team meetings occur annually on neighbor islands, with quarterly meetings scheduled on Oahu. DVR understands and is committed to ongoing training as a vital component of successful engagement of students and collaboration with partners.

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

HDVR and HIDOE are agreed to work collaboratively to assist students with disabilities in development and completion of their IEP. Transition planning includes, but is not limited to: VRS invitation by HIDOE to participate in IEP meeting for shared students, VRS collaboration with and assistance to HIDOE teachers in transition planning for students, introduction and guidance of students to post-school alternatives by HIDOE transition coordinator and VRS working with students. Planning also includes coordination of experiences for students in WBLE competitive integrated settings to improve employment outcomes.

HDVR will provide transition planning supports which facilitate the development and completion of an IEP under the IDEA 504 plans in compliance with the ADA, and development of an IPE within 90 days from the date of VR eligibility determination, and prior to exit from high school for students served by the VR program (34 CFR §361.22(a)).

HIDOE facilitates annual IEP and 504 meetings for every student receiving special education services. Should the IEP or 504 team agree to submit a referral to HDVR; the HIDOE transition coordinator will be responsible for submitting the referral for VR services after the respective IEP meeting. Once a student is found eligible for VR services, the VRS will attend the annual IEP or 504 meetings at the request of the HIDOE, whenever possible. If the VRS is unable to attend this meeting, information will be provided to the student and their family. The VRS reviews the student's IPE and allows for amendments at the request of the IEP team. HDVR is represented on a variety of committees such as the Special Education Advisory Council (SEAC) and the School Council on Developmental Disabilities (SCDD) which enable parents and members of the community to gather information and provide input to HDVR.

HDVR and HIDOE are working together to align indicators and outcomes for performance in Appendix 1: Performance Goals for Vocational Rehabilitation Program. This collaboration will support quarterly and annual reviews of program impacts and opportunities for process improvements for effectiveness of services.

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

DVR staff assist students with disabilities with employment planning in collaboration with DOE, in order to support informed choice during the development of their IPE. The plan outlines services, service providers, financial responsibilities including comparable benefits, and roles and responsibilities of each agency. DOE and DVR are responsible for providing qualified personnel to provide transition services.

Roles and responsibilities: DVR's Staff Services Office (SSO) coordinates plans for statewide implementation of transition services and assists staff with the annual review of services provided. DOE district and DVR branch staff assist their respective designated school and section. If roles or responsibilities are unclear, DVR's assigned SSO staff will work with

designated DVR staff and appropriate DOE staff to clarify DVR's roles and responsibilities for each entity.

DOE is responsible for providing and paying for DOE services identified in the IEP, including educational transition services for eligible students under IDEA, and DVR PE students with disabilities who may receive Pre-ETS program services. DVR is responsible for providing and paying for vocational or employment related services identified in the IPE for students, in keeping with DVR requirement for comparable services and benefits, and personal resources. Financial responsibilities: DVR will be responsible for VR services authorized by the Rehabilitation Act and identified on an IPE, or for PE students in their Pre-ETS agreement for services. DOE will be responsible for services in the IEP, as authorized by the IDEA, or 504 plans as authorized by the ADA.

When an overlap of educational goals and employment goals and services is identified, a cost sharing arrangement may be negotiated between DVR and the DOE. All parties must be involved in transition planning to decide about financial responsibility, appropriate services and allocable costs.

The following are general guidelines to support understanding how decisions can be made under the DVR and DOE updated SEA Agreement being finalized (as currently defined in the interagency agreement MOU and implementation guidelines that will be replaced by the final SEA Agreement upon execution):

- **Test 1:** Will the service help to achieve the educational goal of the IEP? If yes, the school is primarily responsible for services;
- **Test 2:** Will the service help to achieve the employment goal of the IPE? If yes, DVR is primarily responsible for the service;
- **Test 3:** If the same service appears on both the IEP and IPE or 504 plan, the school and DVR are responsible for negotiating a cost sharing arrangement (conflicts between school and DVR are to be resolved utilizing the process outlined in the final updated SEA Agreement which will replace the previous MOU and implementation guidelines).

- **Interagency Disputes:** If DHS or DOE fail to provide or pay for services for which they have financial or legal responsibility, the dispute will be referred to the Director of the DHS and Superintendent of the DOE. The Director and Superintendent, or their designees, will meet to resolve the interagency dispute. If the department heads cannot resolve the interagency dispute, the unresolved issue should be taken to the Governor for resolution.

If the student is over 18 and eligible for Medicaid long-term care services (DOH DD Waiver), and chooses to enroll in DD Waiver and/or a Mental Health program, DVR is updating these inter-agency agreements for cost sharing arrangements to determine resources for each student's situation for implementation of process improvements in 2020. Staff of these funding agencies will be trained in the use of the updated agreement and decision-making process in order to strengthen efficient access to services and improve performance accountability.

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

HDVR staff engage in student outreach by presenting information about HDVR at local conferences, schools, council meetings, and with various community organizations. HDVR will share outcome data to evaluate the impact of outreach and engagement efforts. HDVR will also coordinate with HIDOE on parent/family engagement opportunities. HDVR participates in the statewide Employment First partnership for student employment opportunities.

In collaborative partnerships with other agencies, HDVR administrative level staff serve on boards and councils to address joint responsibilities for provision of VR services to eligible students, and PE students with disabilities who may receive Pre-ETS program services. These partnerships include, but are not limited to: Special Education Advisory Council (SEAC), State Council on Developmental Disabilities (SCDD), State Council on Mental Health, State Workforce Development Board, Services for the Blind Branch Advisory Council, and Deaf & Hard of Hearing Advisory Board.

As designated, HDVR branch managers, section supervisors and VRS assist with identification of students with disabilities who may be eligible for VR services, as well as PE students with disabilities to access Pre-ETS program services. Between HDVR and HIDOE, referrals for VR services can occur at any time during the school year. HDVR will maintain a presence and receive referrals of potential applicants at: transition fairs, job and career fairs, parent support groups, and forums hosted by high schools, organizations serving youth with disabilities and independent living training programs. HDVR continues to identify opportunities to conduct outreach to PE and VR eligible students in need of Pre-ETS program services.

In addition to staff engagement on State Boards and Councils, HDVR outreach strategies for VRS counselors include but are not limited to participation with IEP and transition planning meetings when available; parent support groups; parent forums hosted by high schools; transition fairs; programs providing independent living skills training; organizations serving youth who are blind, partially sighted, deaf, hard of hearing or deaf-blind; and job and career fairs.

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

HDVR utilizes outcomes and competitive market rates or fee structure for commonly used and available services. Statewide rates and technical specifications established for services most commonly purchased from qualified agencies or non-profit VR service providers include: benefits planning, internship/temporary work, job coaching, job preparation, development and placement, supported employment, vocational evaluation, and assistive technology and services.

HDVR has entered into contracts with seven private non-profit
Community Rehabilitation Providers (CRPs) to provide:

- Evaluation and Training Services;
- Supported Employment (SE) Services;
- Vocational and Work Adjustment Services; and
- Assistive Technology Services.

The services are procured competitively through the Hawaii State Procurement process. Multiple awards are granted from the single procurement, based upon geographic area, vendor quality and capacity, and documented VR participant need. This process ensures state-wideness of service provision.

Upon award, the CRPs are required to sign contracts with HDVR, prior to providing services to participants. These services are paid for by a milestone or on an outcomes basis, not to exceed a set contracted amount and timeframe. Potential CRPs with accreditation by the Commission and Accreditation of Rehabilitation Facilities (CARF) are given preference for contract awards. The contracted CRP's facilities must meet the Americans with Disabilities Act (ADA) requirements as well. The Vocational and Work Adjustment Services contracts have been modified to include the provision of Pre-ETS mandatory services both to HDVR participants and PE students with disabilities, without reducing services to adults.

Additionally, under the Ticket to Work Program with SSA, which provides employment services to most of those receiving Social Security benefits, the SSA issues tickets to eligible beneficiaries. They have the choice to assign their tickets to an Employment Network (EN) of their choice (representative of CRP's) to obtain employment services or HDVR, for vocational rehabilitation services and other support services necessary to achieve their vocational goals.

With Hawaii's Partnership Plus Agreement, HDVR will partner with EN's that have passed suitability clearance with SSA. The purpose of the Partnership Plus Agreement is to provide the ticket holder access to a coordinated and seamless service transition between HDVR and the EN's employment retention services. The agreement will build on and strengthen the existing partnership between HDVR and the EN around the provision of VR services for participants needing long-term supports. HDVR is currently working on the final stages of executing the Partnership Plus Agreement and expects to have this agreement in place by the end of calendar year 2022. In the meantime, HDVR meets with the local ENs on a quarterly basis to ensure that ticket holders in Hawaii have access to and knowledge of the employment resources available to them. HDVR is working on a Ticket to Work Resource Guide which will be available to all VRS counselors, and new VR participants who are ticket holders, to support the goal of making sure that the ticket holders know about the resources available to them while they are either on the Order of Selection (OOS) waitlist, or an active VR case, as well as after case closure. In addition to working with the local EN's and Workforce EN's, HDVR is working with other ticket providers that offer benefits counseling and protection/advocacy to address participants needs.

Annually, HDVR contracts services for the completion of the consumer satisfaction survey (CSS). The CSS, administered by the University of Hawaii, Pacific Disabilities Center in Honolulu, Hawaii, elicits answers regarding satisfaction from clients whose cases closed during the past federal fiscal year, to quantify DVR participant satisfaction. Additionally, DVR conducts a Community Statewide Needs Assessment (CSNA) every three years to address current and relevant information on needs of individuals with disabilities for HDVR to develop programs, improve services, and allocate resources that address the identified needs. The CSNA for the periods 2018-2020 and 2021-2023 are expected to be completed by 2023, as delayed by the pandemic. The contract to complete the CSNA is currently being routed for signatures with an execution date of June 2022. Once the data is gathered from the CSNA covering the period 2018-2023 (triennial 2018-2020 and 2021-2023), HDVR will work with the SRC and other stakeholders to address the findings in the CSNA and determine goals and strategies to address the rehabilitation and service needs of any identified minorities with most significant disabilities and inform the goals and priorities of Hawaii's VR services. The CSNA due for PY 2024-2026 will be completed in the calendar year 2026.

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

HDVR contracts with CRP's statewide to provide Supported Employment (SE) services, including customized employment for participants with the most significant disabilities. Youth with the most significant disabilities for whom competitive integrated employment has not historically occurred, or for whom competitive integrated employment has been interrupted or intermittent because of a significant disability, and who, because of the nature and the severity of their disability, will receive SE services with extended services after they transition from HDVR in order to maintain work skills and retain employment.

Milestone #1: Work Strategy Assessment. This milestone is achieved when the VRS receives a written Work Strategy Assessment that is completed by the CRP, and approved by VRS.

Milestone #2: Development of a Job Placement Plan and Provision of SE Services. This milestone is achieved when the SE Team has completed the Job Placement Plan. The SE Team is composed of the Participant, CRP Employment Specialist, VRS, and other individuals that make up the participant's support network such as family, Case Managers (DDD, Mental Health etc.). The SE Provider executes the plan and begins the provision of SE Services.

Milestone #3: Job Placement and 15 Clock Hours of Work Performed. This milestone is achieved when the VRS receives written documentation (Job Placement Notification Form from the CRP that the consumer has been hired, has completed at least 15 clock hours of work, and the VRS determines that the job is consistent with the consumer's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

Milestone #4: Supported Employment Maintenance Fee. This milestone is achieved when the consumer has reached a 50/50 level of support (50% of work hours do not require the services of a job coach) and the SE Team has reviewed and updated the Job Placement Plan.

Milestone #5: Successful Employment Fee. This milestone is achieved when the SE Team meets and agrees that the SE Provider has completed their part of the Job Placement Plan and all Job Coaching duties have been transitioned to the Extended Service Provider.

Additional services include SE Retention and Ongoing Supports, whereby HDVR assists with job retention in competitive integrated employment in the community via job coaching and regular follow-up. Though purely based on need, most SE participants will receive 100% Job Coaching at initial placement, then will taper off to less than 50% with the goal of independence at completion of services. In addition, HDVR partners with the Department of Health (DOH) Developmental Disabilities Division (DDD) case managers and SSA Ticket to Work Employment Networks (ENs) to provide extended services to sustain employment in Hawaii's workforce.

In 2019, HDVR and DOH-DDD reviewed and revised the draft MOA that identifies resources for SE and customized employment services, including extended services for dually eligible program participants. In support of this collaboration HDVR and the DOH Developmental Disabilities Council co-sponsored customized employment training for staff and partners to improve supported employment outcomes using best practices for individuals with most significant disabilities to obtain and retain employment. Significant strides in program collaboration and initiatives have been made and updates to the MOA currently being reviewed with DOH and DVR attorney generals, is scheduled to be completed in 2022. Staff of these funding agencies will be trained in the use of the updated agreement and decision making process. HDVR's Partnership Plus agreement, previously referenced, is also utilized for long-term supports for job skills maintenance and employment retention for participants identified as SSA disability beneficiaries with an assigned Ticket To Work.

Supported Employment services are currently being provided to individuals with most significant disabilities, including extended services for youth with the most significant disabilities through collaborative efforts by VRS counselors and Case Managers from DDD and Case Managers from Adult Mental Health Division. VRS counselors and Case Managers work as part of the Supported Employment Team when a HDVR participant is a mutual client. Each team member, along with the participant contribute to the planning and service acquisition/delivery throughout the milestones (as indicated above) with the HDVR SE contract provider. Each team member and VR participant also has a role in the successful employment and transition to the Extended Service provider.

A Request for Information (RFI) for SE services was published in January 2022. Many entities expressed interest, including some from the mainland USA and overseas. HDVR anticipates that

a Request for Proposal (RFP) will be released in May 2022 with award and new contracts in place by October 2022.

Under WIOA, HDVR will continue to review and address provider quality services which include a review of the processes indicated in the scope of services, and as indicated in HDVR contract monitoring reviews, or rules and regulations updated by the Rehabilitation Services Administration (RSA).

G. COORDINATION WITH EMPLOYERS

1. VR SERVICES; AND

DVR collaborate with the WIOA core partners statewide through established Memoranda of Agreements to engage with employers in addressing future workforce needs associated with skills development and expansion of business operations and qualifications needed. DVR also supports core partners understanding of ADA requirements as well as workplace accommodations and/or customized employment opportunities to promote employers hiring of qualified individuals with disabilities in Hawaii's workforce.

DVR has implemented evidence-based practices and innovative strategies for addressing key challenges to strengthen employer engagement including: streamlined employer outreach activities; customization of employer engagement; job development and job negotiation tailored to the unique business needs of each individual employer; and dissemination of technological tools for improving the direct relationship between the employee and the employer.

To achieve competitive, integrated employment outcomes for DVR participants, DVR continues to improve and apply effective practices with partnerships to leverage resources.

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

- **AJC:** Co-located activities are regularly conducted with DVR participants, prospective referrals, and educational/informational resource sharing is provided by staff to enhance AJC services and engagement of individuals with disabilities under the statewide MOU's currently in place with DVR. DVR leadership also participates in regular AJC partner meetings and sub-committees to support employer engagement.
- **Legislative Forum:** An annual Legislative Forum on the islands of Kauai, Maui and Hawaii Island brings together employers to engage in dialogue with DVR, the Developmental Disabilities Council and legislators to "talk story" about success stories of hiring persons with disabilities. Information is shared about compliance with the ADA and ways to promote job retention.
- **Recruitment Fairs:** Recruitment Fairs are held year-round to promote hiring of persons with disabilities. DVR partners with the AJC and community partners to plan and execute job hiring events with State, Federal and Private Employers.
- **DisabilityIn** (formerly Business Leadership Network)– **Oahu:** Disability: In is a national organization of businesses that empowers businesses to achieve disability inclusion and equality. DVR is an active member of Disability: In. Which is Hawaii's business-business organization created by business leaders to share best practices in hiring, retaining and marketing strategies for people with disabilities.
- **Hawaii Employment First Taskforce (HEFT) – Oahu:** Meets monthly to analyze and promote changes in policies and procedures needed to increase opportunities for competitive integrated employment opportunities for all persons with disabilities. Conducts a yearly Employer Information and Reverse Job Fair with support from various organizations and the State Legislature.

- **Disability Awareness and Training** have been provided across the state by DVR staff for employers and partner agencies.
- **HireNet:** A statewide, integrated and interactive workforce portal is used to track all contacts with employers and participants with disabilities using the WDD platform. Logging into this system will allow WDD and DVR to gather data of employer engagement.

In addition, DVR works with employers to provide information on disability and diversity awareness, guidance on the ADA and reasonable accommodations, workplace accommodations for supportive performance outcomes including assistive technology when applicable, and Workforce Opportunity Tax Credits.

During the pandemic, DVR staff have used virtual platforms to continue to present information on DVR Services, Disability Awareness training, and training on accessibility for individuals who are blind or visually impaired to government agencies, private and non-profit employers, business groups and at the AJC's.

DVR is also working with the DLIR/WDD to update the Work Opportunity Tax Credits (WOTC) Memorandum of Agreement (2004) to make for more efficient data collection and reporting and to further streamline the WOTC process for Hawaii's Employers through the assistance of DVR. This MOA is expected to be executed in 2022.

DVR's Oahu Employment Specialists conduct weekly business development with office/jobsite visits with employers who have competitive integrated employment opportunities within their companies. DVR VRS also contact employers statewide to support participant's transitional work experiences for skills development, as well as employment goals and successful rehabilitation in competitive integrated employment. These employment opportunities represent opportunities for meaningful careers for DVR participants. Relationships are established with the decision maker of the company to develop long-term relationships and support ongoing hiring needs with DVR referrals of qualified candidates. A significant employer engagement success has been with government employment opportunities for well-paid, competitive, secure jobs and benefits for DVR participants. Federal employer engagement highlights include: Naval Supply Systems Command (NAVSUP) and Pearl Harbor Naval Ship Yard (PHNSY), where more than 50 individuals have been hired, retained, and/or advanced with these federal employers since 2015, representing a "pipeline" model for DVR VRS employer engagement opportunities. DVR's work with the State for placement opportunities with the Department of Transportation (DOT) represents hiring participants and their advancement as both part-time and full-time employees. DVR's collaboration with DLIR's WDD Summer Youth Employment Program(SYEP) agreement in 2019 supported the creation of State WBLE sites, with the potential for students being hired at the end of their training into State competitive integrated positions. DVR staff also continue to work on expanding employment opportunities throughout State agencies through Hawaii's Selective Placement category for direct hiring of qualified participants with disabilities. DVR will continue to collaborate with stakeholders on staff development using DHS Human Resource training resources.

During the pandemic, HDVR's Employment Specialists (ES) have continued to maintain contact with current employers and increase awareness and outreach of the HDVR program. Opportunities to participate in Federal Workplace Readiness Programs (WRP) that lead to permanent, competitive integrated employment have expanded to include U.S. Pacific Fleet and the Pacific Missile Range Facility. In addition, the WRP program is now being discussed with stakeholders for launch on Kauai due to the success on Oahu.

VRS statewide are actively promoting DVR and seeking employment opportunities with employers on behalf of participants. VRS efforts in 2019 resulted in average hourly wages of $15.64 for successful rehabilitations statewide, while participants with blindness or loss of

vision averaged $25.50 hourly for their placements, and participants who are deaf or hard-of hearing averaged $17.77 hourly for their placements. The average hourly rate of wages for non-disabled during this same timeframe represented $24.50 hourly statewide in 2019. DVR is committed to building workforce parity for all participants we serve.

Employment opportunities decreased due to the restrictions associated with impacts of the COVID-19 pandemic. Despite these impacts, VRS and ES statewide continued to work with participants to either upskill or provide training options for in-demand occupations while looking for work-based learning opportunities or remote or essential work. Employment numbers decreased during this period, while still showing the resiliency of people who wanted to continue to pursue their career goals with successful rehabilitations referenced in the table below.

Statewide	Rehabilitations	Average Hourly Wage	Average Hours/Weekly
FY20	57	$14.80	26.36
FY21	61	$15.87	30.49

In addition to employer visits and cold calls, VRS attend Rotary Club Meetings, Chamber of Commerce educational forums, and small business owners' meetings. Other activities include working with private and non-profit agencies with work programs to coordinate braided services for placements with these entities.

DVR Employment Specialists and counseling staff conducted business engagement activities, sustaining strong relationships with community partnerships, including private and non-profit employers and businesses during the pandemic. The switch to virtual platforms brought more stakeholders to meetings which resulted in more robust conversations regarding the value of working with special populations within the Hawaii workforce development community. This has resulted in a broader discussion of sector strategies that will increase opportunities for DVR participants to explore and develop career pathways through work-based learning experiences, job shadowing, and training.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

HDVR contracts with non-profit CRP's to support Pre-ETS program services statewide for career exploration activities, including job exploration counseling provided by HDVR staff, WBLE in competitive integrated worksites, workplace readiness training, self-advocacy, and counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs.

Working with contracted CRPs, HDVR staff have actively engaged with employers to establish internship opportunities, on-the-job work experiences including short-term community work-based learning opportunities for students with disabilities. A contracted provider on Oahu has been creative by expanding Summer Youth Program offerings to include four two-week sessions of camp-based learning experience for students to gain exposure to independent living as well as vocational skills over the summer. In addition, other contracted providers have offered short-term summer employment opportunities that include practical soft skill development initiated during Spring break providing students with exposure to the preparation needed to create a best-fit approach prior to summer work site placement statewide. This pre-placement approach has proven to provide an increased awareness for all involved inclusive of trust and rapport building between VRS counselor, student and their support system. Further, this allows for thorough preparation and planning including identifying transportation needs of the student and ample time to schedule practice opportunities, as needed and appropriate in advance of scheduled activities.

As the state has recently re-opened for business after the expiration of the Governor's Emergency Proclamation that was instituted in March 2020 in response to the pandemic, HDVR will continue its efforts to re-establish the baseline network of employers for development of new WBLE sites leading to employment in competitive integrated settings statewide for students and youth with disabilities. Regular business highlight meetings showcasing employer presentation on hiring needs, qualifications for positions, and human resource supports have been provided to HDVR staff, as well as community partners remotely over the past two years during the pandemic to engage VRS and employers in identifying qualified candidates for referral and hiring.

H. INTERAGENCY COOPERATION

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

In 2016, the DHS MedQuest Division (designated state agency to administer the Hawaii Medicaid program) and HDVR entered into a Cooperative Agreement for Employment First with the State of Hawaii, DLIR, State Workforce Development Board, Workforce Development Council, Hawaii County Workforce Development Board, DOE Adult Education/Special Education, DOH-DDD, DOH Adult Mental Health Division (AMHD), DOH Developmental Disabilities Council, and the UH Center on Disability Studies.

Through this Cooperative Agreement, the Employment First Initiative seeks to shift public resources to be aligned with newly established policies that make competitive integrated employment the top priority for partner agencies when serving people with disabilities. To achieve the goals of Employment First and principles of WIOA, each member's role and collaborative responsibilities are outlined in the Cooperative Agreement.

The Hawaii Employment First Taskforce (HEFT) Cooperative Agreement (CA) is in final draft form as an updated version of the original Employment First Agreement signed in 2016. It is the expectation that this CA further clarifies roles and strengthens collaboration amongst partners, having a direct impact on the number of individuals with significant disabilities in the community to have increased opportunities for competitive integrated employment. This CA is expected to be executed in 2022.

HDVR, DOH-DDD, and the Governor's Office were invited to participate in the National Governor's Association "Building Inclusive Talent Pipelines for People with Disabilities" in May 2018. The objective was to develop strategies for expanding access to employment and training for persons with disabilities. As a result of this collaboration, an Executive Order for the establishment of the Hawaii Employment First Taskforce (HEFT) to expand competitive integrated employment opportunities for individuals with disabilities in Hawaii was developed. This Executive Order is in its final draft form and is being readied for submission to the Governor's office for authorization in 2022.

Supporting the authorization of this Executive Order continued to be a priority of HEFT, which is comprised of the HDVR, DOH-DDD, DOH Developmental Disabilities Council, DOH Adult Mental Health Division (AMHD) and Child and Adolescent Mental Health Division (CAMHD), DOE Special Education, DLIR-WDD, UH Center on Disability Studies, and the City and County of Honolulu Disability Employment Initiative. The Counties of Kauai, Maui, and Hawaii also have active chapters of HEFT to reinforce statewide employment opportunities for individuals with disabilities in Hawaii's workforce. Partners meet monthly as the Employment First network hosted by the University of Hawaii to collaborate on the development of opportunities statewide for competitive integrated employment for Hawaii residents with disabilities.

In anticipation of the HDVR RFP for Supported Employment Services to be posted in May 2022, HDVR is collaborating with DHS MedQuest Division and DOH DDD to align fee schedules used in their Medicaid Waiver program. This will in turn broaden the Supported Employment services

provider network allowing for more opportunities for informed choice for participants. This fee schedule alignment is in direct response to the 2022 execution of the HDVR/DOH-DDD MOU.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

In 2019, HDVR and DOH-DDD were able to review and revise the draft MOU that identifies resources for SE and Customized Employment services for dually eligible program participants. In support of this collaboration HDVR and Hawaii's DOH Developmental Disabilities Council co-sponsored Customized Employment training for staff and partners to improve supported employment outcomes using best practices for individuals with most significant disabilities to obtain and retain employment. Significant strides in program collaboration have been made since the Employment First Initiatives and strategic planning at the National Governor's Association in 2018. The finalization of the MOU was expected to be completed in 2020, and as delayed by the pandemic is now scheduled for completion in 2022, along with the authorization of the Employment First Executive Order, and HEFT initiatives being implemented in the State of Hawaii to build parity for individuals with disabilities employment opportunities in Hawaii's workforce.

HDVR is implementing a new MOU with the DOH, Developmental Disabilities Division (DDD) as noted above. Hawaii DOH's DDD is the State agency responsible for operating the 1915(c) Home and Community Based Services Medicaid Waiver for Individuals with Intellectual and Developmental Disabilities (Medicaid I/DD Waiver). This MOU provides mechanisms for collaboration at the State level that will increase opportunities for competitive integrated employment in the state and ensure the smooth transition of people mutually served by HDVR and DOH-DDD without duplication of services, as they progress from supported employment services to long-term supports. This MOU is expected to be executed in 2022.

As stated in section h.1 above, HDVR expects to post the RFP for Supported Employment Services in May 2022. HDVR's collaboration with DHS MedQuest Division and DOH DDD to align fee schedules used in their Medicaid Waiver program will broaden the Supported Employment services provider network and allow for more opportunities for informed choice for participants. This fee schedule alignment is in direct response to the 2022 execution of the DHS HDVR/DOH DDD MOU.

HDVR and DOH-DDD, DOH AMHD and CAMHD continue to work collaboratively through the HEFT partners, participating in monthly remote meetings to engage youth and adults with disabilities statewide in Hawaii's workforce. HDVR and these partners have also engaged with the Department of Labor and Industrial Relations Workforce Development Division and County American Job Centers to ensure Hawaii residents with disabilities have access to resources for career exploration statewide. In addition, HDVR has met with the DOH CAMHD staff to provide information on the VR program, specifically for Pre-ETS for students with disabilities to strengthen program knowledge for line staff, and collaboration between agencies, including referrals to HDVR. HDVR is an active partner on the State Council on Mental Health, sharing updates on statewide services available to eligible residents, and HDVR's related performance outcomes. VRS counselors are involved statewide with programs associated with DOH AMHD such as the Clubhouses, Peer Mentorship programs and statewide initiatives involving competitive integrated employment. VRS staff on Oahu are engaged in a career exploration collaboration with the State's Hawaii Youth Correctional Facility, RYSE (homeless youth outreach program), and Olomana High School on Oahu, working with youth having mental health diagnoses and other barriers to employment in support of their engagement in work-based learning experiences. HDVR's Employment Team hosts and invites these partners to monthly remote employer engagement presentations on recruitment, hiring, qualifications for vacancies, and human resource supports offered by these employers.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

DVR and DOH-DDD, DOH AMHD and CAMHD continue to work collaboratively through the HEFT partners, participating in monthly remote meetings to engage youth and adults with disabilities statewide in Hawaii's workforce. DVR and these partners have also engaged with the Department of Labor and Industrial Relations Workforce Development Division and County American Job Centers to ensure Hawaii residents with disabilities have access to resources for career exploration statewide. In addition, HDVR has met with the DOH CAMHD staff to provide information on the VR program, specifically for Pre-ETS for students with disabilities to strengthen program knowledge for line staff, and collaboration between agencies, including referrals to HDVR. HDVR is an active partner on the State Council on Mental Health, sharing updates on statewide services available to eligible residents, and HDVR's related performance outcomes. VRS counselors are involved statewide with programs associated with DOH AMHD such as the Clubhouses, Peer Mentorship programs and statewide initiatives involving competitive integrated employment. VRS staff on Oahu are engaged in a career exploration collaboration with the State's Hawaii Youth Correctional Facility, RYSE (homeless youth outreach program), and Olomana High School on Oahu, working with youth having mental health diagnoses and other barriers to employment in support of their engagement in work-based learning experiences. HDVR's Employment Team hosts and invites these partners to monthly remote employer engagement presentations on recruitment, hiring, qualifications for vacancies, and human resource supports offered by these employers.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

1. SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS

I. THE NUMBER OF PERSONNEL WHO ARE EMPLOYED BY THE STATE AGENCY IN THE PROVISION OF VR SERVICES IN RELATION TO THE NUMBER OF INDIVIDUALS SERVED, BROKEN DOWN BY PERSONNEL CATEGORY;

The table below shows the number of personnel employed by HDVR.

Branch	Position Title	Total Positions	# of vacancies
Administration and Staff Support Office	Administrators	2	0
	VRS/Staff Specialists	6	1
	Clerical Support	4	2
Oahu Branch	Branch Administrator	1	1
*Serves 56% of total VR participants (including those on the Order of Selection Waitlist) and potentially eligible students	Supervisors	6	3
	Vocational Rehab Spclts	26	10
	Social Service Aides	2	2
	Clerical Support	9	1
	Employment Specialist	1	0
Maui Branch	Branch Administrator/Supervis	1	0
*serving 13% of total VR participants (including Order of Selection deferred list eligible individuals) and potentially eligible students	Vocational Rehab Spclts	5	1
	Clerical Support	2	0
Hawaii Branch	Branch Administrator/Supervis	1	0
*serving 17.5% of total VR participants (including Order of Selection deferred list eligible individuals) and potentially eligible students	Vocational Rehab Spclts	7	2
	Clerical Support	3	1
Kauai Branch	Branch Administrator/Supervis	1	0
*serving 8.5% of total VR participants (including Order of Selection deferred list eligible individuals) and potentially eligible students	Vocational Rehab Spclts	3.5	1.5
	Clerical Support	2	1
	Employment Specialist	1	1
Services for the Blind Branch	Branch Administator	1	0
*serving 4% of total (does not include Older Blind 175 per annum, New Visions Students 90 per annum, and Business Enterprise Program Vendors 44 per annum)	Supervisors	3	1
	Vocational Rehab Spclts	3	2
	Rehab Instructors	7	3
	Orientation/Mobility Therapists	2	1
	Vending Specialists	3	1
	Employment Specialist	1	0
	Clerical Support	5	2
	Social Service Aides	1	0
	Account Clerk	1	1
*This is percentage of all individuals HDVR projects to serve in FFY 2023. See narrative below.			

HDVR projects serving at a minimum 4,800 individuals in FFY 2023, including potentially eligible (PE) students. HDVR currently has 17 VRS vacancies out of 45 VRS I, II, III, and IV positions, 38% vacancy rate, to serve these individuals and will continue to serve eligible individuals with approved IPEs, as well as potentially eligible students with disabilities accessing the Pre-ETS program services. HDVR is working to fill 17 VRS vacancies and manage fiscal resources to resolve the OOS deferred list. As of April 13, 2022, HDVR resolved the OOS Priority Category 1 deferred list and has fully opened this category. On April 18, 2022, HDVR began resolving the OOS Priority Category 2 deferred list. Individuals determined eligible for VR services under the OOS Priority Category 1 will proceed directly to IPE development.

Individuals determined eligible for VR services under OOS Priority Categories 2 and 3 will continue to be added to the deferred list according to their application date. HDVR expects that in FFY 2023, VRS positions will be filled and OOS Priority Category 1, 2, and 3 will be resolved to serve the projected number of individuals for FFY 2023. HDVR will monitor vacancies, fiscal, and caseload numbers to inform decisions and strategies to increase the number of students, youth, and adults with disabilities served.

Below is the actuals and projected number of individuals served/to be served:

FFY 2023: 3,900 active cases (projected)

Note: HDVR anticipates an additional 900 PE cases.

FFY 2022: 3,161 as of 04/14/22

Note: HDVR has an additional 1,043 PE cases plus expects 540 to be removed from OOS waitlist by 9/30/22.

FFY 2021 (actual): 3,029 VR cases served

PE (actual): 983

FY 2020 (actual): 3,079

PE (actual): 806

II. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

Please refer to table below for job titles, number of staff and vacancies (updated March 2022):

Job Title	Total Positions	Current Vacancies	Projected Vacancies over the next 5 yrs.
Staff Services Office/Senior Leadership	8	0	1
Branch Administrators	5	0	1
Supervisors	9	3	1
Vocational Rehabilitation Specialists/Direct Service Supports	68.5	11.5	5
Clerical Support	21	4	2
Employment Specialists	3	0	0

III. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES IN 5 YEARS BASED ON PROJECTIONS OF THE NUMBER OF INDIVIDUALS TO BE SERVED, INCLUDING INDIVIDUALS WITH SIGNIFICANT DISABILITIES, THE NUMBER OF PERSONNEL EXPECTED TO RETIRE OR LEAVE THE FIELD, AND OTHER RELEVANT FACTORS.

The table below shows the number of VRS positions in HDVR, number of vacancies for each level, number expected to retire, max workload, minimum VR case capacity, and maximum VR case capacity for HDVR. Based on the estimated number of retirements compared to the maximum case capacities that HDVR expects to build toward in the next five years, HDVR will be in a good position to serve more students, youth, and adults with disabilities with current staffing resources.

Posn Title	# Of Positions	# of vacancies	# Expected to Retire	Max workload	VR Case capacity min	VR Case capacity max
VRS I	7	1	0	40-50	320	400
VRS II	8	2	0	60-70	600	700
VRS III	21	4	2	80-120	2,000	3,000
VRS IV	10	2	3	80-120	960	1,440
VRS V	8	3	2			
				total caseload:	3,880	5,540

The division is working closely with the Department's Human Resources (HR) Office to advertise job announcements via listserv with professional organizations such as CSAVR, NRLI, CRCC, NCSAB, and exploring the use of social media to advertise job openings. Job openings are announced internally within the Department and on the State of Hawaii/DHS website, statewide on-the-spot recruitment and hiring at job fairs have been utilized to fill vacancies, and VRS who specialize in serving deaf participants are announced through partnerships with deaf organizations and in deaf publications. Positions at the Services for the Blind Branch are also announced with blind organizations to enhance recruitment efforts. In 2019, the Department's HR staff initiated on-the-spot hiring opportunities at job fairs statewide to streamline hiring process and address vacancy rates in the Department. Due to the pandemic, on-the-spot hiring opportunities were unable to be completed as planned however, HDVR continues to collaborate with HR department for future hiring strategies and opportunities.

HDVR is collaborating with the University of Hawaii (UH) on an Affiliation Agreement – Educational Fieldwork Experiences to allow students from the UH College of Education – Rehabilitation Counselor Education Program (RCEP) to give the students the benefit of field practicum experiences at HDVR. HDVR hopes to create a pipeline of UH RCEP graduates for potential Vocational Rehabilitation Specialists vacancies. The draft agreement was sent to UH in March 2022 and is currently under review.

B. PERSONNEL DEVELOPMENT

I. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM;

University of Hawaii, Manoa Campus, College of Education, Kinesiology and Rehabilitation Sciences, Master of Science Degree, specialization in Rehabilitation Counselor Education Program.

II. THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND

Currently, there are no HDVR staff attending the UH Manoa Rehabilitation Counselor Education program, and one HDVR staff attending the University of Kentucky for graduate degree in Rehabilitation Counseling.

Below is the total number of students enrolled at University of Kentucky and graduates from prior year from University of Kentucky in the table below.

Institution/Program	Students Enrolled	Employees Sponsored By Agency and/or RSA	Graduates Sponsored by Agency and/or RSA	Graduates from Prior Year
University of Kentucky - Specialist Education	71	2	1	0

III. THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FOR WHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

Five (5) students graduated in 2019 with graduate degrees in Rehabilitation Counseling who are employed by DVR. The five graduates are planning to sit for the CRC examination in 2020. The referenced program graduates from prior year include all graduates, not just DVR staff graduating.

DVR implemented staff development plans to include continuing education credits for all VRS to support best practices and highest impact to build parity associated with Hawaii having under 25% of individuals with disabilities in the workforce, at an average of 34% less paid hourly wages ($15.64) for direct placements in FFY2019's 3rd quarter. In-house placements for participants with blindness or loss of vision averaged $25.50 hourly per job placement, while participants who are deaf or hard-of-hearing averaged $17.77 hourly per placement in FFY2019's 3rd quarter.

Institution/Program	Students Enrolled	Employees Sponsored By Agency and/or RSA	Graduates Sponsored by Agency and/or RSA	Graduates from Prior Year
University of Kentucky - Counselor Education	71	1	NA	39
San Diego State University - Rehabilitation Counseling	65	1	NA	30
University of Hawaii Manoa- MS Kinesiology and Rehabilitation Science: Rehabilitation Counselor Education	19	1	NA	4

2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

HDVR is supportive of preparing, recruiting, hiring and retaining individuals with disabilities and persons from minority backgrounds. Personnel at HDVR represent culturally diverse backgrounds reflective of the culture in Hawaii.

The division is working closely with the Department's Human Resource (HR) office to advertise job announcements via listserv with professional organizations such as CSAVR, NRLI, CRCC, NCSAB, and exploring the use of social media to advertise job openings. Job openings are announced internally within the Department and on the State of Hawaii/DHS website, statewide on-the-spot recruitment and hiring at job fairs has been utilized to fill vacancies, and VR Specialist who specialize in serving deaf participants are announced through partnerships with

deaf organizations and in deaf publications. Positions at the Services for the Blind Branch are also announced with blind organizations to enhance recruitment efforts. In 2019, the Department's HR staff initiated on-the-spot hiring opportunities at job fairs statewide to streamline hiring process and address vacancy rates in the Department. Due to the pandemic, on-the-spot hiring opportunities were unable to be completed.

Despite this setback, HDVR was able to hire 8 VRS since 2019. To assist in the preparation and retention of these 8 VRS, HDVR developed new guidelines for CSPD to assist new hires to obtain their CRC certification and be reallocated to level VRS III.

HDVR has also been working with Human Resources to make changes to the Minimum Qualification Specifications for VRS I, II, & III, to be able to recruit UH students as prospective VRS staff.

As of March 2022, HDVR had 12 vacant VR Specialist positions (VRS I, II, III, IV, and V) of which 4 are not fully funded. HDVR has submitted requests to the legislature to restore funding to these positions. If funding is restored for these positions, HDVR will initiate the recruitment process for these positions as soon as possible in State Fiscal Year (SFY) 2023 (July 1, 2022 – June 30, 2023). The remaining 8 vacant VR Specialists positions are currently in active recruitment.

3. PERSONNEL STANDARDS

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

HDVR currently requires all newly hired VRS counselors to obtain a master's degree in Rehabilitation Counseling from a CACREP accredited program, as well as to obtain and maintain Certified Rehabilitation Counseling (CRC) certification in order to continue employment with the agency. VRS counselors who seek advancement in HDVR above the VRS III, will also be required to obtain and maintain CRC certification in order to qualify for higher level VRS IV and V positions.

The following is Included in the response for Section (B) below.

HDVR's personnel standard is aligned with CRC eligibility and certification. VR actively recruits personnel who meets standards, and maintains a Comprehensive System of Personnel Development (CSPD) database. Newly hired VRS are required to apply for RSA long-term funding with qualified CACREP Rehabilitation Counseling programs in order to leverage funding and manage HDVR costs. HDVR's personnel development includes ongoing annual continuing education opportunities paid by program income and Title I funds to ensure personnel have a 21st century understanding of the evolving labor force and needs of individuals with disabilities to successfully engage in Hawaii's workforce.

HDVR's Staff Support Office /Training Specialist maintains a database of each employee to ensure they meet CRCC standards. This database includes the employee's educational status, and if they have met the educational requirements for their position. We also track employees who need to obtain their CRC license and ensure they have their license by the agreed upon deadline at hiring. Finally, we ensure that all VRS staff meet the CSPD requirements within 5 years from the start of an individual's master's degree/rehabilitation program. HDVR's Training Specialist will schedule annual training monitoring to keep up with the requirements of CSPD, the federal training grants, and other statewide and departmental training resources to ensure that HDVR staff development and training programs adequately address the needs of all staff to maintain and update competencies in light of changes in professional standards to better understand the evolving labor force and the needs of individuals with disabilities.

Standards for VRS went into effect May 2019 with approval of these class specifications by the Hawaii State Department of Human Resources Development and Hawaii Government Employees Association (HGEA). The State Rehabilitation Council members also approved these standards as indicated in this Unified Plan.

New VRS who do not meet CSPD standards must meet the CSPD requirements in 5 years from the start of an individual's master's degree/rehabilitation program with an accredited CACREP program. The individual's master's degree/rehabilitation program must commence on the earliest possible enrollment date after completing the 6-month probationary appointment with HDVR. Details are described below:

I. All VRS I positions hired after the effective date of this standard who perform one or more Specialist functions must have a bachelor's degree from an accredited college or university, or verification of eligibility for admission to an accredited program in Rehabilitation Counseling.

II. All VRS II positions hired (or reallocated to the II level) after the effective date of this standard who perform one or more Specialist functions, in addition to meeting the minimum requirement of the I level, must have completed 50% of graduate level semester credits in an accredited rehabilitation counseling program at an accredited college or university. All VRS III and IV positions hired and/or promoted after the effective date of this standard who perform one or more Specialist functions must have a master's degree or other post-graduate degree including coursework, internship, and experience verified by the Standards and Credentials Committee of the Commission on Rehabilitation Specialist Certification (CRCC) and obtain and retain their Certified Rehabilitation Specialist (CRC) license to be acceptable for certification purposes.

III. All VRS V, and Supervisors, who are hired or promoted into positions as first line supervisors of VRS I, II, and III levels, after the effective date (May 2019) of this standard, and perform one or more Specialist functions at any time, or have the authority to do so, must have a master's degree or other post-graduate degree including coursework, internship, and experience verified by the Standards and Credential Committee of the CRCC to be acceptable for certification purposes, and must be a CRC. The new Specialist's training plans and their grade point averages are monitored during individual meetings with their supervisor during probation and annual reviews. Individual meetings with their supervisor may include, but are not limited to reviewing progress on their coursework (areas of concerns), progress in their internships, practicums, and other areas such as time management and case documentation strategies. Individual meetings are held twice a month.

HDVR has hired 7 new VR specialists (5 for Oahu Branch, and 2 for Hawaii Branch). Each new staff is required to sign an agreement to comply with the Personnel Standards and Personnel Development Requirements of the Division of Vocational Rehabilitation consistent with CSPD requirements, as regularly reviewed with their supervisor.

HDVR is actively recruiting to fill additional VRS vacant positions and working on outreach and recruiting strategies to fill these vacancies, including building more "internship" pipelines with accredited universities.

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

DVR's personnel standard is aligned with CRC eligibility and certification. VR actively recruits personnel who meet standards, and maintains a Comprehensive System of Personnel Development (CSPD) database. Newly hired VRS are required to apply for RSA long-term funding with qualified CACREP Rehabilitation Counseling programs in order to leverage funding and manage DVR costs. DVR's personnel development includes ongoing annual continuing

education opportunities paid by program income and Title I funds to ensure personnel have a 21st century understanding of the evolving labor force and needs of individuals with disabilities to successfully engage in Hawaii's workforce.

DVR's Staff Support Office /Training Specialist maintains a database of each employee to ensure they meet CRCC standards. This database includes the employee's educational status, and if they have met the educational requirements for their position. We also track employees who need to obtain their CRC license and ensure they have their license by the agreed upon deadline at hiring. Finally, we ensure that all VRS staff meet the CSPD requirements within 5 years from the start of an individual's master's degree/rehabilitation program. DVR's Training Specialist will schedule annual training monitoring to keep up with the requirements of CSPD, the federal training grants, and other statewide and departmental training resources to ensure that DVR staff development and training programs adequately address the needs of all staff to maintain and update competencies in light of changes in professional standards to better understand the evolving labor force and the needs of individuals with disabilities.

Standards for VRS went into effect May 2019 with approval of these class specifications by the Hawaii State Department of Human Resources Development and Hawaii Government Employees Association (HGEA). The State Rehabilitation Council members also approved these standards as indicated in this Unified Plan.

New VRS who do not meet CSPD standards must meet the CSPD requirements in 5 years from the start of an individual's master's degree/rehabilitation program with an accredited CACREP program. The individual's master's degree/rehabilitation program must commence on the earliest possible enrollment date after completing the 6-month probationary appointment with DVR. Details are described below:

I. All VRS I positions hired after the effective date of this standard who perform one or more counselor functions must have a bachelor's degree from an accredited college or university, or verification of eligibility for admission to an accredited program in Rehabilitation Counseling.

II. All VRS II positions hired (or reallocated to the II level) after the effective date of this standard who perform one or more counselor functions, in addition to meeting the minimum requirement of the I level, must have completed 50% of graduate level semester credits in an accredited rehabilitation counseling program at an accredited college or university. All VRS III and IV positions hired and/or promoted after the effective date of this standard who perform one or more counselor functions must have a master's degree or other post-graduate degree including coursework, internship, and experience verified by the Standards and Credentials Committee of the Commission on Rehabilitation Counselor Certification (CRCC) and obtain and retain their Certified Rehabilitation Counselor (CRC) license to be acceptable for certification purposes.

III. All VRS V, and Supervisors, who are hired or promoted into positions as first line supervisors of VRS I, II, and III levels, after the effective date (May 2019) of this standard, and perform one or more counselor functions at any time, or have the authority to do so, must have a master's degree or other post-graduate degree including coursework, internship, and experience verified by the Standards and Credential Committee of the CRCC to be acceptable for certification purposes, and must be a CRC. The new counselor's training plans and their grade point averages are monitored during individual meetings with their supervisor during probation and annual reviews. Individual meetings with their supervisor may include, but are not limited to reviewing progress on their coursework (areas of concerns), progress in their internships, practicums, and other areas such as time management and case documentation strategies. Individual meetings are held twice a month.

HDVR has hired 7 new VR specialists (5 for Oahu Branch, and 2 for Hawaii Branch). Each new staff is required to sign an agreement to comply with the Personnel Standards and Personnel

Development Requirements of the Division of Vocational Rehabilitation consistent with CSPD requirements, as regularly reviewed with their supervisor.

HDVR is actively recruiting to fill additional VRS vacant positions and working on outreach and recruiting strategies to fill these vacancies, including building more “internship” pipelines with accredited universities.

4. STAFF DEVELOPMENT

A. A SYSTEM OF STAFF DEVELOPMENT FOR PROFESSIONALS AND PARAPROFESSIONALS WITHIN THE DESIGNATED STATE UNIT, PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

Included in Section (B); effective July 1, 2016, HDVR implemented the use of training plans, with updates to be integrated in 2020 for CRC requirements and continuing education credits. HDVR staff (professionals and paraprofessionals) are required to complete Training Plan Development Worksheets annually, or more frequently as indicated. The worksheet assists in the identification of the individual staff training and development needs, supports the creation of a training plan, ensures follow up, and measures the results of training. From information on the individual worksheets, training activities are prioritized based on identified needs and submitted for implementation at the start of each State fiscal year. Adjustments to plans throughout the year may be considered and approved as indicated to address performance and/or community needs for best practices to be integrated into services. A statewide semi-annual review is conducted to ensure training needs are being met and costs are being planned with any approved adjustments. Statewide training initiatives include: collaborative relationships with the local University to support the Masters of Rehabilitation Counseling program; formal contracts with San Diego State University, Vocational Rehabilitation Technical Assistance Center for Quality Management (VRTAC-QM) and qualified providers for statewide training and technical assistance to VR Specialists and VR management; and formal contracts to include training and technical assistance for the provision of services as mandated by the WIOA. Additionally, HDVR provides staff with training on AWARE, a records management system software system for VR staff. HDVR also provides staff training on assistive devices for staff and clients. HDVR management prioritizes comparable benefits for staff training costs to manage expenditures and maximize training opportunities for all staff.

Methods for staff training include weekly leadership meetings, monthly section/branch meetings, quarterly statewide meetings with follow up sessions in between to allow opportunities for application of new information and clarification of uncertainties. These meetings cover all aspects of the VR process as changes to policies and procedures are made. To date, focus of these meetings have been on referral, application, eligibility determination, IPE development, MSG and credential attainment, recording of the delivery of Pre-Employment Transition Services, and post-exit employment and data collection strategies. Future meetings and trainings will include assessment tools, vocational counseling, job placement and retention services, effective case management, motivational interviewing and rehabilitation technology. Eligibility determination and IPE development training is scheduled in June 2022 in partnership with VRTAC-QM. HDVR expects to have financial management training and evaluation to be scheduled during the summer of 2022 as well.

HDVR's financial management team will conduct annual prior approval, period of performance training, and financial review training annually.

B. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO DESIGNATED STATE UNIT PROFESSIONALS AND PARAPROFESSIONALS.

HDVR management, along with Branch Administrators and Supervisors determine training needs from data obtained by case reviews, annual audits, and research on emerging trends, best practices and consultation with individual employees, both professionals and paraprofessionals. Once these factors/needs are identified, HDVR staff receive updates by way of internal communication via Internal Communication Form (ICF), emails, staff meetings and discussion. If it is determined that an update to policy and/or procedure is needed, HDVR Staff Support Office (SSO) updates/revises/repeals and retracts outdated policy and procedure and replaces with the updated information. Training is scheduled as necessary to review changes with Branch Administrators who are responsible to ensure that all staff review, understand and acknowledge the changes as applicable. HDVR also utilizes SharePoint to post resources, updates, and internal communications that are accessible to all staff. HDVR SSO Specialists make themselves available to answer staff questions related to updated policies and procedures to support effective implementation statewide.

HDVR utilizes funds from VR Basic Support grant, program income, and leverages funds from college grants to promote CSPD and priorities that are identified on the annual staff development plans. Information is disseminated through various meetings (management, supervisors, staff) and electronically. Staff development plans for professionals and paraprofessionals are submitted on an annual basis and kept on file within the CSPD data base.

Staff training for newly hired VRS on vocational assessments, vocational guidance and counseling, job placement and rehabilitation counseling are provided within their probationary period by their supervisor. Both formalized individual and group trainings are also provided in collaboration with other Branch, SSO Specialists, and/or community partners as applicable. HDVR's counselor training modules for new hires are still being updated in partnership with SDSU. VRTAC QM resources are also being accessed for new counselor training.

For VRS counselors that have passed probation, there is no set training schedule for vocational assessment, vocational guidance and counseling, job placement and rehabilitation counseling, except for identified concerns in case reviews, performance reviews, and/or corrective action plans. Training in each area is ongoing based upon needs identified through case reviews or in case discussions, and as new products/services/technological advances are available in each of the aforementioned areas to enhance best practices for improvements in performance.

HDVR has been distributing weekly email announcements of training opportunities. This year HDVR will release a new HDVR Training and Resources Portal (an internal SharePoint Site) that will be a central place to share information with all HDVR staff related to trainings and resources. This Portal will make it easier to find information on trainings and resources available to staff for professional development, including training and webinars from Vocational Rehabilitation Technical Assistance Center for Quality Management (VRTAC-QM), Vocational Rehabilitation Technical Assistance Center for Quality Employment (VRTAC-QE), National Technical Assistance Center on Transition: The Collaborative (NTACT:C), Center for Innovative Training in Vocational Rehabilitation (CIT-VR), National Clearinghouse of Rehabilitation Training Materials (NCRTM), National Center on Self-Employment, Business Ownership, and Telecommuting, Job Accommodation Network (JAN), Workforce Innovation Technical Assistance Center (WINTAC), National Deaf Center (NDC), Older Individuals who are Blind Technical Assistance Center (OIB-TAC), American Indian Vocational Rehabilitation Training and Technical Assistance Center (AIVRTTAC) and others.

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

Spoken language interpreters are obtained from a 24-hour telephone language service for communication with individuals who have limited English proficiency. DVR has designated staff to serve deaf participants and stakeholders. These interpreters are proficient in American Sign Language (ASL). When needed, DVR obtains ASL interpreters from a contracted referral service.

DVR provides alternative formats of written communication for participants and stakeholders needing transcription to braille, or large-print.

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

HDVR will coordinate CSPD activities with those provided under the IDEA through the SRC. A representative of the State Educational Agency responsible for the public education of students with disabilities who are eligible to receive services under this title and part B of the IDEA is appointed by the Governor to be a member of the SRC. Program and financial information are disseminated at SRC meetings and orientation and trainings with HDVR and HIDOE, Special Education staff as coordinated at SRC meetings. Joint trainings for HIDOE/HDVR staff are scheduled when necessary (e.g., training for revised procedures for current services or new services). The WIOA, regulations are shared with the HIDOE staff during joint quarterly meetings with HDVR, and other meetings as needed to address concerns/clarifications when applicable. The VRS counselors role is to have a presence at their assigned high schools. HDVR VRS counselors are assigned to every district statewide. The VRS provide consultation and technical assistance to the HIDOE staff, students and their families (support system) with information regarding HDVR's goal/mission, eligibility criteria, scope of services, rights/remedies and the VR program offerings during IEP and/or IPE meetings.

Currently, HDVR collaborates with HIDOE, DOH/DDD and DOH/DD Council to plan and facilitate statewide quarterly transition meetings for each agencies assigned staff. Each agency rotates hosting of the meetings, providing the opportunity for the host to spotlight agency updates. This format allows for all respective staff engaged with students to learn about new and/or available resources to support the on-going development and needs of the student. This has proven to be a viable method of cross training and raising awareness of other agency-offered services that may not otherwise be known. This cross-agency training has proven to be a vital link for the professional system of support surrounding the student/family ensuring a smoother transition for all involved leading the way as a trust and rapport-building opportunity between agency staff.

In 2020 HDVR increased the number of VRS assigned to support the HIDOE on Oahu so one VRS is assigned per school. On the Neighbor Islands of Kauai, Maui, and Hawaii, each Branch office ensures that every school/school district has a VRS or a team of VRS working with each High School.

J. STATEWIDE ASSESSMENT

Some content in this area is under revision.

1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

Some content in this area is under revision.

A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

The narrative content below is under revision.

VR agencies are required to complete a Triennial Comprehensive Statewide Needs Assessment (CSNA). The purpose of the assessment is to provide current and relevant information on the needs of individuals with disabilities so that HDVR can develop programs and allocate resources that will address the identified needs. Hawaii DVR is currently working with San Diego State University to complete the CSNA for PYs 2018-2023, which is expected to be completed in 2023, as delayed by the pandemic. This contract is currently

being routed for signatures with an execution date of June 2022. Once the data is gathered from the CSNA covering the period 2018-2023 (triennial 2018-2020 and 2021-2023), HDVR will work with the SRC and other stakeholders to address the findings in the CSNA and determine goals and strategies to address the rehabilitation and service needs of any identified minorities with most significant disabilities, as described below, and identified in the CSNA. The CSNA for PY 2024 - 2026 will be completed in calendar year 2026, which ensures HDVR's compliance with 34 C.F.R. 361.29.

The CSNA seeks to provide information on:

1. The overall performance of HDVR as it relates to meeting the rehabilitation needs of individuals with disabilities in the State;
2. The rehabilitation needs of individuals with the most significant disabilities, including their need for supported employment services;
3. The rehabilitation needs of individuals with disabilities who are minorities, and those who have been unserved or underserved by the VR program;
4. The rehabilitation needs of youth and students with disabilities in transition, including their need for Pre-ETS;
5. The rehabilitation needs of individuals served through other components of the statewide workforce development system;
6. The need to establish, develop and/or improve CRPs within the State; and
7. The needs of businesses in recruiting, hiring, accommodating and retaining employees with disabilities.

Currently, HDVR remains in an active OOS (HAR 17-401.1-5). The OOS requires a concerted organizational effort across all levels of HDVR to examine expenses, staffing, and institute quality assurance and accountability methods to reduce the recommendations documented in the 2018 CSNA report (covering PYs 2015-2017). Although HDVR does not have a current CSNA completed due to the pandemic, the goals and strategies for process improvements have been carried forward until the next CSNA is completed in 2023. HDVR's program services associated with annual statewide Customer Satisfaction Surveys administered to exited participants and RSA's on-site monitoring in 2019, in compliance with section 107 of the Rehabilitation Act, as amended by WIOA, and findings RSA has required HDVR to address through corrective actions have also informed HDVR's assessment of service needs for Hawaii's residents with most significant needs.

The 2019 RSA Monitoring, 2020-2021 CSS, and 2018 CSNA report (covering PYs 2015-2017) identified process improvement opportunities in the following areas:

- HDVR responsiveness to and engagement with participants to fulfill participant employment goals;
- Compliance with timeliness of services;
- Identification and strengthening of long-term supports for SE services;
- Strengthening staff planning, use of labor market information, assessment skills for individualized services for participants with most significant disabilities, and utilization of comparable benefits;
- Increase measurable skills gains and credentials for planning and resource management purposes; and

- Enhance community outreach to underserved groups, including Hispanics, Hawaiians, and Veterans.

The data from HDVR is used in conjunction with RSA-911 case services reports from the Rehabilitation Services Administration (RSA) for the most recent CSNA. The data was separated and is reported according to the content areas that most closely align with the topic areas as included in the CSNA. The data was gathered and analyzed with a summary of key findings for each required section listed below.

Needs identified in this area included the following:

1. Education and training, soft skills and transportation are common rehabilitation needs for individuals with the most significant disabilities;
2. The needs of individuals with the most significant disabilities were greatly magnified on the neighbor islands;
3. There continues to be a need for supported employment services and qualified vendors to provide the service. HDVR is currently in an OOS that has made partnering with other entities essential for comparable benefits to meet the needs for individuals with the most significant disabilities;
4. The need to secure ongoing support services and secure long-term support for employment in competitive, integrated employment. This was an overwhelming rehabilitation need identified in this study and supports the common performance measures in WIOA;
5. HDVR had made progress in SSA reimbursement prior to the previous CSNA. It was identified that ticket holders were not identified until UI data reviews started in 2019; reducing opportunities for cost reimbursement. DVR will continue to work on capturing accurate information with Ticket Holders to maximize program income and participants successful transition to permanent competitive integrated employment.

Strategies:

1. HDVR will continue to work with federal technical assistance centers (VR TAC QM, as continued from previous work with the WINTAC) on revisions to policies and procedures related to supported employment and ensure that they are compliant with WIOA and the accompanying regulations.
2. HDVR will identify alternate funding sources and service providers as a result of the OOS. HDVR will examine ways to braid funding with other Workforce partners, the HIDOE and the DOH-DDD. Braided funding of cases will become the norm rather than the exception to support HDVR's opening of OOS categories for services in the future.
3. HDVR intends to maximize its approach to benefits counseling for participants. Fear of losing benefits is a major barrier for individuals with the most significant disabilities to maintain employment in a competitive, integrated setting.
4. HDVR will provide training to staff on how to provide ongoing support services and secure long-term support for these participants to maintain employment.
5. HDVR has trained additional staff members dedicated to tracking SSA Ticket to Work recipients and SSA reimbursements.

B. WHO ARE MINORITIES;

The narrative content below is under revision.

The Triennial Comprehensive Statewide Needs Assessment (CSNA) provides HDVR and the SRC with information regarding the rehabilitation needs of individuals with disabilities statewide. Supporting access, awareness, and participation in the CSNA by people with disabilities and stakeholders and utilizing the information from the assessment to address VR service needs of the community is a top priority of the SRC. The CSNA for the period of 2018-2020 and 2021-2023 is expected to be completed by 2023, as delayed by the pandemic. The contract to complete the CSNA is currently being routed for signatures with an execution date of June 2022. Once the data is gathered from the CSNA covering the period 2018-2023 (triennial 2018-2020 and 2021-2023), HDVR will work with the SRC and other stakeholders to address the findings in the CSNA and determine goals and strategies to address the rehabilitation and service needs of any identified minorities with most significant disabilities. The CSNA for PY 2024-2026 will be completed in calendar year 2026, which will ensure HDVR is in compliance with 34 C.F.R. 361.29. HDVR will continue to address the needs identified in the CSNA for the triennial period 2015-2017 which included the following:

1. Hispanics and Native Hawaiians were cited as potentially underserved groups;
2. Language barriers and the lack of bilingual Specialists, as well as the mistrust of government are barriers to employment and access to HDVR services by minority groups.

Strategies:

a. HDVR has increased its service to individuals that are native Hawaiian, but there are a myriad of needs identified for this population. HDVR will continue to identify resources for mental health services and substance abuse treatment in collaboration with community partners to increase the likelihood of successful participation in a rehabilitation program.

b. HDVR staff will work with the families using an `Ohana Nui approach with these individuals when possible, to ensure there are support systems in place for these individuals.

c. HDVR will focus on recruiting bilingual Specialists. Staff who speak Spanish, and other local languages can contribute to increasing the number of participants accessing VR services from these respective demographics groups.

HDVR will work with the SRC and other stakeholders to address the results of the CSNA underway for completion in 2023 and determine goals and strategies to address the rehabilitation and service needs of any identified minorities with most significant disabilities. Additionally, HDVR will leverage recommendations from the annual consumer satisfaction survey (CSS) reports for FFY2020 and FFY2021 which have been shared with the SRC and stakeholders, along with the highlights summarizing results and recommendations for improvements provided to HDVR on the effectiveness of VR program services associated with RSA's on-site monitoring in 2019, in compliance with section 107 of the Rehabilitation Act, as amended by WIOA, and findings RSA has required DVR to address through corrective actions.

The State of Hawaii has mandated all state-funded agencies to offer language access services in the native tongue of an individual requiring these services; there are currently over sixty languages in addition to Spanish and ASL available through interpreter supports for community members to access and ensure effective communication is provided when accessing government services in the state. As such, in the absence of having bilingual staff, HDVR is able to secure non-English language translators and interpreters as requested by the individual with a disability throughout the VR process.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

The narrative content below is under revision.

Hawaii DVR is currently working with San Diego State University to complete the CSNA for PYs 2018-2023, which is expected to be completed in 2023, as delayed by the pandemic. This contract is currently being routed for signatures with an execution date of June 2022. Once the data is gathered from the CSNA covering the period 2018-2023 (triennial 2018-2020 and 2021-2023), HDVR will work with the SRC and other stakeholders to address the findings in the CSNA and determine goals and strategies to address the rehabilitation and service needs of any unserved or underserved Hawaii residents. The CSNA for PY 2024-2026 will be completed in calendar year 2026, which ensures HDVR's compliance with 34 C.F.R. 361.29.

Although HDVR does not have a current CSNA completed due to the pandemic, the goals and strategies for process improvements from the last CSNA have been carried forward until the next CSNA is completed in 2023. HDVR's program services associated with annual statewide Customer Satisfaction Surveys administered to exited participants for 2019-2021, and RSA's on-site monitoring in 2019, in compliance with section 107 of the Rehabilitation Act, as amended by WIOA, and findings RSA has required HDVR to address through corrective actions have also informed HDVR's assessment of service needs for Hawaii's residents who have been unserved or underserved by the VR program.

HDVR will continue to address the, needs identified in this area from the CSNA for PYs 2015-2017, annual CSS, and RSA monitoring report which included the following:

1. The remote areas of each island were identified as underserved because of their distance from larger population areas, lack of transportation and limited resources. Many of these remote areas include individuals that live in poverty and cannot afford to engage in rehabilitation services or even get to appointments with HDVR staff.
2. Veterans continue to be identified as a potentially underserved group by HDVR.

Strategies:

1. Community outreach remains an important strategy for HDVR to employ to meet the rehabilitation needs of individuals unserved or underserved. Outreach will include strategies that address virtual communication capabilities in very rural communities where internet access is poor or lacking, along with strategies to increase skills of those individuals who do not/have not used technology in order for them to have access remotely.
2. HDVR will explore outreach methods to individuals that live in remote geographic areas and develop resources to serve these individuals, including partnering with local community programs.
3. HDVR will investigate why the number of Veterans applying for services decreased each year of this study. If the reasons are related to a decline in outreach, HDVR staff will strengthen partnerships with the local VA offices and AJC core partners to support veteran engagement in VR services as needed.

Achievements:

Outreach opportunities in underserved communities have increased with the COVID Pandemic. VR Specialists are now equipped with technology that allows for virtual communication with applicants and participants eliminating the need to find transportation to get to and from the HDVR offices. However, it has become even more apparent that the availability of internet access in some rural communities are poor or lacking and that many

potential applicants or current participants do not have the skills to use technology. HDVR has added a new strategy listed above to engage remotely with prospective VR participants.

In August 2021, VRS, Employment Specialists, Managers and Staff Specialists attended training through the National Veteran's Training Institute, a Federal Dept. Of Labor Contractor. The purpose of this intensive training was to help serve Veteran's more effectively and to increase Veteran's employment opportunities. Training included:

- Advanced Case Management (20 hours)
- Business-Driven Workforce Solutions (20 hours)
- Disabled Veteran's Outreach Program (DVOP) Specialist Skills Refresher and Cross Training (8 hours)
- Career Coaching and Special Populations: Justice Involved Veterans and Homeless Veterans (20 Hours)

HDVR staff increased their understanding and awareness on how to effectively serve Veteran's in our community and the support services available with community partners. HDVR Employment Specialists have partnered with the DVOPs in the AJC's and have done job shadowing and mentoring with staff. They have also worked with Veteran's (either dually enrolled or AJC enrolled) on job preparation, application screening, setting up job interviews, on-boarding activities for job offers and follow up.

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

The narrative content below is under revision.

HDVR is working to complete the Triennial Comprehensive Statewide Needs Assessment (CSNA). The purpose of the assessment is to provide current and relevant information on the needs of individuals with disabilities so that HDVR can develop programs and allocate resources that will address the identified needs. Hawaii DVR is currently working with San Diego State University to complete the CSNA for PYs 2018-2023, which is expected to be completed in 2023 due to delays with the pandemic. This contract is currently being routed for signatures with an execution date of June 2022. Once the data is gathered from the CSNA covering the period 2018-2023 (triennial 2018-2020 and 2021-2023), HDVR will work with the SRC and other stakeholders to address the findings in the CSNA and determine goals and strategies to address the rehabilitation and service needs of identified eligible individuals also being served through other components of the statewide workforce development system and identified in the CSNA. The CSNA for PY 2024-2026 will be completed in calendar year 2026, which ensures HDVR's compliance with 34 C.F.R. 361.29. HDVR will continue to address the needs identified in this area from the CSNA for PYs 2015-2017 which include the following:

1. Although the services of the AJCs in Hawaii are valuable, very few HDVR consumers access those services. Numerous individuals characterized AJC services as almost exclusively self-directed and online, which means that numerous VR consumers struggle to utilize these services. While the AJCs were referred to as good collaborators regarding job fairs and community events, their direct delivery of training and employment services to individuals with disabilities was noted as lacking in the CSNA.
2. HDVR's relationship to the Title I and III programs was described as a positive one, but lacking in service integration and alignment. Service to individuals with disabilities by the AJCs remain primarily one of referring them to HDVR, but the OOS is quickly reversing this trend as HDVR staff are relying on the AJCs to provide

employment preparation and placement services to their potential consumers who are assigned to HDVR's OOS deferred list.

3. Cross training among agencies remains a continuous need on how to effectively work with individuals with disabilities takes on a greater urgency as the OOS results in an increase in referrals from HDVR to the AJCs. The training provided should be conducted on regular and consistent time frames to account for AJC staff turnover and should cover a broad range of topics including how to work with individuals with mental health impairments, which constitutes a large percentage of HDVR applicants. The training provided by HDVR should also include the Adult Education and Family Literacy program.
4. The Adult Education and Family Literacy program (Title II) was characterized as underutilized by HDVR consumers and individuals with disabilities in general throughout Hawaii. This program will also take on increased significance for individuals with disabilities that might otherwise be supported by HDVR for training during the OOS.
5. There is no hard data available on co-enrollment and shared funding of consumers across partners. Data sharing between the core partners has been a challenge as agreements must be signed and systems established and put in place for reporting across multiple programs. HDVR needs to implement a tracking and reporting system for consumers that have been referred to, or are co-enrolled in the core partner programs.

Strategies:

1. HDVR is working with federal technical assistance centers to assist in the development and updating of MOUs with core partners, and to help create career services that benefit all customers of the AJCs, including individuals with disabilities.
2. HDVR completed a service alignment plan with WINTAC assistance in October 2020. HDVR and WINTAC completed an assessment on the level of service alignment in each of the 4 counties and developed a plan to enhance service alignment for Hawaii VR services in the AJCs. Work plan activities completed thus far include: HDVR staff training on WIOA Vision and Requirements for Core and Required Program participation and customer service and AJC Partnership Profiles for all islands. Activities on-going and pending completion: create an integrated resource team per county led by HDVR staff, provide Joint Programmatic Access Training outlined in WIOA Section 188, in AJCs with VR expertise contributions, working with core partners to identify expertise and resources available through partner agencies that will benefit VR clients. Activities for service integration were slowed down due to the COVID-19 pandemic but HDVR continues to monitor opportunities to work with partners on aligning services at the AJCs.
3. HDVR and the other core partners, especially Titles I and III, continue to engage in service planning and delivery to ensure that career services at the AJCs are inclusive of all individuals, including those with disabilities.
4. Given the limited resources and OOS, the practice of braided funding with the core partners will benefit all of the core partners. HDVR and the AJCs will try to identify and highlight at least one example of this activity and use it as a reinforcement tool that will increase this practice in the future when applicable.
5. HDVR has established a log for staff scheduled to visit the AJC, and/or drop in with VR participants to develop a relationship with partners, and learn more about

services and share resources.

6. HDVR is developing a referral and application form that will be easily accessed through DHS/HDVR website to encourage sharing of consumers and resources.

HDVR will work with the SRC and other stakeholders to address the results of the CSNA underway for completion in 2023 and determine goals and strategies to address the rehabilitation and service needs of any of identified eligible individuals also being served through other components of the statewide workforce development system. Additionally, HDVR will leverage recommendations from the annual consumer satisfaction survey (CSS) reports for FFY2019-2022 which are shared with the SRC and stakeholders, along with the highlights summarizing results and recommendations for improvements provided to HDVR on the effectiveness of VR program services associated with RSA's on-site monitoring in 2019, in compliance with section 107 of the Rehabilitation Act, as amended by WIOA, and findings RSA has required DVR to address through corrective actions.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

The narrative content below is under revision.

HDVR is working with San Diego State University to complete the Triennial Comprehensive Statewide Needs Assessment (CSNA) for PYs 2018-2023, which is expected to be completed in 2023, due to delays associated with the COVID-19 pandemic. The purpose of the assessment is to provide current and relevant information on the needs of individuals with disabilities so that HDVR can develop programs and allocate resources that will address the identified needs. The CSNA contract is currently being routed for signatures with an execution date of June 2022. Once the data is gathered from the CSNA covering the period 2018-2023 (triennial 2018-2020 and 2021-2023), HDVR will work with the SRC and other stakeholders to address the findings in the CSNA and determine goals and strategies to address the rehabilitation and service needs of identified youth and students with disabilities, including their need for pre-employment transition services or other transition services. The CSNA for PY 2024 - 2026 will be completed in calendar year 2026, which ensures HDVR's compliance with 34 C.F.R. 361.29. HDVR will continue to address the needs identified in this area from the CSNA completed for PYs 2015-2017 which include the following:

1. The rehabilitation rate for transition-age youth has been very low for HDVR for all three years of this assessment (2015-2017)

2. Students in Hawaii have a need to receive Pre-ETS, including instruction on self-advocacy, job exploration counseling, work readiness skills, counseling on post-secondary opportunities and work-based learning experiences. As these students exit their educational programs and are reclassified as youth with disabilities, they also need transition program services to ensure success in placement and retention in competitive integrated employment settings.

3. There is an increase in the number of youth with substance abuse issues, resulting in an increased percent engaged in the juvenile justice system. This may increase barriers for employment opportunities with these youth due to associated background checks for many of the jobs in Hawaii's workforce.

4. Transportation in rural areas and neighbor islands remains a major barrier to employment for youth and students with disabilities.

Strategies:

1. HDVR will engage in planning with school districts and community providers to develop and implement programs that will create and promote competitive integrated employment opportunities for youth and students with disabilities, including remote employment and/or self-employment opportunities.
2. HDVR will do outreach to pursue referrals of students with a disability under Section 504 ages 14-21 on the diploma track (typically only students with an IEP on the certificate track have been referred to HDVR by HIDOE).
3. HDVR will expand the delivery of Pre-ETS to the potentially eligible student population statewide.

HDVR will work with the SRC and other stakeholders to address the results of the CSNA underway for completion in 2023 and determine goals and strategies to address the rehabilitation and service needs of identified youth and students with disabilities, including their need for pre-employment transition services or other transition service. Additionally, HDVR will leverage recommendations from the annual consumer satisfaction survey (CSS) reports for FFY2019-2022 which are shared with the SRC and stakeholders, along with the highlights summarizing results and recommendations for improvements provided to HDVR on the effectiveness of VR program services associated with RSA's on-site monitoring in 2019, in compliance with section 107 of the Rehabilitation Act, as amended by WIOA, and findings RSA has required DVR to address through corrective actions.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

Needs identified in this area include the following:

1. There is a need to develop providers in the rural areas of all the islands;
2. The relationship between HDVR staff and providers was characterized as a positive one, which helps when issues arise about service to consumers because the communication has improved between the two groups.
3. There is a need to develop customized employment as a service option for some consumers in Hawaii. Most of the current providers do not have an understanding of all the elements of Customized Employment and rely on the elements of supported employment as the primary strategy for individuals with the most significant disabilities.
4. Contracts with clear and measurable objectives are needed to increase the awareness of expectations and accountability.
5. The need for more providers of Pre-ETS was noted by some of the participants in the focus groups and individual interviews.
6. Service providers need to be able to effectively work with highly educated individuals that need intervention and advocacy with employers to help them obtain professional level positions in high paying jobs as opposed to entry level positions.
7. Some CRPs take too long to find employment once they began working with consumers. There was a recurring theme that unless the job the individual wanted was entry-level and readily available, progress in finding employment was slow and could take many months.

Strategies:

1. HDVR will ensure that all contract providers have clear and measurable outcomes and deliverables noted in the contract language so that there is no confusion about the

expectations and deliverables for each agency. The inclusion of clear and measurable outcome expectations will increase accountability for providers and is anticipated to have a positive impact on employment outcomes for individuals with disabilities served by these providers. In addition, HDVR will have regular contract review meetings with CRPs to monitor progress on contracted services.

2. HDVR continues to look into expanding the number of providers that offer Pre-ETS program services statewide. HDVR has expended the majority of its Pre-ETS dollars to enhance work-based learning experiences (WBLE), and will consider the benefits cost-ratio from providers that offer the additional four Pre-ETS required services.

3. HDVR is looking to expand training opportunities for the CRP network and their Business Service Representatives on customized employment (CE), and entrepreneurial work-based learning experiences. HDVR is researching the Association of Community Rehabilitation Educators (ACRE) which has recently developed a national certification in CE that may be helpful for HDVR and their provider network as they work with the OOS and collaborate to serve individuals with the most significant disabilities.

4. HDVR continues to expand the use of individual service providers in the rural areas and in neighbor islands with limited CRP resources.

3. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Needs identified in this area included the following:

1. All of the five required activities in Pre-ETS are needed by students with disabilities in Hawaii. This was confirmed across all groups and methods; these services include:

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

2. Jointly, HDVR and HIDOE have solicited feedback across the state to assess the various HIDOE transition and HDVR Pre-ETS availability of services. In addition to jointly reviewing the responses HDVR has also reviewed all contracts and staff providing Pre-ETS and recognize the on-going opportunity to develop resources and services, with an increased need identified in our rural communities across the state. HDVR has engaged in discussions and problem-solving workgroup sessions as to various models to be incorporated including the use of Integrated Resource Teams with the AJC partners, formally establishing internship opportunities specifically designed for students with disabilities, as well as other work readiness training and work-based learning programs offered by community partners, as we seek to align IDEA/HDVR to include Perkins V.

- Previous assessments conducted revealed the following:
- The need for all the required Pre-ETS was noted by numerous participants in the assessment. Work-based learning opportunities and any type of work experience was cited as the greatest need for students with disabilities.

- Students with disabilities in Hawaii need to develop an understanding and appreciation for work and what is required of individuals on the job. Many students were characterized as being unaware of how important the basic soft skills are to success in employment. Participants did believe that Pre-ETS are helping to address this need.
- The partnership between HIDOE and HDVR was characterized as very good in some places and inconsistent in others. In the school districts where the VRS is present at the school on a regular basis, the relationship was characterized as positive and services to students were good. When the VRS did not have a regular presence at the school, services to students with disabilities were generally characterized as uneven and inconsistent.

Strategies:

- HDVR has engaged with the VRTAC-QM in an intensive technical assistance agreement that includes implementation of Pre-ETS program services, as continued from an intensive agreement with the WINTAC. HDVR will continue to receive technical assistance with the NTACT-C Pre-ETS team to develop and implement strategies for the delivery of Pre-ETS that will include authorized activities and leverage resources to reach PE students with disabilities statewide.
- HDVR is making transition services a part of every Specialist's job duties on Oahu as is the practice on neighbor islands, rather than having designated VRS assigned to provide only transition services on Oahu. As a first step, during calendar year 2019 HDVR began to assign those youth who graduated or aged out of high school to VRS outside of the Oahu transition unit. In 2020 HDVR increased the number of VRS assigned to support the HIDOE on Oahu so one VRS is assigned per school. Currently, every VRS on Oahu has a mix of transition aged students with disabilities, youth, and adults with disabilities included in their caseloads. These changes are designed to develop and nurture the partnership with HIDOE and each school in order to maximize the impact of Pre-ETS.
- HDVR will continue to complete an annual fiscal forecasting model for Pre-ETS program services and will allocate resources available for authorized activities based on the annual fiscal forecast model.
- HDVR has directed considerable resources to increase work-based learning experiences for students, and has partnered with HIDOE, as well as workforce development partners to increase work experience opportunities. Prior to the pandemic, work experience opportunities provided to students with disabilities in community-based settings have increased annually. As the state has transitioned in April 2022 from under the Governor's Emergency Proclamation implemented in March 2022 in response the the pandemic, we are working toward re-establishing and increasing these community-based opportunities for students with disabilities.
- HDVR continues to ensure all summer employment opportunities include students with disabilities being provided work experiences while in secondary school.
- HDVR had previously focused the delivery of Pre-ETS primarily with VR-eligible students, and expanded the delivery of these services in 2018 to include PE students with disabilities after the active OOS was implemented.
- HDVR has begun implementing a peer mentoring program for students with disabilities in Hawaii. This project is especially beneficial as HDVR resolves the OOS and has been addressing staffing limitations associated with a hiring freeze during the Governor's Emergency Proclamation. The establishment and training of the peer mentors represents no additional costs to the agency.

K. ANNUAL ESTIMATES

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES

According to the April 1, 2020 updates on U.S. Census Bureau Quickfacts, the number of individuals in Hawaii between the ages of 18 to 65 with disabilities represents a population of 93,137 (6.4% of the 1,455,271 total population statewide).

Estimates for 2023 eligible individuals for VR services statewide (inclusive of students eligible for Pre-Employment Transition Services and VR individualized services) represents close to 8% of the total population with disabilities, however, with current staffing levels and new hiring training requirements, HDVR anticipates serving approximately 5.2% of this total population in 2023: 4,800 individuals with disabilities.

The number of individuals eligible for VR services including currently active open status, potentially eligible students, deferred and closed during the Order of Selection (OOS), (all Categories except Most Significantly Disabled as of 04/11/22), per year are represented as follows:

FFY 2023: 3,900 active cases (projected)

Note: HDVR anticipates an additional 900 PE cases.

FFY 2022: 3,161 as of 04/14/22

Note: HDVR has an additional 1,043 PE cases, and expects 540 VR cases to be removed from OOS waitlist by 9/30/22.

FY 2021 (actual): 3,029 VR cases served

PE (actual): 983 cases

FY 2020 (actual): 3,079 VR cases

PE (actual): 806 cases

Additional non-VR services were supported as allowed by DVR's federal award and state match for independent living resources. DVR anticipates these supports will continue to be needed in FY 2023.

FFY 2023 OIB: 180 individual cases projected per annum

FFY 2022 OIB: 271 as of 04/15/22

FFY 2021 OIB: 271

FFY 2020 OIB: 225

FFY 2023 BEP: 44 (projected)

FFY 2022 BEP: 44

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

HDVR implemented an Order of Selection (OOS) in FFY 2018, starting October 1, 2017, associated with insufficient fiscal and staff resources to fully serve all eligible individuals. HDVR lacked sufficient resources to serve additional eligible adults who were identified as eligible and placed in deferred status with HDVR. However, due to the Workforce Innovation and Opportunity Act, (WIOA) and allocated funding for pre-employment transition services (Pre-ETS) for students between 14-21 years of age statewide, HDVR continues to be able to

provide pre-employment transition services to students who are eligible for VR services who began Pre-ETS services prior to applying for VR services, being determined eligible, and being placed in a closed priority category, or "deferred status." Additionally, potentially eligible students with disabilities continue to receive Pre-ETS services, even after being placed on the OOS deferred list, by having received Pre-ETS program services prior to being placed on the OOS deferred list. As of April 13, 2022, HDVR has resolved Priority Category 1 and any applicant determined eligible under this priority category will go directly to IPE development and not be subject to the OOS waitlist.

The annual number of Hawaii residents determined (and projected to be) eligible for HDVR services and in active open status are as follows:

FFY 2023 (projections): 3,900 eligible individuals to be served with VR funding (Title I and VI-B), 900 potentially eligible students with disabilities to be served with VR funding (Title I).

FFY 2022: 3,161 (as of 4/14/22) eligible individuals to be served with VR funding (Title I and VI-B), and 1,043 potentially eligible students with disabilities projected to be served with VR funding (Title I).

FFY 2021 (actual): 3,029 VR cases served

PE (actual): 983

FFY 2020 (actual): 3,079

PE (actual): 806

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

Supported Employment services will be paid for using a combination of Supported Employment grant funds (current and carryover), State funds, and HDVR's Basic Support Grant. HDVR continues to works to build partnerships with the DOH, HIDOE, DLIR, and employer networks to strengthen long-term supports for participants, and their resiliency for retaining satisfactory competitive integrated employment in Hawaii's workforce.

Clients Served/Projected to be served:

FFY 2023: 81 Projected

FFY 2022: 74 Projected

FFY2021: 175 Projected, 67 served (33 Youth, 34 Adults)

FFY2020: 90 Projected, 74 served (36 Youth, 38 Adults)

VR continues to work to strengthen partnerships with the DOH, HIDOE, DLIR, and employer networks for participants long-term supports, and enhance their resiliency for retaining satisfactory competitive integrated employment in Hawaii's workforce. With the OOS Category 1 open effective 4/13/2022, it is anticipated the projections may increase as referrals and eligible individuals for VR services grow.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION.

As of April 13, 2022, HDVR resolved the OOS waitlist, Priority Category 1. As such, any individuals determined eligible for services under Priority Category 1 will not be subject to OOS waitlist and go directly to IPE development. HDVR also anticipates resolving Priority Category 2-3 deferred lists by September 30, 2022.

Priority Category 1: Most Significantly Disabled OOS served/expected to be served :

FFY 2023 – 3,198 (Projected active participants - no waitlist expected for FFY 2023 for priority category 1, inclusive of 81 participants receiving services under Title VI)

FFY 2022: 205 (actual)

FFY 2021: 260 (actual)

FFY 2020: 657 (actual)

Priority Category 2: Significantly Disabled OOS served/expected to be served

FFY 2023 – 664 (Projected active participants - no waitlist expected for FFY 2023 for priority category 2)

FFY 2022: 540 (Priority Category 2 open as of April 18, 2022 and expected to be resolved before September 30, 2022)

FFY 2021: 0

FFY 2020: 0

Priority Category 3: Non-Significantly Disabled

FFY 2023: 38 (once Priority Category 2 is resolved before September 30, 2022, HDVR will start to release priority category 3 off OOS waitlist)

FY 2022: 0

FY 2021: 0

FY 2020: 0

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

HDVR resolved the OOS Priority Category 1 waitlist as of 4/13/2022. Any applicant determined eligible for services under Priority Category 1 will not be subject to the OOS waitlist and will proceed directly to IPE development. Additionally, HDVR has begun to resolve Priority Category 2 as of 4/18/2022 and expects to have this resolved by September 2022, along with Category 3. By FFY 2023, HDVR expects to have all OOS Categories open, such that individuals who are determined eligible under priority category 1-3 will proceed directly to plan and not be subject to OOS waitlist.

Total OOS Deferred List as of 4/18/22 578 = 540 priority category 2 and 38 priority category 3.	578
Most Significantly Disabled that will not receive services in FFY 2023	0
Not Significantly Disabled that will not receive services in FFY 2023	0
Significantly Disabled HDVR will re-evaluate priority Category 3 before September 2022 but expects to have resolved Category 3 in the last quarter of FFY 2022.	0

4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.

HDVR resolved Priority Category 1 waitlist as of 4/13/2022. All individuals determined eligible under Priority Category 1 will proceed directly to IPE development. HDVR expects to Resolve priority Category 2-3 by September 30, 2022. Thirty-eight individuals remain on OOS waitlist under Priority Category 3 which we will reassess monthly for resolving all OOS Categories deferred lists before FFY23. These have been factored into the calculations for cost of services below:

Most Significantly Disabled:

- FFY 2023: $3,616,189 (estimated)
- FFY 2022 $2,641,408 (partial)
- FFY 2021: $3,584,842
- FFY-2020: $3,649,136

Significantly Disabled:

- FFY 2023: $1,623,139 (estimated)
- FFY 2022: $1,166,704 (partial)
- FFY 2021: $1,634,111
- FFY 2020: $1,612,166

Non-Significantly Disabled:

- FFY 2023: $104,148 (estimated)
- FFY 2022: $85,008 (partial)
- FFY 2021: $109,058
- FFY 2020: $99,237

L. STATE GOALS AND PRIORITIES

Some content in this area is under revision.

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED AND AGREED TO BY THE STATE VR AGENCY AND THE STATE REHABILITATION COUNCIL, IF THE STATE HAS A COUNCIL, AND JOINTLY AGREED TO ANY REVISIONS

The goals and priorities were agreed to by the State VR agency and the SRC, with jointly agreed upon revisions as indicated.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS

Priority 1: To provide Pre-Employment Transition Services (Pre-ETS)

HDVR investigated the needs of students with disabilities (16-21) in the 2018 Comprehensive Statewide Needs Assessment (CSNA). It is clear from the interviews and the survey results that students in Hawaii have a need to receive Pre-ETS. Each of the Pre-ETS categories of activities were noted as a need on a recurring basis when discussing the needs of students with disabilities.

Required Activities

- Job exploration counseling;

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

Target Populations: Students receiving transition services pursuant to IDEA or a student who is an individual with a disability under Section 504 of IDEA and aged 14-21.

Added or expanded agreements are being considered for the provision of a Summer Youth Employment Program (SYEP) for individuals deemed Potentially Eligible (PE) by HDVR with the State's DLIR WDD, and possibly at the County level as indicated by demand on Oahu. A PE student is an individual with a disability in high school or in a post-secondary education training program and is 14-21 years old, has an IEP, 504 plan or a documented disability and has not yet been determined eligible for ineligible for HDVR.

Pre-ETS Goals: HDVR, WDD, Honolulu County, and HIDOE strategies for leveraging resources and funding include; HDVR working with these partners to leverage resources and funding for the provision of job exploration counseling and placement and case management services. WDD has agreed to leverage resources and funding from other programs (e.g. a Disability Employment Initiative grant) to the maximum extent possible, to provide individualized services such as job coaching, uniforms, transportation to and from work-based learning sites, safety equipment or assistive technology to participating Pre-ETS students with disabilities. WDD plans to partner with HIDOE Adult Education to provide the workplace readiness training to HDVR's Pre-ETS students in preparation for successful attainment of the work-based learning skills statewide.

GOAL: to increase the resources and available services across the state for students with disabilities to engage in Pre-ETS provided by HDVR. A joint assessment completed by HDVR and HIDOE revealed areas for further consideration in the development of Pre-ETS as needed in rural communities across the state.

Goal 1.1 Annually increase the percentage of participants who obtain a postsecondary credential or high-school diploma by 1% (subject to special rule), for participants with IPE's, including Pre-ETS activities.

Goal 1.2 Annually increase the percentage of participants who during a program year achieve a measurable skill gain by 1%, for participants with IPE's, including Pre-ETS activities.

Goal 1.3 Annually increase the percentage of participants who during a program year participate in WBLE and internships by 1%.

Goal 1.4 Annually increase the number of participants employed a minimum of 90 days (by1%), for participants with IPE's, including Pre-ETS activities.

HDVR's continues to partner with County AJC's in a One-Stop Single Sign-On registration system to increase access to the services of HIDOE's Adult Education, the WDD, and other partners for DVR clients on the deferred list to meet their training and job placement needs using comparable benefits through AJC partners when applicable.

Priority 2: To provide Supported Employment (SE) Services to individuals with most significant disabilities

1. Finding-1997 c287: *"The legislature finds that the rate of unemployment among individuals with developmental disabilities or other most significant disabilities is high due to the limited employment opportunities available to them. Given that individuals with developmental disabilities or other significant disabilities are capable of filling employment positions in the general workforce population, supported employment is an effective way of integrating such individuals into the general workforce population. The creation of supported employment programs can increase the types and availability of employment positions for individuals with developmental disabilities or other most significant disabilities."* (1999 c 178 & 1:1997 c 287& 1.)

2. SE means employment for individuals with developmental disabilities or other most significant disabilities who require on-going supports, and long- term supports in order to fulfill their job duties successfully and retain competitive integrated employment. Supported employment offers the same competitive and customary wages and benefits as similar non-supported employment positions.

3. Target Population: Youth with the most significant disabilities served under the supported employment program who have aged out of VR and are not under a 504 or IEP plan.

Supported Employment Goals:

Goal 2.1 Annually increase the percentage of individuals with most significant disabilities who during a program year participate in Work-Based Learning Experiences (WBLE) and internships (by a minimum rate of 1%);

Goal 2.2 Annually increase the number of individuals with most significant disabilities engaged in competitive integrated employment during the fourth quarter after exit (by a minimum rate of 1%)

Goal 2.3 Annually increase the percentage of employers providing customized employment to individuals with most significant disabilities. Customized employment means, in general, competitive integrated employment designed to meet both the specific abilities of the individual with a most significant disability and the business needs of an employer (by a minimum rate of 1%).

Priority 3: To increase employer engagement

Employer Engagement contributes to economic growth and business expansion by ensuring the workforce system is job-driven – matching employers with skilled individuals.

Under WIOA, HDVR is required to consult with stakeholders and receive public comment on proposed approaches to successful employer engagement activities. Based on the consultations, HDVR established the following goals and priorities:

Employer Engagement Goals:

Goal 3.1 Annually increase the number of employers who provide opportunities for individuals with disabilities to participate in work-based learning experiences and internships (by 1%).

Goal 3.2 Annually increase the number of employers who provide permanent employment for individuals with disabilities (by 1 %).

Goal 3.3 Annually increase the repeat/retention rates for employers who provide opportunities for individuals with disabilities to participate in work-based learning experiences and internships leading to permanent employment (by 1%).

Priority 4: To develop common data collection for Unified State Plan

Section 101(a)(23) requires DSUs to assure that the State will submit to the Secretary reports required by Section 101(a)(15) at such time and in such manner as the Secretary may determine to be appropriate. The VR services portion will be submitted with all other components of the Unified or Combined State Plan every four years with modifications submitted every two years.

WIOA describes six primary indicators of performance for core programs at the state and local levels:

1. Percentage of program participants employed during the second quarter after exit will increase annually
2. Percentage of program participants employed during the fourth quarter after exit will increase annually
3. Median earnings of program participants will increase annually
4. Percentage of participants who obtain a postsecondary credential or high school diploma (subject to special rule) will not decrease annually
5. Percentage of participants who during a program year achieve a measurable skill gain will increase annually
6. Effectiveness in serving employers will be measured annually

Data Collection Goals:

Goal 4.1 In collaboration with the core partners, define the parameters for each of the six primary indicators of performance. Collaborative data collection goals from 2020 are still in progress and being carried forward to PYs 2021-2023. HDVR is currently focused on data collection and validation for the VR program, and will continue to engage with core partners in order to define the parameters collectively and pursue best practices of other core partners in order to improve upon or share HDVR data collection methodologies.

Goal 4.2 In collaboration with the core partners, identify an automated data collection system that collects the data for each of the six primary indicators of performance which is user friendly and affordable. Collaborative data collection goals from PY2020 are still in progress and being carried forward to PYs 2021-2023. HDVR is currently focused on data collection and validation for the VR program and will continue to engage with core partners in order to identify an automated data collection system that works for HDVR in order to pursue best practices of other core partners and improve upon or share HDVR data collection methodologies.

Goal 4.3 Upon completion of goals 4.1 and 4.2, update or purchase and install automated the data system for information collection. No new automated data system has been installed for information collection since 2020. This goal is still in progress for PY 2023.

Goal 4.4 Train core partner staff on the use of the automated data collection system. No new automated data system has been installed for information collection since 2020. This goal is still in progress for PY2023.

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

The most recent comprehensive statewide assessment, including any updates; VR's Triennial Comprehensive Statewide Needs Assessment for Program Years 2015-2017 identified needs for the following goals and priorities: Priority 1: To provide Pre- Employment Transition Services; Priority 2: To provide Supported Employment (SE) Services for Youth with most significant disabilities; Priority 3: To increase employer engagement.

Priority 4: Data Collection Goals ; is in response to the State's performance under the performance accountability measures of Section 116 of the WIOA. This section is still undergoing process improvements as data collection and accuracy are being improved relative to the six Performance Accountability measures, and using technical guidance HDVR continues to pursue and prepare accurate collection and reporting for measurements in PYs21-23.

Priorities 1-4 with the respective goals were discussed and agreed upon by the SRC prior to October 1, 2017 when the active Order of Selection was implemented. Other available information on the operation and effectiveness of the VR program, includes any reports received from the SRC and findings and recommendations from monitoring activities conducted under section 107.

The Triennial Comprehensive Statewide Needs Assessment for program years 2015-2017 was shared with the SRC members. The CSNA for PYs 2018-2021 is expected to be completed in March 2023. This contract is currently being routed for signatures with an execution date of June 2022. Once the data is gathered from the upcoming CSNA covering PYs 2018-2021, HDVR will work with the SRC and other stakeholders to address the findings in the CSNA and re-examine the current goals and determine if new/updated goals and strategies are needed to address the rehabilitation and service needs of current or potential HDVR participants and any identified minorities with most significant disabilities for PY's 2022-2023.

Until the current CSNA is completed, HDVR will continue to address the needs identified from the 2018 CSNA which include the following:

Review need for development and improved access to CRPs in Hawaii: (relating to Priority 2 and 3 above)

1. Piloting programs and services to effectively serve the neighbor islands, and rural areas of Oahu.
2. Partner with WDD and HIDOE Adult Education, for agency staff to work with HDVR and share information and resources, provide cross-training, and strategize ways to increase training and placement opportunities for individuals with disabilities statewide.

Youth and Students with Disabilities: (relating to Priority 2 above)

1. Transform service provision to focus on employment. Promote work as an expectation for students and youth with disabilities, informing their families, and stakeholders.
2. Collaborate with legal aid supports to reduce stigma of justice involved youth and/or with criminal records to obtain competitive integrated employment.

Develop programs which include:

1. career exploration;
2. soft skills training in communication, self-awareness, accountability, and respect for oneself; and
3. training on issues such as communication with coworkers, unhelpful thinking patterns, motivation for work, and encourage peer support to work through personal barriers that may prevent youth and students from maintaining work.

Promote strategies to prepare for, obtain and maintain competitive, integrated employment such as: (relating to Priority 3)

1. iCan: Preparatory classes for youth and students for college and careers that represent credentials associated with high-school graduation; and

2. Project Search: Unique High School Transition Program that is employer based for one year of school-to-work program with work-based learning experiences.

Promote strategies to participate in work experience and post-secondary educational experience partnering with the State WDD and the Honolulu, Maui, Kauai and Hawaii Counties. The Summer Youth Employment Program is a program that provides paid WBLE, internships, and employment for students and youth.

Request technical assistance from WINTAC in Pre-ETS. (Relating to Priority 1-4).

Ensure that the eligibility for a transition-aged youth is determined within 60 days from the date of application and the IPE is developed within 90 days from the date of eligibility determination to prevent delays in service provision and compliance.

Ensure that 504 students are aware of HDVR services and that HDVR are conducting targeted outreach to these students in addition to those served by Special Education.

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

1. Perform targeted outreach to the Native Hawaiian and Micronesian populations in Hawaii. Contact community programs serving these populations and meeting potential consumers in their communities.
2. HDVR will partner with HIDOE Adult Education to do outreach to youth with disabilities for the goal of preparing an educated and skilled workforce.
3. HDVR will partner with DLIR WDD and county AJC's to do outreach to the Veteran community in Hawaii to increase services to this population.
4. HDVR will coordinate services with the Comprehensive Service Center for Deaf, Hard of Hearing and Deaf-Blind for the provision of VR and other related employment services.

Most Significant Disabilities and Supported Employment: (Relating to Priority 2)

1. Provide regular training to staff on SE and how the model can be used for populations other than just individuals with intellectual or other developmental disabilities. This is especially important with the passage of WIOA as HDVR can be the source of extended services for youth with significant disabilities, according to 34 C.F.R. 361.5(c) (19), which states that youth with most significant disabilities may receive extended services for up to 4 years, or until the age of 25 when an individual no longer meets the definition of a "youth with a disability", whichever comes first.
2. Ensure consumers have access to self-advocacy training.
3. Provide benefits planning resources for all HDVR consumers that are also SSA beneficiaries. VRS and community partners will ensure that they are discussing the full range of options for work with these individuals, including striving towards self-sufficiency through work.
4. Complete agreement between DOH DDD and DVR regarding the provision of support in post-secondary training that may provide the momentum for the more robust MOA to be developed.
5. Complete agreement between DVR and DOH Adult Mental Health Division (AMHD) for clients involved in the clubhouse programs through AMHD and development of transitional employment opportunities for persons with significant mental health barriers. This was a program that had moderate success in the past and HDVR plans to

engage DOH AMHD staff in supporting dually engaged participants to achieve greater success with employment outcomes as the two agencies reinforce this partnership.

6. Initiated in 2015, under an agreement between the HDVR and the HIDOE to provide Pre-Employment Transition Services to students with disabilities, program services support students with disabilities to explore vocational options, training in soft-skills to engage in work-based learning experiences, and provides paid and unpaid work experience both on and off campus. One project in particular utilizes the general learning objectives developed by the HIDOE in providing the instructional material allowing students with disabilities to explore work based learning within the visitor/hospitality industry, after which students are placed into paid work experiences in a hotel.

Business Services and Relations: (Relating to Priority 3)

1. Develop employment first initiative policies and procedures.
2. Provide disability sensitivity training to employers throughout Hawaii that help businesses understand disability and increases their comfort level in working with employees with disabilities. Customize the curriculum to address the needs of the company.
3. In addition to disability sensitivity training, provide training to employers on disability law and the responsibilities of employers under the ADA, the Workforce Innovation and Opportunities Act (WIOA), and any other applicable laws. Support employers in addressing reasonable accommodations, as well as workplace accommodations for recruitment and retention of qualified employees with disabilities. Providing this kind of educational activity for employers establishes HDVR as an expert resource, and can increase the likelihood that employers will be ready to recruit HDVR consumers when they have job openings.
4. Support the sustainability of Disability In: Hawaii/Affiliates on Oahu, Kauai and Maui.
5. Increase work experience opportunities customized to meet the needs of the employers and to increase the pool of qualified applicants for permanent employment.
6. Support annual employment recognition for people with disabilities at the State Capitol.
7. Collaborate with community providers to develop marketing materials aimed at re-branding the service provision of HDVR to be an Employment First agency for people with disabilities.
8. Work cooperatively with DLIR WDD and County AJC's to facilitate outreach to businesses as partners in training and placement for individuals with disabilities seeking competitive integrated employment in Hawaii's workforce.

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

Some content in this area is under revision.

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

The narrative content below is under revision.

The goals and priorities are based on an assessment of the vocational rehabilitation needs of person with disabilities residing in the State of Hawaii. The purpose of the assessment is to provide planners with information pertinent to the allocation of resources, to the

development of HDVR's Unified State Plan for PY's 2020-2023, and to comply with the needs assessment mandate in the Rehabilitation Act of 1973, as amended.

The most current CSNA, for Program Years 2015-2017 was completed on June 30, 2018, by the staff at the Interwork Institute, San Diego State University, HDVR, and the SRC.

HDVR is working with the San Diego State University staff of the Interwork Institute to complete the Community Statewide Needs Assessment (CSNA) for PYs 2018-2023, which is expected to be completed in 2023, due to delays with the pandemic. The purpose of the assessment is to provide current and relevant information on the needs of individuals with disabilities so that HDVR can develop programs and allocate resources that will address the identified needs. This contract is currently being routed for signatures with an execution date of June 2022. Once the data is gathered from the CSNA covering the period 2018-2023 (triennial 2018-2020 and 2021-2023), HDVR will work with the SRC and other stakeholders to address the findings in the CSNA and determine goals and strategies to address the rehabilitation and service needs of Hawaii's residents with disabilities. The CSNA for PY 2024 - 2026 will be completed in calendar year 2026, which ensures HDVR's compliance with 34 C.F.R. 361.29. HDVR will continue to address the needs identified in the CSNA report for period 2015-2017, and once the data is gathered from the upcoming CSNA, for PYs 2018-2023, HDVR will work with the SRC and other stakeholders to address the results in the CSNA and determine updates to the USP goals and strategies. Additionally, HDVR will leverage recommendations from the annual consumer satisfaction survey (CSS) reports for FFY2019-2022 which are shared with the SRC and stakeholders, along with the highlights summarizing results and recommendations for improvements provided to HDVR on the effectiveness of VR program services associated with RSA's on-site monitoring in 2019, in compliance with section 107 of the Rehabilitation Act, as amended by WIOA, and findings RSA has required DVR to address through corrective actions.

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

HDVR is subject to the following Performance Accountability Measures:

1) Percentage of program participants employed during the second quarter after exit;

2) Percentage of program participants employed during the fourth quarter after exit;

3) Median earnings of program participants in the 2nd Quarter after exit from services;

4) Percentage of participants who obtain a postsecondary credential or high school diploma (subject to special rule);

5) Percentage of participants who during a program year achieve a measurable skill gain;

6) Effectiveness in serving employers.

HDVR continues to train, monitor, and re-train personnel on performance accountability measures as indicated for accurate reporting. There has been emphasis put on measurable skills gains that lead to recognized credential or employment and supporting documentation. HDVR has already begun in PY21 to engage staff and bring awareness to the other post-exit measures that matter: maintaining employment 2nd and 4th quarter after exit (retention rates), median earnings 2nd quarter after exit and post-exit credential attainment. This is being done by providing resource information regarding these topics such as requiring staff to complete VRTAC QM training on Credential Attainment Rate, in addition to executing an Intensive Agreement with VRTAC QM to improve HDVR's operations for sustained compliance with negotiated performance levels in the USP.

The Workforce Development Council within the DLIR's WDD, is currently procuring a Single Sign-On Registration system which will transform the coordination of services between CORE and mandated partner agencies in the State to assist with co-enrollment and streamlining workforce services for applicants. In addition, WDC is working with its core partners on how co-enrollment and common definitions are clearly defined and agreeable to all partners in particular, the measure on effectiveness in serving employers of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

HDVR current priorities and goals are expected to facilitate the achievement of these performance accountability measures. They are:

Priority 1: To provide Pre-Employment Transition Services (Pre-ETS)

GOAL: to increase the resources and available services across the state for students with disabilities to engage in Pre-ETS provided by HDVR. A joint assessment completed by HDVR and HIDOE revealed areas for further consideration in the development of Pre-ETS as needed in rural communities across the state.

Goal 1.1 Annually increase the percentage of participants who obtain a postsecondary credential or high-school diploma by 1% (subject to special rule), for VR participants with an IPE also receiving Pre-ETS.

Goal 1.2 Annually increase the percentage of participants who during a program year achieve a measurable skill gain by 1%, for VR participants with an IPE also receiving Pre-ETS.

Goal 1.3 Annually increase the percentage of participants who during a program year participate in WBLE and internships by 1%.

Goal 1.4 Annually increase the number of participants employed a minimum of 90 days (by1%), for VR participants with an IPE also receiving Pre-ETS.

HDVR's participating and in support of the AJC's One-Stop Single Sign-On registration system to increase access to the services of HIDOE's Adult Education, the WDD, and other partners forDVR clients on the deferred list to meet their training and job placement needs using comparable benefits when applicable.

Priority 2: To provide Supported Employment (SE) Services to individuals with most significant disabilities

Supported Employment Goals:

Goal 2.1 Annually increase the percentage of individuals with most significant disabilities who during a program year participate in Work-Based Learning Experiences (WBLE) and internships (by a minimum rate of 1%);

Goal 2.2 Annually increase the number of individuals with most significant disabilities in competitive integrated employment during the fourth quarter after exit (by a minimum rate of 1%)

Goal 2.3 Annually increase the percentage of employers providing customized employment to individuals with most significant disabilities. Customized employment means, in general, competitive integrated employment designed to meet both the specific abilities of the individual with a most significant disability and the business needs of an employer (by a minimum rate of 1%).

Priority 3: To increase employer engagement

Employer Engagement contributes to economic growth and business expansion by ensuring the workforce system is job-driven – matching employers with skilled individuals.

Under WIOA, HDVR is required to consult with stakeholders and receive public comment on proposed approaches to successful employer engagement activities. Based on the consultations, HDVR established the following goals and priorities:

Employer Engagement Goals:

Goal 3.1 Annually increase the number of employers who provide opportunities for individuals with disabilities to participate in work-based learning experiences and internships (by 1%).

Goal 3.2 Annually increase the number of employers who provide permanent employment for individuals with disabilities (by 1 %).

Goal 3.3 Annually increase the repeat/retention rates for employers who provide opportunities for individuals with disabilities to participate in work-based learning experiences and internships leading to permanent employment (by 1%).

Priority 4: To develop common data collection for Unified State Plan

Data Collection Goals:

Goal 4.1 In collaboration with the core partners, define the parameters for each of the six primary indicators of performance. Collaborative data collection goals from 2020 are still in progress and carried forward to 2021-2023. HDVR is currently focused on data collection and validation for the DVR program will continue to engage with core partners in order to define the parameters collectively and pursue best practices of other core partners in order to improve upon or share HDVR data collection methodologies.

Goal 4.2 In collaboration with the core partners, identify an automated data collection system that collects the data for each of the six primary indicators of performance which is user friendly and affordable. Collaborative data collection goals from 2020 are still in progress and being carried forward to PY2021-2023. HDVR is currently focused on data collection and validation for the HDVR program and will continue to engage with core partners in order to identify an automated data collection system that works for HDVR and pursue best practices of other core partners in order to improve upon or share HDVR data collection methodologies.

Goal 4.3 Upon completion of goals 4.1 and 4.2, update or purchase and install automated data system for information collection. No automated data system has been installed for information collection by Core partners since 2020. This goal is still in progress for 2023.

Goal 4.4 Train core partner staff on the use of the automated data collection system. No automated data system has been installed for information collection by Core partners since 2020. This goal is still in progress for 2023.

PY 2020 reported performance outcomes reinforced the need for prioritization of these four areas to achieve negotiated rates for performance accountability measures for PYs 2021, 2022, and 2023.

Indicator	PY 20 Outcomes
Employment (Second Quarter After Exit)	20.3%
Employment (Fourth Quarter After Exit)	27.0%
Median Earnings (Second Quarter After Exit)	$3,646
Credential Attainment (CA) Rate	0.0%

Indicator	PY 20 Outcomes
Measurable Skill Gains (MSG)	30.2%

For PY 2022 and 2023, in order to improve CA rates and maintain MSG rates, HDVR must continue to prioritize Pre-ETS (Priority 1) services and engage students with disabilities as early as possible to achieve their educational and employment goals. Supported employment and employer engagement goals (priority 2 and 3) can directly lead to 2nd and 4th quarter after exit and median earnings measures. Finally, HDVR will need to move forward in it's progress and activities for priority 4, developing common data collection systems to ensure timely, efficient, and accurate data collection strategies and techniques across core programs and within HDVR. As HDVR is accountable for achieving it's own negotiated performance rates, HDVR will not only collaborate with core partners on a state level for data collection strategies but also with the SRC and regularly review any suggestions for modification of any of these goals under the 4 priorities.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

HDVR's previous Monitoring Report was published on 07/24/2012 with the following findings resolved by December 2019. On April 22, 2019, DVR issued an internal corrective action plan associated with the 2018 State Single Audit report findings. On June 24-27, 2019, RSA conducted an onsite monitoring review in key focus areas set forth in the 2019 RSA Monitoring and Technical Assistance Guide (MTAG). The finalized monitoring report was completed in May 2021, with the Corrective Action Plan issued in July 2021. DVR has requested technical assistance in data collection associated with Section 116 of WIOA and met quarterly with RSA's TA supports, as well as with WINTAC to review progress on process improvements and development of internal controls for Pre-ETS, SEA/MOU, Common Performance Measures, Supported/Customized Employment, and AJC MOU's and IFA's. DVR is collaborating with the federal technical assistance center (VR TAC QM) on an intensive agreement implemented in April 2022 to address needed improvements to fulfill performance accountability measures, more effectively serve community needs, and sustain compliance with federal regulations moving forward.

M. ORDER OF SELECTION

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES

DVR determined in 2017 that DVR's available and projected resources were not adequate to ensure the provision of the full range of VR services, as appropriate, to all eligible individuals effective October 1, 2017. This was influenced by the funding requirements of the WIOA) and 15% required award spending on restricted Pre-ETS for students to strengthen career exploration skills. Upon approval by the RSA, and after consultation with the SRC, per Hawaii Administrative Rules (HAR) §17-401.1-5, DVR closed Priority Categories 1, 2 and 3 on October 1, 2017.

The DVR Administrator will continue to provide the SRC with quarterly updates on the wait list numbers, staff vacancy numbers, fiscal resources, and the continued operation of the OOS procedure. The resources of the VR directly impact the quality and effectiveness of the program and DVR understands these updates help to improve VR services and partnerships. DVR does recognize the need to resolve the active OOS and intends to monitor monthly IPE development

to identify fiscal obligations against closed cases to identify monthly targets for resolving the OOS deferred list.

DVR Policy and Procedure for OOS

HAR §17-401.1-5 states that *"The purpose and intent of the division's Order of Selection is to provide an organized and equitable system for serving eligible individuals and processing of referrals when the division is unable to serve, on a timely basis, all eligible individuals who have applied for services."* The ability to provide services shall be reviewed every Federal Fiscal Year and if VR services cannot be provided to all eligible individuals who apply for services, the OOS shall be implemented.

New individuals determined eligible for VR services are being placed on a deferred list until DVR has the available resources to provide the full range of services to eligible individuals. However, services will continue to be provided for all individuals with approved IPEs. Additionally, DVR will continue to serve PE students who began receiving Pre-ETS prior to eligibility determination, and placement in a closed OOS priority category.

In July of 2019, based upon the annual review of the ability to provide services, DVR changed Priority Category 1 to active open OOS, and began to provide IPE planning to a number of eligible individuals in Priority Category 1, with quarterly reviews conducted to determine how many more eligible individuals in deferred status DVR is fiscally able to serve. Priority Categories 2 and 3 remain closed while Category 1 eligible individuals on deferred list are being moved into active status. It is anticipated this will keep Categories 2 and 3 closed through FFY2020. In FFY2022, DVR anticipates continuing to resolve the Priority Category 1 deferred list, and opening Category 1, before moving to resolve the Priority Category 2 and 3 deferred list which have remained closed throughout the pandemic.

Description of Priority Categories

HAR §17-401.1-5e defines how individuals who are found eligible for services shall be served under the OOS:

- **Priority Category 1** (Individuals with Most Significant Disabilities) will be served first;
- **Priority Category 2** (Individuals with Significant Disabilities) will be served second; and
- **Priority Category 3** (Individuals with Non-Significant Disabilities) will be served third.

Definitions of Priority Categories:

- **Priority Category 1:** Individuals determined to have a most significant disability (MSD). These are individuals with severe physical or mental impairments that seriously limit two or more functional capacities and who require three or more substantial VR services for an extended period of time.
- **Priority Category 2:** Individuals determined to have a significant disability (SD). These are individuals with severe physical or mental impairments that seriously limit one or more functional capacities and who require multiple VR services over an extended period of time.
- **Priority Category 3:** Individuals determined to have a non-significant disability (NSD). All other VR eligible individuals.

The OOS shall not be based on any other factors, including:

- Any duration of residency requirement, provided the individual is present in the State;

- Type of disability;
- Age, gender, race, color or national origin;
- Source of referral;
- Type of expected employment outcome;
- The need for specific services or anticipated cost of services required by an individual; or
- The income level of an individual or an individual's family.

B. THE JUSTIFICATION FOR THE ORDER

HDVR remains in an active OOS as of April 2022. This is due to the lack of personnel resources, especially VR Specialists positions due to the pandemic and Governor's Emergency Proclamation in March 2020 which created a hiring freeze that has since been resolved effective July 2021. Out of 60 total VRS positions there were 12 vacancies that were all under active recruitment since July 2021. HDVR has been diligently recruiting for VRS I and II trainee level positions. HDVR does not anticipate any fiscal deficits in FFY 2022 or FFY 2023 and also expects to resolve all categories of OOS by FFY 2023.

HDVR expected cost of services based on priority categories is listed below.

Most Significantly Disabled:

- FFY 2023: $3,616,189 (estimated)
- FFY 2022 $2,641,408 (partial)
- FFY 2021: $3,584,842
- FFY-2020: $3,649,136

Significantly Disabled:

- FFY 2023: $1,623,139 (estimated)
- FFY 2022: $1,166,704 (partial)
- FFY 2021: $1,634,111
- FFY 2020: $1,612,166

Non-Significantly Disabled:

- FFY 2023: $104,148 (estimated)
- FFY 2022: $85,008 (partial)
- FFY 2021: $109,058
- FFY 2020: $99,237

C. THE SERVICE AND OUTCOME GOALS

HDVR resolved the OOS Priority Category 1 in April 2022 and plans to resolve Priority Category 2 and 3 by September 30, 2022. Priority category 3 will be monitored in FFY2022 and into FFY2023, as necessary, as the OOS for Priority Category 2 is resolved. HDVR will continue to monitor fiscal health and staffing resources in accordance with HAR §17-401.1-5 on a quarterly

basis to address any adjustments needed to this goal to resolve the OOS deferred lists for Categories 2-3 in FFY22.

Projected numbers for FFY 2023 service and outcomes –

Priority Category 1:

Projected active participants: 3,198 (no waitlist expected for FFY 2023 for priority category 1)

Projected number of successful closures: 53

Priority Category 2:

Projected active participants: 664 (no waitlist expected for FFY 2023 for priority category 2)

Projected number of successful closures: 11

Priority Category 3:

Projected active participants: 38 (once Priority Category 2 is resolved HDVR will start to release priority category 3 off OOS waitlist)

Projected number of successful closures: 1

Note: Projected numbers for successful closures based on PY 19, 20, and current PY 21 successful closure data reported and an analysis of current caseload in employed status in employment goal.

D. TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER; AND

HDVR continues to manage the current active Order of Selection (OOS), while working diligently to remove eligible individuals from the deferred services waitlist to receive VR services.

- HDVR resolved 1,132 individuals from the Priority Category 1 Order of Selection (OOS) Deferred Services Waitlist between July 1, 2019 – April 13, 2022.
- Priority Category 2: Waitlist anticipated to be resolved in FFY 2022. As of 4/18/2022 Priority Category 2 has 540 individuals remaining on the waitlist and expects to resolve this by September 2022.
- Priority Category 3: Waitlist anticipated to begin to be resolved in FFY2022. There are currently 38 individuals on the Priority Category 3 waitlist.

As of April 13, 2022 Priority Category 1 remains in active and open OOS and any applicants who are determined eligible under this category will move directly to IPE development. Because of resolving Priority Category 1, HDVR is currently addressing removing individuals off Priority Category 2 and anticipates that this category will be in active and open OOS in September 2022. HDVR will continue to assess agency resources as participants who are determined eligible under Priority Category 1 go directly to IPE development and as Priority Category 2 is resolved.

Average time for Priority Category 1 to achieve their goals:

FFY 2023 (projected): 65 months

FFY 2022 (as of 4/19/22): 41 months

FFY 2021: 66 months

FFY 2020: 63 months

Average time for Priority Category 2 to achieve their goals:

FFY 2023 (projected): 62 months

FY 2022 (as of 4/19/22): 55 months

FFY 2021: 69 months

FFY 2020: 56 months

Average time for Priority Category 3 to achieve their goals:

FFY 2023 (projected): 42 months

FY 2022 (as of 4/19/22): 0

FFY 2021: 69 months

FFY 2020: 14 months

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES

- Individuals applying for services for PY21-23 will be interviewed and their eligibility determined. Eligible individual's names will be placed on the active OOS deferred list for closed Categories 2 and 3, and when financial and staffing resources are adequate, individuals determined eligible will be taken off the deferred list in the order by which date they were determined eligible, starting with Category 2 on April 18, 2022, after the OOS Category 1 deferred list was resolved and this Category became fully open on April 13, 2022. Category 3 deferred list will begin to be resolved in FFY2022 after Category 2 is fully open with the eligible individuals identified as significantly disabled, moved from the OOS deferred list based on their eligibility determination date. Rationale for placement on the OOS deferred list per Category 2-3 will be documented in the individual's case file.

- Everyone placed on a deferred list will be notified in writing of the priority categories, their assignment to a particular priority category classification and any reclassifications due to a change in the individual's circumstances or due to any misclassifications. The individual will also be informed of their right to appeal the category assignment through informal or formal review and of the availability of assistance from the Client Assistance Program.

- Individuals who do not meet the OOS criteria for receiving VR services will be provided:

a. VR information and guidance (which may include counseling and referral for job placement) using appropriate modes of communication to assist them in preparing for, securing, retaining/regaining or advancing in employment.

b. Referral to other appropriate Federal and State programs, including programs carried out by other components of the Statewide Workforce Investment System, best suited to address the specific employment needs of the individual.

All funding arrangements for providing services shall be consistent with the OOS. If any funding arrangements are inconsistent with the OOS, DVR shall renegotiate these funding arrangements so that they are consistent with the OOS.

Staff Training on OOS was completed in April 2017 and reviewed in June 2017. Overview of the training included:

Procedure for processing applications:

1. Upon receipt of referral, Specialist meets with applicant to complete application and inform them about OOS and comparable resources that can assist eligible individuals while on the waitlist.
2. Specialist will input data and application date; scan and upload documents in HDVR s AWARE-Akamai database systems and determine eligibility within 60 days from the date of application.
3. After eligibility determinations are made, individuals will be assigned to an OOS priority category based on their functional limitations and need for VR services over an extended period of time.
4. AWARE-Akamai data base system will un-assign case and put client name on "deferred" list. Notice of Deferred Services letter will be sent to client.

Procedure for putting clients on the deferred list:

1. For each priority category, clients will be put on the deferred list based upon application date.
2. HDVR's Staff Services Office will be responsible for maintaining the AWARE-Akamai Data Deferred list.

Procedure for taking clients off the deferred list:

1. VRA with VRAA will determine when to open each category based upon financial availability for the agency to serve additional participants. One priority category will be opened at a time to clear the deferred list for that priority category before opening the next priority category.
2. Monthly list of deferred individuals will be generated by AWARE-Akamai. Each month, based on financial availability VRA with VRAA will determine how many clients will be taken off the deferred list for the recently opened priority category.
3. A list will be generated to Branch Administrators and Supervisors to include the names of clients to be taken off the deferred list each month as applicable.
4. The Branch Administrator will make sure that the clients are assigned to Specialists.
5. Specialists will complete development of the IPE with client within 90 days from the date the client was taken off the deferred list.
6. As of April 13, 2022 Priority Category 1 remains in active and open OOS and any applicants who are determined eligible under this category will move directly to IPE development. Because of resolving Priority Category 1, HDVR is currently addressing removing individuals off Priority Category 2 and anticipates that this category will be in active and open OOS in September 2022. HDVR will continue to assess agency resources as participants who are determined eligible under Priority Category 1 go directly to IPE development and as Priority Category 2 is resolved.

2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT

Starting in December 2018, HDVR allowed for an exemption to the OOS to serve those eligible individuals with disabilities who require specific VR services in order to maintain employment. These services were to be consistent with the individual's IPE for rehabilitation, and services were only be provided that would allow the individual those specific VR services or equipment

needed to maintain employment, not for other services the individual may need for other purposes.

Throughout 2019, HDVR monitored the use of this exemption, and the cost per participant. In July 2019 HDVR also started to take eligible individuals off the delayed services list and place them into active services upon completion and approval of their IPE. Based on all the factors, HDVR determined to end the exemption in December 2019 until the OOS deferred list has been resolved for all of the Priority Category 1-3 deferred list. In FFY2020-FFY2022, HDVR has been resolving the Priority Category 1 deferred list, with the goal to also begin to resolve the remaining Priority Category 2 waitlist, started on April 18, 2022. Due to the 2020 pandemic, resolving Priority Category 1 sooner was delayed but has been resolved as of 4/13/2022. Any applicants determined eligible under Priority Category 1 will not be subject to OOS waitlist and will proceed directly to IPE development. As of 4/18/2022, HDVR began to remove individuals off the Priority Category 2 waitlist with the plan to resolve this Category by September 2022. HDVR is planning to resolve Category 3 by the end of FFY2022 depending upon staffing and fiscal resources. At this time, HDVR anticipates having all Categories of the active OOS fully open by FFY2023.

N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS

1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

As identified in L.2 above, providing Supported Employment (SE) Services to individuals with most significant disabilities is the agency's priority 2 as re-stated below.

Priority 2: To provide Supported Employment Services to Individuals with Most Significant Disabilities

Goal 2.1 Annually increase the percentage of individuals with most significant disabilities who during a program year participate in Work-Based Learning Experiences (WBLE) and internships (by a minimum rate of 1%);

Goal 2.2 Annually increase the number of individuals with most significant disabilities engaged in competitive integrated employment during the fourth quarter after exit (by a minimum rate of 1%).

Goal 2.3 Annually increase the percentage of employers providing customized employment to individuals with most significant disabilities. Customized employment means, in general, competitive integrated employment designed to meet both the specific abilities of the individual with a most significant disability and the business needs of an employer (by a minimum rate of 1%).

Clients Receiving SE Services by Federal Fiscal Year:

PY 2023: 81 Projected

PY 2022: 74 Projected

FFY2021: 175 Projected, 67 served (33 Youth, 34 Adults)

FFY2020: 90 Projected, 74 served (36 Youth, 38 Adults)

PFY2019: 44 projected, 66 served (10 Youth, 56 Adults)

VR continues to work to strengthen partnerships with the DOH, HIDOE, DLIR, and employer networks for participants long-term supports, and enhance their resiliency for retaining satisfactory competitive integrated employment in Hawaii's workforce.

2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:

A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND

HDVR contracts with CRPs to provide supported employment services, including extended services to youth with Most Significant Disabilities who have been unable to obtain and maintain competitive integrated employment in Hawaii's workforce. Extended services are available to youth with most significant disabilities, for up to 4 years, or until the youth turns 25 years old, and no longer meets the definition of "youth with a disability", whichever comes first. For youth who still require extended services, after they can no longer receive these from HDVR, the VR Specialist works with employer, participants, and their network of supports to identify other sources of extended services for those youth in order to ensure there will be no interruption in services. HDVR has contracted with CRPs to provide supported employment program services, which are available statewide, however, during the pandemic, Kauai's CRP had not been able to fill staff vacancies until recently, and Kauai HDVR staff have provided the SE services in the interim while continuing to monitor the CRP filling of staff vacancies. In this narrative section, when referring to extended services, HDVR is referring to youth with most significant disabilities receiving Supported Employment services.

VR and Supported Employment Services are provided in a related service and Milestone format. Milestones 1 and 2 are VR services, as is Milestone 3, and milestones 4 – 5 are SE services, as further clarified below:

Milestone #1: Work Strategy Assessment. This milestone is achieved when the VR Specialist receives a written Work Strategy Assessment that is completed by the CRP.

Milestone #2: Development of a Job Placement Plan and Provision of SE Services. This milestone is achieved when the SE Team has completed the Job Placement Plan. The SE Team is composed of the Participant, CRP Employment Specialist, VR Specialist, and other individuals that make up the participant's support network such as family, Case Managers (DDD, Mental Health etc.). The SE Provider executes the plan and begins the provision of SE Services. The CRP will notify the VR Specialist via the Job Placement Notification Form that the consumer has been placed/hired.

Milestone #3: 15 Clock Hours of Work Performed. This milestone is achieved after the consumer has been hired, verified by the Job Placement Notification Form from the CRP, and has completed at least 15 clock hours of work, and the VR Specialist determines that the job is consistent with the consumer's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

Milestone #4: Supported Employment Maintenance Fee. This milestone is achieved when the consumer has reached a 50/50 level of support (50% of work hours do not require the services of a job coach) and the SE Team has reviewed and updated the Job Placement Plan.

Milestone #5: Successful Employment Fee. This milestone is achieved when the SE Team meets and agrees that the SE Provider has completed their part of the Job Placement Plan and all Job Coaching duties have been transitioned to the Extended Service Provider not funded through VR award.

Additional services include SE Retention and Ongoing Supports, whereby HDVR assists with job retention in competitive integrated employment in the community via job coaching and regular follow-up. Though purely based on need, most SE participants will receive 100% Job Coaching at initial placement, then will taper off to less than 50% with the goal of independence at completion of services. In addition, HDVR partners with the Department of Health (DOH) Developmental Disabilities Division case managers and SSA Ticket to Work ENs to provide extended services to sustain employment in Hawaii's workforce.

B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS TO INCREASE RESOURCES FOR EXTENDED SERVICES AND EXPANDED SUPPORTED EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

Currently, HDVR contracts with six (6) Community Resource Providers (CRPs) to provide Supportive Employment (SE) services statewide for a period of two (2) years. There is at least one CRP located on each of Hawaii's 4 major islands. HDVR anticipates that extended services for youth with most significant disabilities (for a period not to exceed 4 years), will increase SE costs and therefore plans to add VR Basic Support funds to the contracts. Extended services are available to youth with most significant disabilities for up to 4 years, or until the youth turns 25 years old and no longer meets the definition of a "youth with a disability" (34 C.F.R. 361.5(c)(19)), for job retention in Hawaii's workforce.

Hawaii receives an estimated $300,000.00 per year of Title VI, Part B funding for SE services. WIOA requires that 50% ($150,000) be reserved for SE services for youth with most significant disabilities with a 10% state fund match requirement. Therefore, HDVR is required to expend a minimum of $16,676.00 in matching state/non-federal funds in order for any federal award surplus funds, up to $150,000, reserved for youth with most significant disabilities to be authorized for being carried forward. Historically, HDVR plans SE services using 50% ($150,000 estimated) of the SE Title VI Part B grant funds for youth with most significant disabilities, and 50% ($150,000 estimated) of funds for clients other than youth with most significant disabilities.

Supported Employment services will be paid using a combination of Supported Employment grant carryover, State funds, and HDVR's Basic Support Grant. PY2019 and 2020 estimated expenditures were projected at minimum to equate to 2018 expenditures. Projected numbers for PY2022 and PY2023, will remain close to prior 2 years actuals served while HDVR continues to works to build partnerships with the Department of Health, HIDOE, and/or Department of Labor and Industrial Relations to strengthen long-term supports for participants with most significant disabilities to retain and/or advance in competitive integrated employment.

Clients Served/Projected to Be Served

PY 2023: 81 Projected

PY 2022: 74 Projected

FFY2021: 175 Projected, 67 served (33 Youth, 34 Adults)

FFY2020: 90 Projected, 74 served (36 Youth, 38 Adults)

PFY2019: 44 projected, 66 served (10 Youth, 56 Adults)

HVR estimates that of the individuals projected to be served in 2022 and 2023, 100% will be receiving supported employment services with up to $300,000 of this cost funded under PY2022 or PY2023 Title VI, Part B funds and the balance from carried forward SE funding if applicable, or program income from SSA cost reimbursements as needed.

O. STATE'S STRATEGIES

Some content in this area is under revision.

1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES

- Increase support services in post-secondary settings thereby increasing graduation rates.

- Increase Pre-ETS to better prepare transitioning students with disabilities for engagement into the workforce.
- Support the provision of summer youth employment for transitioning high school students as well as those in post-secondary training.
- Reinforce the relationship with the State agency providing services to those individuals with mental health issues for referrals and supportive services .
- Provide transitional employment opportunities to build transferrable and strengthen social work skills.
- Provide paid and unpaid work experiences to strengthen work readiness skills.
- Strengthen and expand on employment opportunities within State governments through direct placement and Selective Placement activities.
- Strengthen and expand on employment opportunities within the Federal Government through direct placement and Schedule A opportunities.
- Build a customized workforce to fill employment gaps/needs within Government through analysis and by way of cooperative agreements.
- Increase and support professional development with VR staff to do effective Labor Market Analysis to project employment trends and subsequent career opportunities and job goals that are realistic and well planned. Analysis will be with real-time, comprehensive data programs.
- DVR staff received training on Career Index Plus to refresh and upgrade their skills in labor market analysis. Career Index Plus is a real-time comprehensive career information system that is accessible to Counselors, Case Managers and Job Seekers and was specifically developed with the needs of Vocational Rehabilitation in mind.

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS

- The HAR governing VR services includes in the definition of assistive technology, the evaluation, purchasing, leasing and provision of rehabilitation technology services, including devices at the various stages of the VR process. (HAR§17-401.1-2).
- HDVR's largest statewide contract with independent services provider is for the assessment and provision of assistive technology and devices.
- HDVR's contracted services provider is able to travel onsite to all islands and additionally able to provide remote services where appropriate. During the pandemic, travel was minimized, and remote services were the primary method of delivering services, but the vendor is negotiating with neighbor island branches to resume onsite services in mid to late 2022 pending the impact of the Omicron-B variant on Hawaii.
- The contract allows HDVR to commission trainings for HDVR staff and partner agency staff regarding best practices in Assistive Technology for our participants. In 2021 this included a training on vehicle modifications which over 75% of HDVR staff attended. This training included an introduction to different styles of vehicle modifications, how to identify which participants would benefit from such a modification, how they can address impediments to employment, what comparable benefits are available, and the practical steps of following the contracted process to procure these services.

- Training for calendar year 2022 is in the process of being scheduled. Topics to be covered include Best Practices for incorporating Assistive Technology into a Supported Employment Plan (based on current research and presentations from the Pacific Rim International Conference on Disability and Diversity); lessons learned from implementing remote services during the pandemic; how to provide support to Students with Disabilities without duplication of services provided by their school.
- Throughout the pandemic HDVR has spent over $420,000 providing services to participants with the Assistive Technology contract.
- In addition to the above contract, HDVR provides some services directly through staff:
- HDVR staff have provided training to the American Job Center staff on Maui, Hawaii, and Kauai covering accommodations for their participants, and a training to the Maui AJC specifically on the accessibility built into Microsoft Windows 10 and how to make use of the free Microsoft Disability Answer Desk.
- HDVR staff in the OIB program provide training on the use of non-visual access to technology, as well as low vision supports, and through the Ho`opono Low Vision Clinic assist participants with interpreting the eye exam reports from their doctors and having a chance to test out what devices are appropriate for them.
- Ho`opono's New Visions program provides non-visual technology and braille training to students, up to 14 per cohort, as part of the Structured Discovery Immersion Training. During the pandemic this was changed to remote services in a non-immersion format because of the DHS Director's mandate to close our center. The mandate was lifted in March 2022, and the first 5 students are returning to immersion training in April 2022, with additional students to follow in May and June until capacity is reached.
- Since 2018 Ho`opono has provided monthly iPhone and Braille classes in a non-immersion format which were not impacted by the pandemic and have continued as normal throughout.
- The Business Enterprise Program, which is HDVR's Randolph-Sheppard program, provides annual training to prospective vending stand operators on a variety of assistive technology, including talking cash registers, Microsoft Excel (for the profit & loss statement and other operational tracking), credit card and digital payment systems, bill readers, and major industry technologies like Square, Apple Pay, and more. Additionally, HDVR's two BEP staff provide year-round support to existing vendors on the use of their assistive technology.
- Through the Comprehensive Services Center (CSC) for the Deaf, Hard of Hearing, and Deaf-Blind, HDVR provides assistive technology training in ASL to any participants who need this assistance. This training includes a monthly braille user support group for the Deaf-Blind community, in collaboration with Hellen Keller National Center.
- In February 2022 HDVR held an RFI in preparation for the next round of procurement of Rehabilitation Technology services. During this process HDVR identified multiple additional potential providers of Rehabilitation Technology Services and is exploring the feasibility of a transition to a Master Service Provider (MSP) model, based on the one used by Arizona's Rehabilitation Services Administration, and the existing NASPO (National Association of State Procurement Officers) ValuPoint IT Vendor Managed Service contract that is used by Hawaii, Connecticut, Georgia, Idaho, Missouri, North Dakota and New Jersey. It is hoped that this model will enable HDVR to incorporate more providers without over-burdening our single contract administrator and improve services to participants especially on the neighbor islands. The RFP is expected before summer 2022 with contracts to begin in October 2022.

3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM

- Perform targeted outreach to the Native Hawaiian and Micronesian populations in Hawaii. Contact community programs serving these populations and meeting potential consumers in their communities.
- DVR staff will work with the families using an Ohana Nui approach with these individuals engaged in services to ensure there are support systems in place for these individuals to obtain and retain competitive integrated employment.
- DVR will partner with Adult Education to do outreach to youth with disabilities for the goal for preparing an educated and skilled workforce.
- DVR will partner with WDD to do outreach to the Veteran community in Hawaii to increase services to this population.
- DVR's VRS and ESS statewide participated in training through the National Veteran's Institute to increase knowledge and skills in working with Hawaii's population of Veteran's and Veteran's with disabilities. Oahu ESS work in partnership with the LVER and DVOP at the AJC for referral, pre-screening, interview scheduling, placement and follow up for Veteran's wanting to apply for the Workplace Readiness Program with DVR's Federal Employer accounts: NAVSUP, PHNSY, Pacific Missile Range Facility and US Pacific Fleet.
- DVR will coordinate services with the Comprehensive Service Center for Deaf, Hard of Hearing and Deaf-Blind for the provision of VR and other related employment services.
- DVR will continue to identify resources for mental health services and substance abuse treatment to increase the likelihood of clients obtaining and retaining employment with vocational rehabilitation services.

4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES)

HDVR has designated one VRS counselor to be assigned to each secondary school (instead of one VRS covering a school district), to develop and nurture the partnership with each school to maximize the opportunities and impact of Pre-ETS and VR transition services. The VRS are designated liaisons to assigned High Schools and serve urban, rural areas, deaf or hard of hearing students, and blind or visually impaired students. The VRS have a mixed caseload of students, youth and adults with disabilities. The VRS has a presence at their designated schools, and provides the schools, students and their families with an overview of HDVR's goals and mission, eligibility criteria for VR services, scope of services, and rights and remedies. VRS receive direct referrals of students with disabilities from the school, at any time during the school year. They provide consultation and technical assistance to school staff during their visits, and during IEP/504 meetings for students who were found HIDOE eligible.

When a student is found eligible for VR services, the VR Specialist will attend IEP/504 meetings, at the request of the student/family and HIDOE when possible. If VRS is unable to attend the IEP/504 meeting, they will provide relevant information to the HIDOE transition Specialist who in turn provides VR information to the student/family. The VRS will review the student's IPE and allow for amendments at the request of an IEP team as agreed to with the student with

disabilities. HIDOE Transition Specialists provide introduction and guidance to post school alternatives and planning and coordination for work experiences in a work-based setting to improve employment outcomes. HDVR VRS provide counseling in job exploration and transition or post-secondary training and education. Service providers (e.g., CRPs, public sector agencies) are contracted for workplace readiness training, Work-Based Learning Experience (WBLE), and instruction in self-advocacy.

HDVR and HIDOE recognize the need to revise and update our long-standing collaboration to deliver three inter-related components: classroom experience, in-school work experiences and community work experience. The HIDOE classroom experience is designed with a workplace readiness component. HIDOE in-school experience is designed to begin workplace readiness training with hands-on experience at the HIDOE school. HDVRs CRPs provide a continuum of workplace readiness training leading toward a community placement to further explore student interests and strengths through a short-term hands-on work-based learning experience. These placement opportunities provide students with the needed supports ensuring their overall success in progressing toward increased confidence and self-esteem in their abilities, capacities, and career choices. This approach provides the student with disabilities first-hand knowledge and experience to fully appreciate the value of the various skills, tasks and expectations of different jobs, employers, and employment settings.

In addition to offering workplace readiness training leading toward a community work-based learning experience placement, HDVRs CRPs offer outreach for HDVR services including representation at the annual statewide SPIN conference, Pacific Rim International conference, coordination of annual reverse job fairs, events hosted by the American Job Centers, various employment-related organizational meetings (i.e. DisabilityIn, Employment First, etc.), social media platforms (i.e. Hireabilities Hawaii, Facebook, Twitter, YouTube, etc.) and participation in statewide Quarterly Transition Coordinator's meetings. As an identified need, financial literacy is offered through Benefits Planning meetings for VR-eligible students who are applicants or beneficiaries of either Social Security Insurance (SSI) or Social Security Disability Insurance (SSDI). Recently added to the financial literacy curriculum is the availability and access to ABLE account usage for SSI/SSDI beneficiaries residing in Hawaii.

We have also identified areas for expansion to include and align HDVR, IDEA, and Perkins V funding as required by the Rehabilitation Act as amended by WIOA.

VR Specialists are currently engaging with HIDOE assigned school's transition coordinator to collaborate on identifying, referring, planning and the implementation of Pre-ETS and VR transition services for students with disabilities. This occurs as an on-going collaborative process throughout the year as students career interests and employment preparation needs are identified. In addition to attending IEP meetings when invited and available, HDVR, HIDOE and relevant support personnel collaborate to ensure students are provided opportunities to exercise their informed choice in their Pre-ETS participation.

HDVR staff (VRS, Employment Specialists, and Program Specialists) have been actively involved with a variety of community events in the past and are seeking to re-establish engagement with employers, career/transition fairs, conferences, and other available community opportunities, when appropriate as the safety concerns for contracting COVID have been addressed. These opportunities include but are not limited to parent support groups and forums hosted by high schools, the statewide Special Needs Information Network (SPIN) conference, the statewide Transition Fair, district Job and Career Fairs sponsored by the American Job Centers, and various independent living organizations providing services for students who are blind, partially blind, deaf hard of hearing or deaf-blind.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE

DVR does not have any plans for establishing, developing, or improving CRPs within the state at this time.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA

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

1. Identify employer hiring practices for additional referrals of qualified participants for vacancies associated with DVR's history of placements and job retention with employers having previously hired individuals with disabilities.
2. Contact employers 1st and 2nd quarter after participant placements to assess satisfaction and employee performance and retention rates. Explore additional referrals of qualified participants for vacancies and/or anticipated vacancies.
3. Maximize employment opportunities and transitional work experiences with employers.
4. Expand paid and unpaid work experiences.

Strategies to increase the median earning of program participants:

1. Identify a network of participants that have been successfully rehabilitated as mentors. These mentors can provide inspiration and advice to people on how to be successful in post-secondary education and work. They can model and reinforce high expectations.
2. Strengthening vocational assessment practices as the foundation for more comprehensive services which meet participant needs, identify and address barriers to employment, and maximize outcomes associated with employer/industry needs.
3. Share with employers and participants professional development opportunities with comparable benefits for ongoing skill building.

Strategies to increase the percentage of participants who obtain a post-secondary credential or high school or diploma (subject to education rules):

1. Support the statewide development of Career Pathways based upon Hawaii's labor market for individuals interested in post-secondary education or direct job placement or both.
2. Identify Career Pathways and job opportunities that are specific to each county.
3. Identify strategies to increase the capacity of SSA beneficiaries to move toward self-sufficiency through work, include educational supports for the participant's family to reinforce transitions to work, and encourage high expectations for the individual regarding work rather than dependency on SSI benefits. High expectations have been proven to have a positive effect on outcomes and earnings for beneficiaries.

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

1. Work with partners to support statewide access to career pathways; channels of opportunities from pre-employment training to competitive employment outcomes.
2. Identify and support apprenticeship programs. internships, transitional employment that are stepping stones on the career ladder for students, youth and adults with disabilities to obtain competitive integrated employment. In 2021, DVR staff attended Apprenticeship Week sponsored by DLIR for exposure to various apprenticeships and career pathways available in the State. In addition, DVR's Employment Team have

included apprenticeship information in Business Highlights with DLIR and Hawaii Rural Water Association. Participants have been referred to and participated in various apprenticeship program such as carpentry, labor, and orientation and mobility certification. DVR also supports new apprenticeship and internship opportunities such as those in the manufacturing sector and with private businesses.

- Youth and Students with Disabilities:

1. Transform service provision to focus on employment. Promote work as an expectation for students and youth with disabilities, informing their families, and stakeholders.
2. Collaborate with legal aid supports to reduce stigma of justice involved youth and/or with criminal records to obtain competitive integrated employment.
3. Increase support services in post-secondary settings thereby increasing graduation rates for meeting employer qualifications.
4. Increase participation rates of students in Pre-Employment Transitions Services (Pre-ETS) to better prepare transitioning students with disabilities into the workforce.
5. Support the provision of summer youth employment for transitioning high school students as well as students in post-secondary training.
6. Reinforce the relationship with the State agency providing services to those individuals with mental health issues for comparable resources, student supports, staff training, and referrals.

- Develop and/or strengthen program services which include:

1. career exploration;
2. soft skills training in communication, self-awareness, accountability, and respect for oneself; and
3. training on issues such as communication with coworkers, unhelpful thinking patterns, motivation for work, and encourages peer support to work through personal barriers that may prevent youth and students from maintaining work.

- Promote strategies to prepare for, obtain and maintain competitive, integrated employment such as:

1. iCan: Preparatory classes for youth and students for college and careers that represent credentials associated with high-school graduation; and
2. Project Search: Unique High School Transition Program that is employer based for one year of school-to-work programs.

- Promote strategies to participate in work experience and post-secondary educational experience partnering with the State WDD and the Honolulu, Maui, Kauai and Hawaii Counties. WDD's contracted services for Summer Youth Employment Program provides paid work based learning experiences, internships, and employment for students and youth.
- Request technical assistance from WINTAC in Pre-ETS best practices.
- Ensure that the eligibility for a transition-aged youth is determined within 60 days from the date of application and the IPE is developed within 90 days from the date of eligibility determination or upon activation from the OOS deferred list, to prevent delays in service provision and compliance.

- Ensure that 504 students are aware of DVR services and that DVR staff are conducting targeted outreach to these students in addition to those served by Special Education.
- Individuals with Disabilities from Different Ethnic Groups, including individuals who have been Unserved or Underserved by the VR Program:

1. Perform targeted outreach to the Native Hawaiian and Micronesian populations in Hawaii. Contact community programs serving these populations and meet with potential referrals in their communities with established networks of support.
2. DVR will partner with Adult Education to do outreach to youth with disabilities with the goal of preparing an educated and skilled workforce.
3. DVR will partner with WDD to do outreach to the Veteran community in Hawaii to increase services within this population.
4. DVR will coordinate services with the UH Comprehensive Service Center for Deaf, Hard of Hearing and Deaf-Blind for the provision of VR and other related employment services.

Most Significant Disabilities, and Supported Employment:

1. Provide and/or facilitate regular training to staff on SE program services and how the model can be used for populations other than just individuals with intellectual or other developmental disabilities. This is especially important with the passage of WIOA as DVR can be the source of extended services for up to four years for youth with most significant disabilities, or until the individual turns 25 and no longer meets the definition of a "youth with a disability" in need of SE program services.
2. Ensure consumers have access to self-advocacy training.
3. Provide benefits planning resources for all DVR consumers that are also SSA beneficiaries. VRS and community partners will ensure that they are discussing the full range of options for work with these individuals, including striving towards self-sufficiency through work.
4. Complete agreement between DDD and DVR regarding the provision of support in post-secondary training that may provide the momentum for the more robust MOA to be developed.
5. Complete updated working agreement between DVR and Adult Mental Health Division (AMHD) for clients involved in the clubhouse programs through AMHD and development of transitional employment opportunities for persons with significant mental health barriers. This was a program that had moderate success in the past and is hoped to achieve in greater success as the two agencies reignite the relationship.

Business Services and Relations: Strategies to cultivate DVR's effectiveness in serving employers. Develop successful partnerships with local and multi-state businesses to increase the employment of individuals with disabilities and self-employment. services to include, but not be limited to:

1. Train employers on compliance with Title I of the ADA of 1990 and other employment-related laws.
2. Inform employers of the existence of the program resources and availability of services.
3. Educate and provide services to employers who have hired or are interested in hiring individuals with disabilities.

4. Provide training and technical assistance to employers regarding disability awareness. Train employees who are working with individuals with disabilities.
5. Provide disability sensitivity training to employers throughout Hawaii that helps businesses understand disability and increases their comfort level in working with employees with disabilities. Customize the curriculum to address the needs of their company.
6. Support the sustainability of Disability In Networks for Hawaii, Honolulu, Kauai and Maui Counties.
7. Increase work experience opportunities customized to meet the needs of the employers and to increase the pool of qualified applicants for permanent employment.
8. Participate in annual employment recognition for people with disabilities at the State Capitol.
9. Invest in marketing materials aimed at re-branding the service provision of DVR to be an Employment First agency for people with disabilities.
10. Collaborate with WDD for outreach to businesses as partners in training and placement.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES

- Develop and/or improve relationships with network of providers that include the local government and the public sector; community-based organizations and nonprofits; employers and industry; occupational training providers; and post-secondary institutions, such as community colleges.
- Improve efforts to align investments in post-secondary education with industry needs, as well as engaging industry and employers. The COVID – 19 Pandemic created a shift from in-person to virtual employer engagement activities. HDVR'S Employment Team launched "Business Highlight", a monthly virtual, interactive meeting to establish connections for HDVR staff and AJC partners with businesses in Hawaii. Businesses showcase their company and share career pathways and employment opportunities for job seekers through virtual presentations with Vocational Rehabilitation and Employment Specialists. These connections have resulted in opportunities for direct job placement, apprenticeships, internships and work-based learning. HDVR is the process of working on formal agreements with CVS Healthcare for job shadowing and internships.
- DOE Hawaii Standards Board
- DOE Teacher Recruitment
- Wal Mart
- CVS Healthcare
- DLIR Apprenticeship
- Securitas Security Services USA
- Enterprise Holdings
- Grand Hyatt Kauai Resort & Spa
- Queen's Healthcare System

- Hawaii Rural Water Association

- Strengthen cross-system collaboration with WIOA core programs.
    - Establish DVR's Role in the Workforce Development System
    - Contribute values, expertise, and strengths as a core program to maximize outcomes for individuals with disabilities.
    - Work with partners, at front-line and state levels, to ensure the workforce development system is accessible and provides beneficial services for all individuals with disabilities.
    - Lead cross-program staff training in areas such as accessibility, disability culture and awareness, and vocational rehabilitation services.
    - Ensure eligible individuals get optimal benefit from the workforce development system by educating customers about other workforce development programs.

Implement data systems and analysis of management reports to leverage new WIOA partnerships and strengthen data driven decision making.

Hawaii's Statewide Independent Living Council (SILC) and Centers for Independent Living (CIL) partnerships also reinforce supports for DVR's participants to obtain and retain employment in Hawaii's workforce, especially given Hawaii's high cost of living and high rates of homelessness. The SILC funding is allocated by DVR for operations that will support Hawaii in meeting the goals and objectives set forth in the State Plan for Independent Living (SPIL). The mission of the SILC of Hawaii is to promote independent living and the integration of persons with disabilities into the community, while aiding individuals in achieving their goals and basic human rights. The SILC works collaboratively with DVR in strategic planning and development of the SPIL required in Section 704 of the Rehabilitation Act as amended. In previous years under Innovation & Expansion support, SILC monitored, reviewed and evaluated the implementation of the SPIL by connecting with CIL providers, the community, and the designated state entity (DVR). SILC also facilitated a minimum of four quarterly meetings and public forums to discuss the needs of Hawaii communities pertaining to Independent Living Services. The SILC's responsibilities include advocacy and policy change regarding issues affecting people with disabilities on both the state and national level. The addition of transition supports for youth as a new core service. These transition supports for youth with disabilities reinforce access to high school and post-secondary education resources for strengthening the youth's resilience for independent living. The SILC and CILs may plan workshops educating about advocacy, rights and responsibilities that individuals have affecting each person's independent living knowledge and experience in their community. In Hawaii, Innovation & Expansion funds are also allocated for the operation of the SRC. The SRC is established in Section 105 of the Rehabilitation Act of 1973, as amended (Act), and 34 CFR §361.16-361.17 of its implementing regulations, and remains an active partner in the developmental process of DVR policies and procedures. SRC effectively communicates with other entities on behalf of individuals with disabilities works in partnership with the VR agency/unit and other councils such as SILC to address disparities for individuals with disabilities living and working in Hawaii.

8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

Some content in this area is under revision.

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

The narrative content below is under revision.

HDVR is working with the San Diego State University staff of the Interwork Institute to complete the Community Statewide Needs Assessment (CSNA) for PYs 2018-2021, which is expected to be finished in March 2023, due to delays with the pandemic. The purpose of the assessment is to provide current and relevant information on the needs of individuals with disabilities so that HDVR can develop programs and allocate resources that will address the identified needs. This contract is currently being routed for signatures with an execution date of June 2022. Once the data is gathered from the upcoming CSNA covering the period 2018-2021, HDVR will work with the SRC and other stakeholders to address the findings in the CSNA and determine goals and strategies to address the rehabilitation and service needs of Hawaii's residents with disabilities. The CSNA for PY 2022-2024 is due in calendar year 2025, which ensures HDVR's compliance with 34 C.F.R. 361.29. HDVR will continue to address the needs identified in the 2018 CSNA, and once the data is gathered from the upcoming CSNA, for PYs 2018-2021, HDVR will work with the SRC and other stakeholders to address the results in the CSNA and determine updates to the USP goals and strategies. Additionally, HDVR will leverage recommendations from the annual consumer satisfaction survey (CSS) reports for FFY2019-2022 which are shared with the SRC and stakeholders, along with the highlights summarizing results and recommendations for improvements provided to HDVR on the effectiveness of VR program services associated with RSA's on-site monitoring in 2019, in compliance with section 107 of the Rehabilitation Act, as amended by WIOA, and findings RSA has required DVR to address through corrective actions. HDVR will work with the SRC and other stakeholders to address the findings in the CSNA relevant to current goals and priorities and re-examine updates needed to the USP current goals and determine and strategies are applicable to address the rehabilitation and service needs of current or potential HDVR participants. Completion of this CSNA will continue to inform the current priorities and goals for HDVR.

Priority 1: To provide Pre-Employment Transition Services (Pre-ETS)

GOAL: to increase the resources and available services across the state for students with disabilities to engage in Pre-ETS provided by HDVR. A joint assessment completed by HDVR and HIDOE revealed areas for further consideration in the development of Pre-ETS as needed in rural communities across the state.

Goal 1.1 Annually increase the percentage of participants who obtain a postsecondary credential or high-school diploma by 1% (subject to special rule), for participants with IPE's, including Pre-ETS activities.

Goal 1.2 Annually increase the percentage of participants who during a program year achieve a measurable skill gain by 1%, for participants with IPE's, including Pre-ETS activities.

Goal 1.3 Annually increase the percentage of participants who during a program year participate in WBLE and internships by 1%.

Goal 1.4 Annually increase the number of participants employed a minimum of 90 days (by1%), for participants with IPE's, including Pre-ETS activities.

Priority 2: To provide Supported Employment (SE) Services to individuals with most significant disabilities

Supported Employment Goals:

Goal 2.1 Annually increase the percentage of individuals with most significant disabilities who during a program year participate in Work-Based Learning Experiences (WBLE) and internships (by a minimum rate of 1%);

Goal 2.2 Annually increase the number of individuals with most significant disabilities engaged in competitive integrated employment during the fourth quarter after exit (by a minimum rate of 1%).

Goal 2.3 Annually increase the percentage of employers providing customized employment to individuals with most significant disabilities. Customized employment means, in general, competitive integrated employment designed to meet both the specific abilities of the individual with a most significant disability and the business needs of an employer (by a minimum rate of 1%).

Priority 3: To increase employer engagement

Employer Engagement contributes to economic growth and business expansion by ensuring the workforce system is job-driven – matching employers with skilled individuals.

Under WIOA, HDVR is required to consult with stakeholders and receive public comment on proposed approaches to successful employer engagement activities. Based on the consultations, HDVR established the following goals and priorities:

Employer Engagement Goals:

Goal 3.1 Annually increase the number of employers who provide opportunities for individuals with disabilities to participate in work-based employment experiences and internships (by 1%).

Goal 3.2 Annually increase the number of employers who provide permanent employment for individuals with disabilities (by 1 %).

Goal 3.3 Annually increase the repeat/retention rates for employers who provide opportunities for individuals with disabilities to participate in work-based learning experiences and internships leading to permanent employment (by 1%).

Priority 4: To develop common data collection for Unified State Plan

Data Collection Goals:

Goal 4.1 In collaboration with the core partners, define the parameters for each of the six primary indicators of performance. Collaborative data collection goals from 2020 are still in progress and being carried forward to PYs 2021-2023. HDVR is currently focused on data collection and validation for the VR program, and will continue to engage with core partners in order to define the parameters collectively and pursue best practices of other core partners in order to improve upon or share HDVR data collection methodologies.

Goal 4.2 In collaboration with the core partners, identify an automated data collection system that collects the data for each of the six primary indicators of performance which is user friendly and affordable. Collaborative data collection goals from PY2020 are still in progress and being carried forward to PYs 2021-2023. HDVR is currently focused on data collection and validation for the VR program and will continue to engage with core partners in order to identify an automated data collection system that works for HDVR in order to pursue best practices of other core partners and improve upon or share HDVR data collection methodologies.

Goal 4.3 Upon completion of goals 4.1 and 4.2, update or purchase and install automated the data system for information collection. No new automated data system has been installed for information collection since 2020. This goal is still in progress for PY 2023.

Goal 4.4 Train core partner staff on the use of the automated data collection system. No new automated data system has been installed for information collection since 2020. This goal is

still in progress for PY2023.

Until the current CSNA is completed, HDVR will continue to address the needs identified from the 2018 CSNA which include the following:

Review need for development and improved access to CRPs in Hawaii: (relating to Priority 2 and 3 above)

1. Piloting programs and services to effectively serve the neighbor islands, and rural areas of Oahu.
2. Partner with WDD and HIDOE Adult Education, for agency staff to work with HDVR and share information and resources, provide cross-training, and strategize ways to increase training and placement opportunities for individuals with disabilities statewide.

Youth and Students with Disabilities: (relating to Priority 2 above)

1. Transform service provision to focus on employment. Promote work as an expectation for students and youth with disabilities, informing their families, and stakeholders.
2. Collaborate with legal aid supports to reduce stigma of justice involved youth and/or with criminal records to obtain competitive integrated employment.

Develop programs which include:

1. career exploration;
2. soft skills training in communication, self-awareness, accountability, and respect for oneself; and
3. training on issues such as communication with coworkers, unhelpful thinking patterns, motivation for work, and encourage peer support to work through personal barriers that may prevent youth and students from maintaining work.

Promote strategies to prepare for, obtain and maintain competitive, integrated employment such as: (relating to Priority 3)

1. iCan: Preparatory classes for youth and students for college and careers that represent credentials associated with high-school graduation; and
2. Project Search: Unique High School Transition Program that is employer based for one year of school-to-work program with work-based learning experiences.

Promote strategies to participate in work experience and post-secondary educational experience partnering with the State WDD and the Honolulu, Maui, Kauai and Hawaii Counties. The Summer Youth Employment Program is a program that provides paid WBLE, internships, and employment for students and youth.

Request technical assistance from WINTAC in Pre-ETS. (Relating to Priority 1-4).

Ensure that the eligibility for a transition-aged youth is determined within 60 days from the date of application and the IPE is developed within 90 days from the date of eligibility determination to prevent delays in service provision and compliance.

Ensure that 504 students are aware of HDVR services and that HDVR are conducting targeted outreach to these students in addition to those served by Special Education.

Individuals with Disabilities from Different Ethnic Groups, including individuals who have

been Unserved or Underserved by the VR Program:

1. Perform targeted outreach to the Native Hawaiian and Micronesian populations in Hawaii. Contact community programs serving these populations and meeting potential consumers in their communities.
2. HDVR will partner with HIDOE Adult Education to do outreach to youth with disabilities for the goal of preparing an educated and skilled workforce.
3. HDVR will partner with DLIR WDD and county AJC's to do outreach to the Veteran community in Hawaii to increase services to this population.
4. HDVR will coordinate services with the Comprehensive Service Center for Deaf, Hard of Hearing and Deaf-Blind for the provision of VR and other related employment services.

Most Significant Disabilities and Supported Employment: (Relating to Priority 2)

1. Provide regular training to staff on SE and how the model can be used for populations other than just individuals with intellectual or other developmental disabilities. This is especially important with the passage of WIOA as HDVR can be the source of extended services for youth with significant disabilities, according to 34 C.F.R. 361.5(c) (19), which states that youth with most significant disabilities may receive extended services for up to 4 years, or until the age of 25 when an individual no longer meets the definition of a "youth with a disability", whichever comes first.
2. Ensure consumers have access to self-advocacy training.
3. Provide benefits planning resources for all HDVR consumers that are also SSA beneficiaries. VRS and community partners will ensure that they are discussing the full range of options for work with these individuals, including striving towards self-sufficiency through work.
4. Complete agreement between DOH DDD and DVR regarding the provision of support in post-secondary training that may provide the momentum for the more robust MOA to be developed.
5. Complete agreement between DVR and DOH Adult Mental Health Division (AMHD) for clients involved in the clubhouse programs through AMHD and development of transitional employment opportunities for persons with significant mental health barriers. This was a program that had moderate success in the past and HDVR plans to engage DOH AMHD staff in supporting dually engaged participants to achieve greater success with employment outcomes as the two agencies reinforce this partnership.
6. Initiated in 2015, under an agreement between the HDVR and the HIDOE to provide Pre-Employment Transition Services to students with disabilities, program services support students with disabilities to explore vocational options, training in soft-skills to engage in work-based learning experiences, and provides paid and unpaid work experience both on and off campus. One project in particular utilizes the general learning objectives developed by the HIDOE in providing the instructional material allowing students with disabilities to explore work based learning within the visitor/hospitality industry, after which students are placed into paid work experiences in a hotel.

Business Services and Relations: (Relating to Priority 3)

1. Develop employment first initiative policies and procedures.

2. Provide disability sensitivity training to employers throughout Hawaii that help businesses understand disability and increases their comfort level in working with employees with disabilities. Customize the curriculum to address the needs of the company.
3. In addition to disability sensitivity training, provide training to employers on disability law and the responsibilities of employers under the ADA, the Workforce Innovation and Opportunities Act (WIOA), and any other applicable laws. Support employers in addressing reasonable accommodations, as well as workplace accommodations for recruitment and retention of qualified employees with disabilities. Providing this kind of educational activity for employers establishes HDVR as an expert resource, and can increase the likelihood that employers will be ready to recruit HDVR consumers when they have job openings.
4. Support the sustainability of Disability In: Hawaii/Affiliates on Oahu, Kauai and Maui.
5. Increase work experience opportunities customized to meet the needs of the employers and to increase the pool of qualified applicants for permanent employment.
6. Support annual employment recognition for people with disabilities at the State Capitol.
7. Collaborate with community providers to develop marketing materials aimed at re-branding the service provision of HDVR to be an Employment First agency for people with disabilities.
8. Work cooperatively with DLIR WDD and County AJC's to facilitate outreach to businesses as partners in training and placement for individuals with disabilities seeking competitive integrated employment in Hawaii's workforce.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

- Funds are allocated for the operation of the Statewide Independent Living Council (SILC) to meet the goals and objectives set forth in the State Plan for Independent Living (SPIL). The mission of the Statewide Independent Living Council of Hawaii is to promote independent living and the integration of persons with disabilities into the community and to aid individuals in achieving their goals and basic human rights. The SILC works collaboratively with the Division of Vocational Rehabilitation.
- (DVR) in strategic planning and development of the SPIL required in section 704 of the Rehabilitation Act as amended. In previous years under Innovation & Expansion support, SILC monitored, reviewed and evaluated the implementation of the SPIL by connecting with Centers for Independent Living providers, the community, and designated state entity. SILC also facilitated a minimum of four quarterly meetings and public forums to discuss the needs of Hawaii communities pertaining to Independent Living Services. SILC is expected to continue business as usual with a few additions in responsibilities. In anticipation of the passing of the Workforce Innovations and Opportunity Act (WIOA) and the writing of the FY 2017-19 SPIL, the SILC duties will include advocacy and policy change regarding issues affecting people with disabilities on both the state and national level. The addition of Transition as a new core service, transition for youth out of high school and education about independent living, the SILC and CILs may plan workshops educating about advocacy, rights and responsibilities that individuals have affecting each person's independent living knowledge and experience in their community. Innovation & Expansion funds are also allocated for the operation of the State Rehabilitation Council (SRC). The State Rehabilitation Council (SRC) is established in Section 105 of the Rehabilitation Act of 1973, as amended (Act), and 34

CFR 361.16-361.17 of its implementing regulations. The SRC is an active partner in the developmental process of DVR policies and procedures. SRC effectively communicates with other entities on behalf of individuals with disabilities works in partnership with the Vocational Rehabilitation (VR) agency/unit and other councils such as SILC.

C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

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

1. Increase support services in post-secondary settings thereby increasing graduation rates.
2. Increase Pre-ETS to better prepare transitioning students with disabilities for the workforce.
3. Support the provision of summer youth employment for transitioning high school students as well as those in post-secondary training (age 16-24).
4. Reinforce the relationship with the State agency providing services to those individuals with mental health issues.

Strategies for PY 23: DVR will establish liaisons with the DOH AMHD Clubhouses statewide to expand and reinforce collaboration and provide continual outreach to the mental health community to apply for and participate in VR services.

5. Expand temporary employment opportunities.

Strategies for PY 23: DVR will explore the options for internships or temporary hires within Government (Federal, State or County) as a means for participants to do career exploration or gain work experience.

6. Provide paid and unpaid work experiences.

Strategies for PY 23: DVR/CVS Healthcare CA shall be executed in 2022 which will provide the opportunity for job shadowing and work experiences for DVR participants in CVS stores statewide.

7. Conduct outreach to individuals with disabilities from rural areas, Native Hawaiians, Micronesians and Deaf-Blind individuals to provide VR services.

Strategies for PY 23: DVR Staff shall be trained on cultural awareness and the provision of services to the Native Hawaiian, Micronesian, and Deaf-Blind Communities. Outreach efforts to these communities will have a culturally sensitive focus to build trust in the use of government services.

8. Outreach efforts to rural areas to include the use of technology whenever possible to enable those with difficulty with transportation to access VR services remotely. For those applicants or participants who do not have access to technology, or do not know how to use technology, DVR will promote digital literacy training with access to resources.

9. Implement customized employment strategies, continue benefits planning services for ticket holders receiving social security benefits, and develop MOAs with Employer Networks to increase our focus on the provision of SE services.

Strategies for PY23: DHS DVR/DOH DDD MOU shall be executed in 2022. DVR/DDD will have a combined training to discuss policies and procedures related to each program and how working with our mutual clients in a collaborative manner will increase employment outcomes. This involves implementation of customized employment as a strategy for successful employment

outcomes. The Ticket to Work – Partnership Plus Agreement shall be executed in 2022 and will improve the support services for participants who receive SSI or SSDI after their case has been closed by DVR.

HDVR will increase counselor awareness through monthly check-in meetings, monitoring reviews, and related training to ensure consistent understanding of policy and procedure changes relating to the delivery of Pre-ETS and other impacts of WIOA.

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

Priority 1: To provide Pre-Employment Transition Services (Pre-ETS)

GOAL: to increase the resources and available services across the state for students with disabilities to engage in Pre-ETS provided by HDVR. A joint assessment completed by HDVR and HIDOE revealed areas for further consideration in the development of Pre-ETS as needed in rural communities across the state.

Goal 1.1 Annually increase the percentage of participants who obtain a postsecondary credential or high-school diploma by 1% (subject to special rule).

Strategy: Monthly check-in meetings with staff support subject matter expert and each branch/section to discuss concerns, questions and increase counselor awareness of their role, responsibility and system requirements in documenting the progression of VR-eligible students in receipt of VR-services that lead to a credential. HDVR will continue to strengthen partnership with HIDOE high schools through assigned VR Specialist and transition coordinators at their assigned schools. HDVR is also developing strategies to collect data regularly throughout the program year to monitor CA progress such as but not limited to the following: activity due reminders, mass entry for MSG, limiting educational goal options for HS diploma goal, checking in at least twice per year for progress, and entering CA attainment progress notes and documentation upon closure to validate credential attainment. HDVR will continue to partner with Hawaii Department of Education (HIDOE), Developmental Disability Division (DDD), Developmental Disabilities Council (DD Council), and Center on Disability Studies (CDS) to conduct quarterly transition meetings to share agency updates and provide an arena for presentations from community provides, community resources partners to HIDOE, DDD, and DVR staff to promote awareness, partnership, and sharing of resources such as transition toolkits for families of students with disabilities when they transition out of school and into post-secondary education and/or employment.

In PY 2021, HDVR's Deaf Services Section (DSS) recorded 5 participants who just completed their 1st year at Gallaudet University in Washington D.C. They will be starting their 2nd year in Fall 2022. HDVR expects that when these students will complete their education at Gallaudet University and achieve credentials in the next 2 program years.

HDVR is currently receiving technical assistance for post-exit measures that includes credential attainment. HDVR is confirming credential attainment for PY 2020, quarter 1 cohort for credential attainment and will be able to use PY 2021 annual report CA rates to baseline rates and measure 1% increase for subsequent quarters data.

Goal 1.2 Annually increase the percentage of participants who during a program year achieve a measurable skill gain by 1%.

Strategy: Monthly check-in meetings with staff support subject matter expert and each branch/section to discuss concerns, questions and increase counselor awareness of their role, responsibility and system requirements in documenting the progression of VR-eligible students in receipt of VR-services that lead to a MSG. Meetings will provide the forum to share current and projected MSG data, discuss participant progress and strategies on how to promote MSG achievement, actively look into Akamai-Aware case management system to evaluate case progress and data capturing. HDVR will continue to strengthen partnership with HIDOE high schools through assigned VR Specialist and transition coordinators at their assigned schools. HDVR is also developing strategies to collect data regularly throughout the program year to monitor progress on MSG such as but not limited to the following: activity due reminders, mass entry for MSG, documenting MSG progress at least twice per year, and limiting educational goal options for HS diploma goal. HDVR will continue to partner with Hawaii Department of Education (HIDOE), Developmental Disability Division (DDD), Developmental Disabilities Council (DD Council), and Center on Disability Studies (CDS) to conduct quarterly transition meetings to share agency updates and provide an arena for presentations from community provides, community resources partners to HIDOE, DOH DDD, and DVR staff promote awareness, partnership, and sharing of resources such as transition toolkits for families of students with disabilities when they transition out of school and into post-secondary education and/or employment.

HDVR overall agency MSG rates for PY 2019, 2020, and 2021 (year to date) and PY 2022 projections:

PY 2022: 35% (negotiated level)

PY 2021: 5.4% (as of December 31, 2021) (21% negotiated level)

PY 2020: 30.2%

PY 2019: 13.3%

Below is the actual numbers for PY 2019, 2020, and 2021 (year to date) and PY 2022 projections for percentage of SWD achieving a MSG:

PY 2022: 9 projected for a 1% increase from PY 2019.

PY 2021: 0 students with disabilities received a MSG as of March 31, 2022.

PY 2020: 2 students with disabilities achieved a MSG

PY 2019: 8 Students with disabilities achieved a MSG

Since PY 2020, HDVR has been working as an agency to ensure that MSGs are being achieved and data is being captured properly. HDVR has successfully corrected counselor data entry recording for the recording of MSG attainment for participants. Check-in meetings with Branch staff and regular discussions in weekly management meetings has increased counselor awareness and understanding in the intent of this measure, their role to meet this goal, and strategies needed to provide counseling and guidance on the achievement of educational and/or training goals in pursuit of obtaining competitive integrated employment. HDVR will continue to include the achievement of MSG for students with disabilities as a regular discussion point to increase the percentage of participants who are students with disabilities that achieve a MSG. As noted above, in program year 2020, HDVR exceeded the negotiated MSG rate of 20% ending the program year at a 30.2% MSG rate.

Goal 1.3: Annually increase the percentage of participants who during a program year participate in WBLE and internships by 1%.

Strategies: HDVR will encourage VR counselor outreach for employer engagement activities (including memberships in various organizations i.e. Rotary, Chamber of Commerce, Lion's Club,

etc.) to increase HDVR presence and networking opportunities with these organizations and other community partners.

Outreach to employers through these networking partnerships provides for relationship building to engage with a variety of employers without the pressure of committing to an immediate partnership.

Achievements: HDVR has experienced some successes PY 2021 with creating WBLE opportunities through these partnerships. As a result of these collaborative relationships, HDVR has currently referred 50 transition age youth to WBLEs to explore different jobs, gain soft skills and obtain job readiness skills. An additional 28 students are participating in a CRP camp where HDVR has partnered with various community partners and businesses with the CRP to provide job readiness workshops and information sessions to students with disabilities. HDVR is also partnering with Olomana School, Hawaii Youth Correctional Facility (HYCF) and CRP to work with students with disabilities while incarcerated for them to obtain certificate track workforce training, gain work experience and give these individuals the confidence needed to apply what they have learned for a better chance at success when they leave HYCF and need to transition into the community and workforce. The program is expected to launch in May 2022. Another CRP has been able to work with 2 students with disabilities to successfully gain 6-month graphic designer experience and another student completed classroom training and was successfully hired as a permanent employee. Lastly, HDVR's Deaf Services Section (DSS) will be sending a deaf-blind student to Helen Keller National Center in New York for the Summer Youth Vocational Program (SYVP) where he/she will receive Pre-ETS services and gain experience to prepare for future employment.

HDVR has recorded the following and projected WBLE participation data by students with disabilities:

PY 2022: 27.8% (projected)

PY 2021: 19.6% (as of April 2022)

PY 2020: 22.1%

PY 2019: 24.8%

This percentage has gone down instead of up by 1% over the past 3 program years. This can be attributed to CRPs and community partners implementing strict COVID protocols from March 2020 – April 2022. Now that COVID protocols are less strict, CRPs and community partners are moving back to in-person services in April 2022 and will expected to provide more WBLE opportunities for students with disabilities.

Goal 1.4 Annually increase the number of participants employed a minimum of 90 days (by1%).

Strategies: HDVR's participating and in support of the AJC's One-Stop Single Sign-On registration system to increase access to the services of HIDOE's Adult Education, the WDD, and other partners for HDVR clients on the deferred list to meet their training and job placement needs using comparable benefits when applicable.

HDVR has been going to the AJC, 2 times per week for 4 hours at a time, from the start of the pandemic in March 2020 and helping in the resource room and has been attendance at 2 in-person job fairs open to all core partner participants. HDVR staff continue to meet with AJC partners to explore how HDVR can work with AJC partners to help participants of HDVR learn how to use the resources at the AJC. One strategy is to give AJC tours to HDVR participants.

AJC's Work Hawaii Youth program has also been beneficial to HDVR students with disabilities. They gave the participants opportunities to help with the AJC move of office location and even

hired one of the DVR participants. These participants were present in all the logistics meetings, in-person job fairs and helped with setup, manned the doors to ensure that people were following the COVID protocols, and helped with break down.

HDVR plans to continue to build on partnerships such as these and those mentioned for Goal 1.3 to increase WBLE experiences and job opportunities for Students with Disabilities to build skills and confidence for employment. HDVR also plans to seek opportunities for participants to transition to career pathway types of job, opportunities for upskilling and remote work.

The number of students included in successful rehabilitations (actuals and projected for PY 2022) for HDVR are as follows:

PY 2022 (projected): 3 out of 75

PY 2021 (as of quarter 2, PY 21): 1 successful rehab out of 35

PY 2020: 2 out of 59

PY 2019: 0 out of 58

Priority 2: To provide Supported Employment Services to individuals with the Most Significant Disabilities. (see section p.2.A)

Priority 3: To Increase Employer Engagement

Employer Engagement Goals and Priorities

Goal 3.1 Annually increase the number of employers who provide opportunities for individuals with disabilities to participate in work-based employment experiences and internships (by 1%).

As Hawaii re-opens and employers are seeking to fill their vacancies, HDVR Program and Employment Specialists have re-engaged with employers to highlight their business' employment opportunities. Since 2017, HDVR in partnership with HIDOE and DOH/DD Council, has established several school-year long internship opportunities with local hotels and hospitals. Through these experiences offered by the host businesses in partnership with HIDOE, we have found success in transitioning students from the HIDOE into the local community workforce. The students who participated and were successful in securing competitive integrated employment resulting from these internship experiences prior to the pandemic continued to maintain their employment despite the statewide shutdown. As host businesses are slowly re-opening, students who have completed their respective internships are currently being considered for vacancies, as appropriate. HDVR, HIDOE and DOH DD Council continue to collaborate on expanding these work-readiness and work-based learning opportunities for students across the state. In addition, HDVR will be expanding contract scope of services to support job coaching services available for VR-eligible SWD to receive the support needed for successful progression in their internship placements available through work-based learning experiences. The recent clarification of allowing the utilization of Pre-ETS funds for the purpose of job coaching services will reduce the burden on employers to provide these needed supports for students with disabilities learning about the workplace.

Strategies: Create work-based learning opportunities in the community with employers through Cooperative Agreements, Memorandums of Understanding and other collaborative partnerships/efforts.

Current strategies to increase employers providing WBLE for individuals with disabilities include the utilization of CRPs, advocating VR Specialist's participation in monthly Business Highlights where HDVR's employment team invite employers to present to HDVR staff featuring vacancies and opportunities for VR Specialists to directly engage with HR personnel regarding hiring processes, company culture, accommodations, etc.

HDVR Program Specialists are actively engaged in discussions with community health care facilities in an effort to increase WBLE opportunities located in rural communities across the state. In addition, collaborative efforts are on-going between HDVR and HIDOE as we seek to increase employer-sponsored WBLE across the state.

Achievements: Opportunities for job shadowing and work-based learning opportunities have expanded to include a Cooperative Agreement with CVS Healthcare System. This Cooperative Agreement is scheduled to be executed in 2022.

Goal 3.2 Annually increase the number of employers who provide permanent employment for individuals with disabilities (by 1 %).

Strategies: Engage in employer outreach activities through the Workforce Development Council and Local Boards, memberships in professional organizations, employer presentations and technical assistance, career fairs and other hiring events.

Achievements: HDVR's Statewide Employment Staff Specialist continues to be engaged with the WDC and the OWDB Employer Engagement and Sector Strategies Committees with a focus on the needs of business in the State, including opportunities for special populations which include persons with disabilities.

HDVR Statewide Employment Specialists are local chapter members of nationally recognized organizations including Disability: IN, Society for Human Resource Management (SHRM), and CSAVR The NET.

HDVR has executed an MOA (2021) with the State of Hawaii Department of Business, Economic Development, and Tourism (DBEDT) to participate in the Hawaii Remote Work Project, a demonstration project in partnership with the State Department of Labor and Industrial Relations' WDC and Workforce Development Division, and the AJC's in 4 Counties across the state. This project is designed to complement the employment and re-employment services offered at the AJC's, the WDC, and Hawaii's official public job board, HireNet Hawaii and to provide job opportunities for Hawaii's unemployed and under-employed. Through this MOU, HDVR has acquired 100 memberships for FlexJobs Corporation services to provide remote work opportunities for unemployed and under-employed persons with disabilities in Hawaii. These memberships will expand the scope of employment possibilities for HDVR participants to include remote, flexible employment both in Hawaii and on a national level.

HDVR Employment Specialists are members of the Council of State Administrators of Vocational Rehabilitation (CSAVR) The NET (National Employment Team) - a national network of the 78 public VR programs "one company" approach to working with business customers. Hawaii VR participants have applied to the ACT – Virtual Academy – a video based, instructor lead and supported learning environment through a private-public sector partnership that includes Microsoft, State VR agencies, disABLED person Inc., CSAVR's NET and Cielo – the world's leading strategic Recruitment Process Outsourcing (RPO) partner. The ACT-V Academy offers online video instructor lead training focused on high demand skill sets that support candidates in their career path in Technology. The platform will provide candidates access to a variety of career tracks in Technology through a series of stackable credentials. This will enable students to pursue and obtain the skill sets and credentials aligned within their area of interest and fill a gap in Hawaii's labor market in the field of Technology.

HDVR's Employment Specialists will continue to be a resource to employers by providing training and education on the skills and abilities of persons with disabilities, reasonable accommodations, work accommodations including assistive technology to enhance performance outcomes, tax incentives, and tax incentives.

Goal 3.3 Annually increase the repeat/retention rates for employers who provide opportunities for individuals with disabilities to participate in work-based learning experiences and internships leading to permanent employment (by 1%).

Strategies: In relationship to goal 3.1: Build strong relationships with employers by providing them with the best customer service.

Achievements: Increase in opportunities to participate in Federal Workplace Readiness Programs (WRP) that lead to permanent, competitive integrated employment have expanded. In addition to PHNSY and NAVSUP, to include U.S. Pacific Fleet and Pacific Missile Range Facility. In addition, the WRP program is now being discussed for launch on Kauai due to the success on Oahu.

To accomplish this goal, HDVR has partnered with multiple CRPs across the state to offer community placements for paid and unpaid work-based learning experiences. In addition, HDVR partnered with the HIDOE to expand a pilot internship program at a local hospital. However, in PYs 19, 20, and 21 the internship sites were shut down due to the pandemic. Although creative alternatives were provided for students ensuring their continued exposure to learning industry standards, these students had limited options for competitive integrated employment opportunities due to the statewide shutdown. HDVR and HIDOE have actively re-engaged with host businesses to re-establish these internship opportunities for the students with anticipated re-start in PY22. Furthermore, a recent commitment has been made by a local hospital to focus on hiring successful interns.

The need to increase employer opportunities in rural communities across the state is acknowledged by both HDVR and HIDOE. Collaboration in our efforts and strategies to reach untapped employer resources are currently underway as to not duplicate efforts in establishing community-based opportunities for students. On-going employer discussions include CVS, Target, Embassy Suites, Kaiser Moanalua, Hawaii Primary Care Association, and the Hyatt Regency.

Priority 4: To develop common data collection for Unified State Plan

Data Collection Goals:

Goal 4.1 In collaboration with the core partners, define the parameters for each of the six primary indicators of performance. Collaborative data collection goals from 2020 are still in progress and carried forward to 2021-2023.

Strategies: HDVR will continue on-going collaboration with core partners in order to define the parameters collectively. HDVR is also focused on data collection and validation for the DVR program and will pursue best practices of other core partners in order to improve upon and/or share HDVR data collection methodologies.

Goal 4.2 In collaboration with the core partners, identify an automated data collection system that collects the data for each of the six primary indicators of performance which is user friendly and affordable. Collaborative data collection goals from2020 are still in progress and carried forward to 2021-2023.

HDVR will continue on-going collaboration with core partners in order to define the parameters collectively. HDVR is also focused on data collection and validation for the DVR program and will pursue best practices of other core partners in order to improve upon and/or share HDVR data collection methodologies.

Goal 4.3 Upon completion of goals 4.1 and 4.2, update or purchase and install automated data system for information collection. No automated data system has been installed for information collection since 2020. This goal is still in progress for 2023.

Goal 4.4 Train core partner staff on the use of the automated data collection system. No automated data system has been installed for information collection since 2020. This goal is still in progress for 2023.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

Priority 1: To provide Pre-Employment Transition Services (Pre-ETS)

HDVR investigated the needs of students with disabilities (14-21) in the 2015-2017 Comprehensive Statewide Needs Assessment (CSNA) that was reported on in 2018. It is clear from the interviews and the survey results from the CSNA that students in Hawaii have a need to receive Pre-ETS. Each of the Pre-ETS categories of activities were noted as a need on a recurring basis when discussing the needs of students.

Required Activities

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

Target Populations: Students receiving transition services pursuant to IDEA or a student who is an individual with a disability under Section 504 of IDEA and aged 14-21.

An added agreement is being reviewed for the provision of a Summer Youth Employment Program (SYEP) for individuals deemed Potentially Eligible (PE) by HDVR with the DLIR WDD and County Workforce Development partners. A PE student is an individual with a disability in high school or in a post-secondary education training program and is 14-21 years old, has an IEP, 504 plan or a documented disability and has not yet been determined eligible for ineligible for HDVR.

Pre-ETS Goals: HDVR, DLIR WDD, County Workforce Development partners, and HIDOE strategies for leveraging resources and funding include; HDVR working with the core partners to leverage resources and funding for the provision of job exploration counseling and placement and case management services. DLIR WDD has agreed to leverage resources and funding from other programs (e.g. a Disability Employment Initiative grant) to the maximum extent possible, to provide individualized services such as job coaching, uniforms, transportation to and from work-based learning sites, safety equipment or assistive technology to participating Pre-ETS students. DLIR WDD will partner with Adult Education to provide the workplace readiness training to HDVR's Pre-ETS students referred for services, in preparation for successful attainment of the work-based learning skills.

GOAL: to increase the resources and available services across the state for students with disabilities to engage in Pre-ETS provided by HDVR. A joint assessment completed by HDVR and HIDOE revealed areas for further consideration in the development of Pre-ETS as needed in rural communities across the state.

Goal 1.1 Annually increase the percentage of participants who obtain a postsecondary credential or high-school diploma by 1-2% (subject to special rule).

Factor (s) that impeded HDVR from achieving this goal: HDVR is currently receiving technical assistance for post-exit measures that include credential attainment. HDVR is confirming credential attainment for PY 2020, quarter 1 cohort for credential attainment and will be able to use PY 2021 annual report CA rates to baseline rates and measure 1% increase for subsequent quarters data.

Goal 1.2 Annually increase the percentage of participants who during a program year achieve a measurable skill gain by 1%.

Factor (s) that impeded HDVR from achieving this goal: Since PY 2020, HDVR has been working as an agency to ensure that MSGs are being achieved, data is being captured properly, HDVR has successfully corrected counselor data entry recording and documentation of MSG attainment for participants. Check-in meetings with Branch staff and regular discussions in weekly management meetings has increased counselor awareness and understanding of the intent of this measure, their role to meet this goal, and strategies needed to provide counseling and guidance on the achievement educational and/or training goals in pursuit of obtaining competitive integrated employment. HDVR will continue to include the achievement of MSG for students with disabilities as a regular discussion point to increase the percentage of participants who are students with disabilities that achieve an MSG. As noted above, in program year 2020, HDVR exceeded the negotiated MSG rate of 20% ending the program year at a 30.2% MSG rate. HDVR will continue efforts to ensure that HDVR meets the negotiated levels of MSG achievement levels for PY 2022 (35%) and 2023 (36%).

Goal 1.3 Annually increase the percentage of participants who during a program year participate in WBLE and internships by 1%.

Factor (s) that impeded HDVR from achieving this goal: This percentage has gone down instead of up by 1% over the past 3 program years. This can be attributed to CRPs and community partners implementing strict COVID protocols from March 2020 – April 2022. Now that COVID protocols are less strict, CRPs and community partners are moving back to in person services in April 2022 and will be expected to provide more in-person WBLE opportunities for students with disabilities.

Goal 1.4 Annually increase the number of participants employed a minimum of 90 days (by1%).

Factor (s) that impeded HDVR from achieving this goal: A need to increase opportunities for WBLE experiences with more employers and strengthen employer partnerships has impeded HDVR from achieving this goal. As noted, during the height of the pandemic and emergency restrictions, many employers had reduced business operations and/or closed their businesses. However, HDVR plans to continue to strengthen employer partnerships such as those mentioned for Goal 1.3 to increase WBLE experiences and job opportunities for Students with Disabilities to build skills and confidence for employment. HDVR also plans to seek opportunities for participants to transition to career pathway employment/career opportunities for upskilling and remote work.

HDVR is actively engaged with HIDOE in establishing programs and services goals aligning performance indicators to include Perkins V. As on-going discussions and workgroups produce viable material, agency focused and joint staff training is targeted to ensure mutual understanding of the joint goals and performance outcomes. In addition, HDVR will utilize the Quarterly Transition Coordinator's meetings to provide additional opportunities for staff to obtain clarification of revised processes, available WBLE, internships, and work opportunities for Students with Disabilities, and learn about resources, programs, and training available through CRPs and community partners.

Priority 2: To provide Supported Employment Services to individuals with the Most Significant Disabilities. (See section p.2.B)

Priority 3: To Increase Employer Engagement

Employer Engagement Goals and Priorities

Goal 3.1: Annually increase the number of employers who provide opportunities for individuals with disabilities to participate in work-based employment experiences and internships (by 1%).

Due to the pandemic, achieving an increase of the number of employers was a daunting task as businesses were forced to close their doors over the past two years. CRPs reported a significant number of employers who closed permanently while others modified staffing schedules to allow for social distancing mandates imposed by the State's Emergency Proclamation.

Goal 3.2: Annually increase the number of employers who provide permanent employment for individuals with disabilities (by 1 %).

Due to the pandemic, achieving an increase of the number of employers was a daunting task as businesses were forced to close their doors over the past two years. CRPs reported a significant number of employers who closed permanently while others modified staffing schedules to allow for social distancing mandates imposed by the State.

Goal 3.3: Annually increase the repeat/retention rates for employers who provide opportunities for individuals with disabilities to participate in work-based learning experiences and internships leading to permanent employment (by 1%).

Unfortunately, the implementation of a statewide Emergency Proclamation in March 2020 caused many of the long-standing employer relationships to be diminished with reduced contact and employee retirements. However, as Hawaii re-opens and employers are seeking to fill their vacancies, HDVR counselors and Employment Specialists have re-engaged with employers to highlight their business' employment opportunities for qualified HDVR participants.

Priority 4: To develop common data collection for Unified State Plan

Data Collection Goals:

Goal 4.1 In collaboration with the core partners, define the parameters for each of the six primary indicators of performance. Collaborative data collection goals from 2020 are still in progress and carried forward to 2021-2023. HDVR is currently focused on data collection and validation and will continue to engage with core partners in order to define the parameters collectively and pursue best practices of other core partners in order to improve upon or share HDVR data collection methodologies.

Factor (s) that impeded HDVR from achieving this goal: Collaborative data collection goals from 2020 with all core partners are still in progress and carried forward to 2021-2023.

Goal 4.2 In collaboration with the core partners, identify an automated data collection system that collects the data for each of the six primary indicators of performance which is user friendly and affordable. Collaborative data collection goals from2020 are still in progress and carried forward to 2021-2023. HDVR is currently focused on data collection and validation for the DVR program and will continue to engage with core partners in order to identify an automated data collection system that works for HDVR and pursue best practices of other core partners in order to improve upon or share HDVR data collection methodologies.

Factor (s) that impeded HDVR from achieving this goal: Collaborative data collection goals from 2020 with all core partners are still in progress and carried forward to 2021-2023.

Goal 4.3 Upon completion of goals 4.1 and 4.2, update or purchase and install automated data system for information collection. No automated data system has been installed for information collection since 2020. This goal is still in progress for 2023.

Factor (s) that impeded HDVR from achieving this goal: No automated statewide data system for core partners has been installed for information collection since 2020. This goal is still in progress for 2023.

Goal 4.4 Train core partner staff on the use of the automated data collection system. No automated statewide data system has been installed for core partners information collection since 2020. This goal is still in progress for 2023.

Factor (s) that impeded HDVR from achieving this goal: No automated statewide data system has been installed for core partners information collection since 2020. This goal is still in progress for 2023.

2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

Priority 2: To provide Supported Employment Services to individuals with the Most Significant Disabilities.

Supported Employment Goals

Goal 2.1 Annually increase the percentage of individuals with most significant disabilities who during a program year participate in Work-Based Learning Experiences (WBLE) and internships (by a minimum rate of 1%)

Strategy: Establish baseline data for number of clients eligible for SE Services who participate in work-based learning experiences and internships. Baseline data expected to be available in PY2021 through reports established in the Akamai-Aware HDVR Case Management System.

PY20 Update: HDVR identified challenges with establishing a baseline with data in PY2019 and PY2020 due to issues with the coding of services in the case management system, Aware-Akamai, which created discrepancies with internal reports. This presented challenges in forecasting accurately as well as tracking services in the correct categories, which HDVR addressed for federal reporting accuracy. This issue has also been escalated to Alliance, HDVR's case management system provider for resolution and monitoring.

Corrections were made to PY20 Q1, Q2 and Q3 in July 2021.

Baseline PY20:

SE Adult: Of the 38 Adults with Supported Employment plans, 1 participant participated in WBLE.

SE Youth: Of the 36 Youth with Supported Employment plans, 2 participants participated in WBLE.

Goal 2.2 Annually increase the number of individuals with most significant disabilities in competitive integrated employment during the fourth quarter after exit (by a minimum rate of 1%)

Strategy: Establish baseline data for the number of clients eligible for SE Services who have retained competitive integrated employment at the fourth quarter after exit from the VR program. Baseline data expected to be available in PY2021 through a Data Sharing Agreement signed with DLIR.

PY20 Update: HDVR identified challenges with establishing a baseline with data in PY2019 and PY2020 due to issues with the coding of services in Aware-Akamai which created discrepancies with internal reports. This presented challenges in forecasting accurately as well as tracking services in the correct categories, which HDVR addressed for federal reporting accuracy. This issue has also been escalated to Alliance, HDVR's case management system provider for resolution and monitoring.

Corrections were made to PY20 Q1, Q2 and Q3 in July 2021.

Baseline PY20:

SE participants who have retained CIE at 4th Qtr. after Exit:

Adults: 0 Employment Outcomes in CIE in PY19 = 0 at 4th Qtr. After Exit

Youth: 1 Employment Outcome in CIE in PY19 = 0 at 4th Qtr. After Exit

Goal 2.3 Annually increase the percentage of employers providing customized employment to individuals with most significant disabilities. Customized employment means, in general, competitive integrated employment designed to meet both the specific abilities of the individual with a most significant disability and the business needs of an employer (by a minimum rate of 1%).

Strategy: Finalize the MOU with Dept. Of Health (DOH) Developmental Disabilities Division (DDD) to implement Customized Employment Strategies through a program concept model for dual enrollment and non-duplication of services.

PY20 Update: The HDVR/DOH DDD MOU has gone through technical assistance reviews completed by both HDVR and DOH DDD, whereby multiple edits have been made to meet the requirements and responsibilities of both DHS/HDVR and DOH/DDD. The MOU is currently in the DHS and DOH Attorney General's office for final review.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

Supported Employment Goals

Goal 2.1 Annually increase the percentage of individuals with most significant disabilities who during a program year participate in Work-Based Learning Experiences (WBLE) and internships (by a minimum rate of 1%);

HDVR identified challenges with establishing a baseline with data in PY2019 and PY2020 due to issues with the coding of services in Aware-Akamai which created discrepancies with internal reports. This presented challenges in forecasting accurately as well as tracking services in the correct categories, which HDVR addressed for federal reporting accuracy.

Goal 2.2 Annually increase the number of individuals with most significant disabilities engaged in competitive integrated employment during the fourth quarter after exit (by a minimum rate of 1%).

HDVR identified challenges with establishing a baseline with data in PY2019 and PY2020 due to issues with the coding of services in Aware-Akamai which created discrepancies with internal reports. This presented challenges in forecasting accurately as well as tracking services in the correct categories, which HDVR addressed for federal reporting accuracy. This issue has also been escalated to Alliance, HDVR's case management system provider for resolution.

Goal 2.3 Annually increase the percentage of employers providing customized employment to individuals with most significant disabilities. Customized employment means, in general,

competitive integrated employment designed to meet both the specific abilities of the individual with a most significant disability and the business needs of an employer (by a minimum rate of 1%).

The HDVR/DOH DDD MOU has gone through technical assistance reviews completed by both HDVR and DOH DDD, whereby multiple edits have been made to meet the requirements and responsibilities of both DHS/HDVR and DOH/DDD. The MOU is currently in the DHS and DOH Attorney General's office for final review.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA

HDVR's goal is to meet or exceed the negotiated levels of performance measures in accordance to Section 116 of WIOA as referenced in HDVR's Appendix 1 referred to as Performance Goals of Vocational Rehabilitation Program.

HDVR Performance outcomes for PY2020: (PY 2021 Outcomes are still pending)

Indicator	PY 20 Outcome
Employment (Second Quarter After Exit)	20.3%
Employment (Fourth Quarter After Exit)	27.0%
Median Earnings (Second Quarter After Exit)	$3,646
Credential Attainment (CA) Rate	0.0%
Measurable Skill Gains (MSG)	30.2%

HDVR met with RSA to negotiate levels of performance for PY 2022 and 2023 and agreed on the performance levels below:

Indicator	PY 2022 Negotiated Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	33%	37%
Employment (Fourth Quarter After Exit)	37.5%	39.5%
Median Earnings (Second Quarter After Exit)	$4,400	$4,500
Credential Attainment Rate	20%	22%
Measurable Skill Gains	35%	36%

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED

Funds are allocated for the operation of the SILC to meet the goals and objectives set forth in the SPIL. The mission of the Statewide Independent Living Council of Hawaii is to promote independent living and the integration of persons with disabilities into the community, and to aid individuals in achieving their goals and basic human rights. The SILC works collaboratively with the DVR in strategic planning and development of the SPIL required in section 704 of the Rehabilitation Act as amended. SILC monitors, reviews and evaluates the implementation of the

approved SPIL by connecting with the Centers for Independent Living and other independent living providers. The SILC provides all services set forth in a contract agreement with DVR, indicated in the Scope of Services and Executive Order 11, State of Hawaii.

SIlC coordinates activities with the SRC established under section 105 of the Rehabilitation Act, as amended, and with other councils that address the needs of specific disability populations and issues under other Federal Law.

The SRC is established in Section 105 of the Rehabilitation Act of 1973, as amended, and 34 CFR §361.16-361.17 of its implementing regulations. The SRC carries out its purpose by reviewing, analyzing and advising DVR regarding performance that affects the ability of consumers to achieve employment outcomes. The SRC also assists in developing and reviewing State goals and priorities in the VR program, assists with preparation of the VR State plan and amendments, and preparation and submittal of VR annual report to the Governor and Commissioner of the RSA. The SRC coordinates it activities with the activities of other disability related councils within the State.

In PY 2020, there was $825 expended on SRC members to attend CSAVR Fall 2020 conference and $112,336 expended for SILC operations.

Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES

1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES

Supported Employment services are provided to eligible VR participants through Community Service Providers statewide. The extent of services provided are identified in the Scope of Services in each Supported Employment contract. Contractors are compensated on a Milestone payment structure. Each milestone completed must be to the satisfaction of DVR, Participant, and other team members including the identified Long Term Support.

Extended services are available to youth with most significant disabilities for up to 4 years, or until the youth turns 25 years old and no longer meets the definition of “youth with a disability”, whichever comes first. For youth who still require extended services, after they can no longer receive them from DVR, the VRS must identify another source of extended services for those youth in order to ensure there will be no interruption in services.

Supported employment means competitive integrated employment, including customized employment (if available), or employment in an integrated work setting in which an individual with a most significant disability, including a youth with a most significant disability, is working on a short-term basis toward competitive integrated employment that is individualized, and customized, consistent with the unique strengths, abilities, interests, and informed choice of the individual with ongoing support services.

Supported employment services begin after job placement, therefore all milestones prior to job placement are paid for with VR service funds and not through the Supported Employment Services Grant.

Supported employment services are available for a period not to exceed 24 months, unless under special circumstances where the eligible individual and the VRS jointly agree to extend the time to achieve the employment outcome in the Individualized Plan for Employment.

Milestone #1: Work Strategy Assessment

The SE Provider shall develop a written Work Strategy Assessment that includes:

• An in-person intake that reviews functional limitations, legal issues, transportation needs, and interests related to employment.

• Behavioral, motivational, and areas of interest as they relate to employment.

Job seeking skills

• Life skills assessment, general work behaviors (social, communication, interpersonal, time management skills) in all settings and as they relate to employment.

• Abilities and aptitudes

• Recommendations

Assessment Areas:

1. Work Site or Situational Work Assessment

At minimum, assess ability to show up on time, follow instructions, and complete job duties at the worksite to test work readiness skills related to the type of job they are interest in. Assess time management and interviewing skills. Observation of social and interpersonal skills.

2. Independent Living Skills Assessment

At minimum, assess hygiene, dress (appropriate work clothes), and access to transportation and system of support.

3. Technical/Computer Skills Assessment

At minimum, assess computer skills as related to employment to include level of reading and writing skills. Activities could include online job search, completing an online application. Assess technical skills as related to the type of job they are interested in.

This Milestone is achieved when the SE Provider submits a completed Work Strategy Assessment.

Milestone #2: Development of a Job Placement Plan and Provision of SE Services

The SE Team shall meet to review the Work Strategy Assessment and collaborate in the development of the Job Placement Plan. At minimum, the Job Placement Plan shall include:

• Identification of the Vocational Goal

• Target Wage/Salary

• Target Hours Desired per Week

• Job Seeking/Employment Skills Training and Activities

• Independent Living Skills Training and Activities

• Technical/Computer Skills Training and Activities

• Job Placement Activities • Job Maintenance Activities to include tasks required to achieve job stability • Transition Activities from SE Provider to Extended Support Service Provider

• Due Dates/Estimated Time frames for each task • Names of people who are responsible for completing those tasks.

This milestone is achieved when the SE Team has completed the Job Placement Plan. The SE Provider executes of the plan and begins provision of SE services.

Milestone #3: Job Placement and 15 Clock Hours of Work Performed

This milestone is achieved when the VR Counselor receives written documentation (Job Placement Notification Form) that the consumer has been hired, has completed at least 15 clock

hours of work, and the VR Counselor determines that the job is consistent with the consumer's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

SE Providers are not allowed to provide placement within their facility without prior approval from the SE Team.

A Job Placement Notification form shall include:

• SE Client Name • Employer Information – Employer, Address, Phone Number, etc.

• Employment Information – Start Date, Job Title, Rate of Pay, Hours Worked per week, etc.

• Estimated Number of Job Coaching Hours per Week

• Employer Satisfaction and Comments • SE Consumer Satisfaction and Comments

Supported Employment Job Coaching

The SE Provider will provide Job Coaching services until the SE Client has:

• Reached an 80/20 Level of Support, or

• Received SE Services for 24 months from time of placement, or

• Received SE Services for four (4) years from time of placement if the SE consumer meets the definition of a Youth with a Disability.

A written progress report on the SE Consumer shall be submitted monthly to the VRS Counselor providing information on the SE Consumer's employment. These reports shall include payroll information (hours worked, wages earned, benefits received, if any), feedback from the employer, feedback from the SE Consumer, and job coaches observations and comments. Reports shall also include monthly job coaching hours provided, cumulative job coaching hours provided, and a projected timeline of job coaching service needs.

The SE Team shall meet once every three months during the job coaching/stability phase to assess and update the Job Placement Plan.

Milestone #4: Supported Employment Maintenance

When the SE Consumer has reached a 50/50 Level of Support, the SE Team shall meet to review the Job Placement Plan's transition from the SE Provider's Job Coach to the Extended Support Service Provider. This Milestone is achieved when the Job Placement Plan has been reviewed and updated and upon completion of the SE Team meeting.

Transitional Employment Services

When the SE Consumer has reached and 80/20 level of support, the CRP will transition Job Coaching Services to the Extended Service Provider. The CRP has up to 20 hours to transition all Job Coaching duties. Fees for the Transitional Employment Services are the same as Job Coaching.

Milestone #5 – Successful Employment Fee

The SE Team shall meet and agree that:

• The SE Consumer is satisfied with their employment,

• The employer is satisfied with the SE Consumer's job performance and knows who to contact for

support, as needed,

• The Extended Support Service Provider is capable and responsible for the long term employment

follow up,

• The VR Counselor will provide the subsequent 90 day job follow up, and

• The SE Team agrees that the SE Provider can successfully close the SE Consumer's case.

*If all bullet points are met, the CRP will close the case.

The VR Counselor needs to provide the subsequent 90 day follow up and close the case in an employment outcome after the 90 day period.

The service record of an individual with a most significant disability has achieved an employment outcome in supported employment will be closed under the following conditions:

1. The individual must have completed supported employment services, and
2. transitioned to extended services provided either by DVR for a youth with a most significant disability, or another agreed upon provider.
3. The individual has maintained employment and achieved stability in the work setting for a minimum of 90 days after transitioning to extended services, and
4. the employment must be individualized and customized consistent with the strengths, abilities, interests, and informed choice of the individual.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES

The transition to extended service begins after all supported employment services are completed.

Extended services are ongoing support services and other appropriate services that are needed to support and maintain an individual with a most significant disability, including a youth with a most significant disability in Supported Employment. It allows additional time to receive services and supports necessary after the individual has obtained a placement in competitive integrated employment or working on a short- term basis towards competitive integrated employment. It is organized and based on need specified in the Individualized Plan for Employment. HDVR can only fund extended services for youth with most significant disabilities. Entities that are responsible for funding extended services for individuals with most significant disabilities who are not youth with most significant disabilities include State agencies (not including HDVR), private nonprofit organizations, employers or any other appropriate source.

The time frame for the provision of Supported Employment services is no longer than 24 months, unless under special circumstances, the eligible individual and VR Specialist have jointly agreed to extend the time to achieve the employment outcome identified in the Individualized Plan for Employment. For youth with most significant disabilities, extended services under supported employment cannot exceed four years, or until such time that a youth reaches the age of 25, whichever occurs first, thereby no longer meeting the definition of a "youth with a disability".

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY WIOA[14], AND ITS SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT[15];

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

The DSU is the Division of Vocational Rehabilitation (DVR)

2. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (ENTER THE NAME OF DESIGNATED STATE AGENCY)[16] AGREES TO OPERATE AND ADMINISTER THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[17] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[18] , POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER SECTION 111 OF THE REHABILITATION ACT ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

ENTER THE NAME OF DESIGNATED STATE AGENCY

The DSA is the Hawaii Department of Human Services, with the DSU (DVR) identified in the previous section.

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY AGREES TO OPERATE AND ADMINISTER THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[19] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[20] , POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

4. THE DESIGNATED STATE AGENCY AND/OR THE DESIGNATED STATE UNIT HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Maureen Bates

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Vocational Rehabilitation Administrator

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT.

FOOTNOTES

CERTIFICATION SIGNATURE

Signatory information	Enter Signatory information in this column
Name of Signatory	Maureen Bates
Title of Signatory	Vocational Rehabilitation Administrator
Date Signed	March 11, 2022

ASSURANCES

The State Plan must include	Include
1. Public Comment on Policies and Procedures: The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.	
2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement: The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.	
3. The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:Administration of the VR services portion of the Unified or Combined State Plan:	
3.a. The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act	
3.b. The establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act. The designated State agency or	

The State Plan must include	Include
designated State unit, as applicable (A or B must be selected):	
3.b.(A) "is an independent State commission" (Yes/No)	No
3.b.(B) "has established a State Rehabilitation Council" (Yes/No)	Yes
3.c. Consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act	
3.d. The financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3)	
3.e. The local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds (Yes/No)	No
3.f. The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs (Yes/No)	No
3.g. Statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan	No
3.h. The descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act	
3.i. All required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act	

The State Plan must include	Include
3.j. The requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act	
3.k. The compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act	
3.l. The reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities	
3.m. The submission of reports as required by section 101(a)(10) of the Rehabilitation Act	
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:	
4.a. Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act	
4.b. Impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act	
4.c. Provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? (Yes/No)	No
4.d. Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act	
4.e. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section	

The State Plan must include	Include
102(d) of the Rehabilitation Act	
4.f. Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act	
4.g. Provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act	
4.h. Comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14)of the Rehabilitation Act	
4.i. Meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs	
4.j. With respect to students with disabilities, the State,	
4.j.i. Has developed and will implement,	
4.j.i.I. Strategies to address the needs identified in the assessments; and	
4.j.i.II. Strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and	
4.j.ii. Has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25))	
5. Program Administration for the Supported Employment Title VI Supplement:	
5.a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act	
5.b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the	

The State Plan must include	Include
Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act	
5.c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act	
6. Financial Administration of the Supported Employment Program:	
6.a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act	
6.b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act	
7. Provision of Supported Employment Services:	Yes
7.a. The Designated State Agency Assures That it Will Provide Supported Employment Services as Defined in Section 7(39) of the Rehabilitation Act	
7.b. The designated State agency assures that:	
7.b.i. The comprehensive assessment of	

The State Plan must include	Include
individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act	
7.b.ii. An individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act	

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	24.9%	33.0	24.9%	37.0
Employment (Fourth Quarter After Exit)	32.2%	37.5	32.2%	39.5
Median Earnings (Second Quarter After Exit)	$4,030	$4,400	$4,030	$4,500
Credential Attainment Rate	10.0%	20.0	13.0%	22.0
Measurable Skill Gains	23.2%	35.0	23.2%	36.0
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

PERFORMANCE INDICATOR APPENDIX

ALL WIOA CORE PROGRAMS

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - ADULT PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	55.0%	60.0%	55.0%	60.0%
Employment (Fourth Quarter After Exit)	64.0%	65.0%	64.0%	65.0%
Median Earnings (Second Quarter After Exit)	$5,800.00	$6,800.00	$5,800.00	$6,800.00
Credential Attainment Rate	50.0%	58.0%	50.0%	58.0%
Measurable Skill Gains	30.0%	55.0%	30.0%	55.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	55.0%	71.0%	55.0%	71.0%
Employment (Fourth Quarter After Exit)	55.0%	76.0%	55.0%	76.0%
Median Earnings (Second Quarter After Exit)	$7,400.00	$8,500.00	$7,400.00	$8,500.00
Credential Attainment Rate	55.0%	68.0%	55.0%	68.0%
Measurable Skill Gains	50.0%	57.0%	50.0%	57.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES - YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	57.0%	68.0%	57.0%	68.0%
Employment (Fourth Quarter After Exit)	55.0%	62.0%	55.0%	62.0%
Median Earnings (Second Quarter After Exit)	$3,700.00	$4,300.00	$3,700.00	$4,300.00
Credential Attainment Rate	65.0%	65.0%	65.0%	65.0%
Measurable Skill Gains	25.0%	53.0%	25.0%	53.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

WAGNER-PEYSER ACT - WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	54.0%	54.0%	54.0%	54.0%
Employment (Fourth Quarter After Exit)	52.0%	52.0%	52.0%	52.0%
Median Earnings (Second Quarter After Exit)	$6,500.00	$7,300.00	$6,500.00	$7,300.00
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Serving Employers				

1

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM - ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	16.0%	25.6%	16.0%	25.7%
Employment (Fourth Quarter After Exit)	16.0%	24.0%	16.0%	24.5%
Median Earnings (Second Quarter After Exit)	$7,200	$7,200	$7,200	$7,300
Credential Attainment Rate	3.0%	6.5%	3.0%	6.7%
Measurable Skill Gains	30.0%	38.7%	30.0%	38.8%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

VOCATIONAL REHABILITATION PROGRAM (COMBINED OR GENERAL) - VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	24.9%	33.0	24.9%	37.0
Employment (Fourth Quarter After Exit)	32.2%	37.5	32.2%	39.5
Median Earnings (Second Quarter After Exit)	$4,030	$4,400	$4,030	$4,500

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Credential Attainment Rate	10.0%	20.0	13.0%	22.0
Measurable Skill Gains	23.2%	35.0	23.2%	36.0
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

1

"Effectiveness in Serving Employers" is still being developed and this data will not be entered in the 2022 State Plan modifications.

ADDITIONAL INDICATORS OF PERFORMANCE

Additional Indicators of Performance
There are no additional indicators of performance.

OTHER APPENDICES

REFERENCES

Table 1.1 Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.2 Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.3 Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.4 Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.5 Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.6 Job Source: Online advertised jobs data, Candidate Source: Individuals with active resumes in the Workforce System, Downloaded 11/07/19

Table 1.7 Job Source: Online advertised jobs data, Candidate Source: Individuals with active resumes in the Workforce System, Downloaded 11/19/19

Table 1.8 Job Source: Online advertised jobs data, Candidate Source: Individuals with active resumes in the Workforce System, Downloaded 11/19/19

Table 1.9 Job Source: Online advertised jobs data, Candidate Source: Individuals with active resumes in the Workforce System, Downloaded 11/19/19

Table 1.10 Job Source: Online advertised jobs data, Candidate Source: Individuals with active resumes in the Workforce System, Downloaded 11/19/19

Table 1.11 Source: Online advertised jobs data as of 11/10/19

Table 1.12 Source: Online advertised jobs data as of 11/10/19

Table 1.13 Source: Online advertised jobs data as of 11/10/19

Table 1.14 Source: Online advertised jobs data as of 11/10/19

Table 1.15 Source: Online advertised jobs data as of 11/10/19

Table 1.16 Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.17 Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.18 Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.19 Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.20 Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.21 Totals may not add due to rounding to the nearest ten. Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.22 Totals may not add due to rounding to the nearest ten. Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.23 Totals may not add due to rounding to the nearest ten. Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.24 Totals may not add due to rounding to the nearest ten. Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.25 Totals may not add due to rounding to the nearest ten. Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.26 Source: Department of Labor and Industrial Relations, Research and Statistics. Automation index is determined by EMSI, www.economicmodeling.com

Table 1.27 Source: Department of Labor and Industrial Relations, Research and Statistics. Automation index is determined by EMSI, www.economicmodeling.com

Table 1.28 Source: Department of Labor and Industrial Relations, Research and Statistics. Automation index is determined by EMSI, www.economicmodeling.com

Table 1.29 Source: Department of Labor and Industrial Relations, Research and Statistics. Automation index is determined by EMSI, www.economicmodeling.com

Table 1.30 Source: Department of Labor and Industrial Relations, Research and Statistics. Automation index is determined by EMSI, www.economicmodeling.com

Table 1.31 Source: Department of Labor and Industrial Relations, Research and Statistics Office, ONET online

Table 1.32 Job Source: Online Advertised Jobs data, HIWI, as of 11/15/19

Table 1.33 Note: 2019 is an average of January to October 2019. Source: Hawaii Department of Labor and Industrial Relations, Research & Statistics Office

Table 1.34 Note: 2019 is an average of January to October 2019. Source: Hawaii Department of Labor and Industrial Relations, Research & Statistics Office

Table 1.35 Note: 2019 is an average of January to October 2019. Source: Hawaii Department of Labor and Industrial Relations, Research & Statistics Office

Table 1.36 Note: 2019 is an average of January to October 2019. Source: Hawaii Department of Labor and Industrial Relations, Research & Statistics Office

Table 1.37 Note: 2019 is an average of January to October 2019. Source: Hawaii Department of Labor and Industrial Relations, Research & Statistics Office

Table 1.38 Source: State of Hawaii data - U.S Bureau of Labor Statistics; County Data - U.S. Census Bureau, ACS 1-Year Estimates, Table S2301.

Table 1.39 Source: U.S. Department of Labor, Bureau of Labor Statistics

Table 1.40 Source: U.S. Department of Labor, Bureau of Labor Statistics

Table 1.41 Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.42 Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.43 Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.44 Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.45 Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.46 Note: Unemployed data is not seasonally adjusted. Job openings are advertised online. Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.47 Note: Unemployed data is not seasonally adjusted. Job openings are advertised online. Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.48 Note: Unemployed data is not seasonally adjusted. Job openings are advertised online. Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.49 Note: Unemployed data is not seasonally adjusted. Job openings are advertised online. Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.50 Note: Unemployed data is not seasonally adjusted. Job openings are advertised online. Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.51 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table S1501

Table 1.52 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table S1501

Table 1.53 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table S1501

Table 1.54 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table S1501

Table 1.55 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table S1501

Table 1.56 Source: U.S. Department of Education, Institute of Educational Sciences, National Center for Education Statistics, IPEDS

Table 1.57 Source: Hawaii Department of Labor and Industrial Relations, Research and Statistics Office

Table 1.58 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table B23001, B15001

Table 1.59 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table B23001, B15001

Table 1.60 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table B23001, B15001

Table 1.61 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table B23001, B15001

Table 1.62 Source: U.S. Census Bureau, 2017 American Community Survey 1-year Estimates, Table B23001; 2018 American Community Survey 1-year Estimates, Table B15001.

Table 1.63 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table C21005, S2101

Table 1.64 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table C21005, S2101

Table 1.65 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table C21005, S2101

Table 1.66 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table C21005, S2101

Table 1.67 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table C21005, S2101

Table 1.68 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table C18120; http://www.disabilitystatistics.org

Table 1.69 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table C18120

Table 1.70 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table C18120

Table 1.71 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table C18120

Table 1.72 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table C18120

Table 1.73 Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-year Estimates, Table S0501

Table 1.74 Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-year Estimates, Table S0501

Table 1.75 Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-year Estimates, Table S0501

Table 1.76 Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-year Estimates, Table S0501

Table 1.77 Source: U.S. Census Bureau, 2013-2017 American Community Survey 5-year Estimates, Table S0501

Table 1.78 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table S1701

Table 1.79 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table S1701

Table 1.80 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table S1701

Table 1.81 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table S1701

Table 1.82 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table S1701

Table 1.83 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table C23002E, C15002E

Table 1.84 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table C23002E, C15002E

Table 1.85 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table C23002E, C15002E

Table 1.86 Source: U.S. Census Bureau, 2017-2018 American Community Survey 1-year Estimates, Table C23002E, C15002E

Table 1.87 Source: U.S. Census Bureau, 2018 American Community Survey 1-year Estimates, Table C23002E, C15002E

Table 1.88 Source: Homeless Point in Time Count conducted on January 22, 2019

Table 1.89 Source: U.S. Department of Agriculture, 2017 Census of Agriculture

Table 1.90 Job Source: Online Advertised Jobs data, HIWI, as of 11/15/19

Table 1.91 Job Source: Online Advertised Jobs data, HIWI, as of 11/15/19

Table 2.1 Note: Targets were not set for the Measurable Skill Gains performance indicator.

Table 2.2 Note: Targets were not set for the Measurable Skill Gains performance indicator.

Table 2.3 Notes: 1. Targets were not set for the Measurable Skill Gains performance indicator. 2. Reporting of the Youth program's median earnings to the federal government is not required.

Table 2.7 Notes: 1. Youth data are not available for Kauai County, since no youth program services have been offered there since the end of 2016. 2. Reporting of the Youth program's median earnings to the federal government is not required.

Table 4.1 Source: Centers for Disease Control and Prevention, Disability and Health Data Systems, 2017